

School leadership activity (for trainers)

Review aspects' activity 2

Target audience: School leadership

Aim: Enhance the School leadership knowledge of the review aspects and criteria, and its positive or negative impact on the two aspects of: 'Academic Achievement' and 'Teaching, Learning and Assessment'.

Duration: 20-25 minutes.

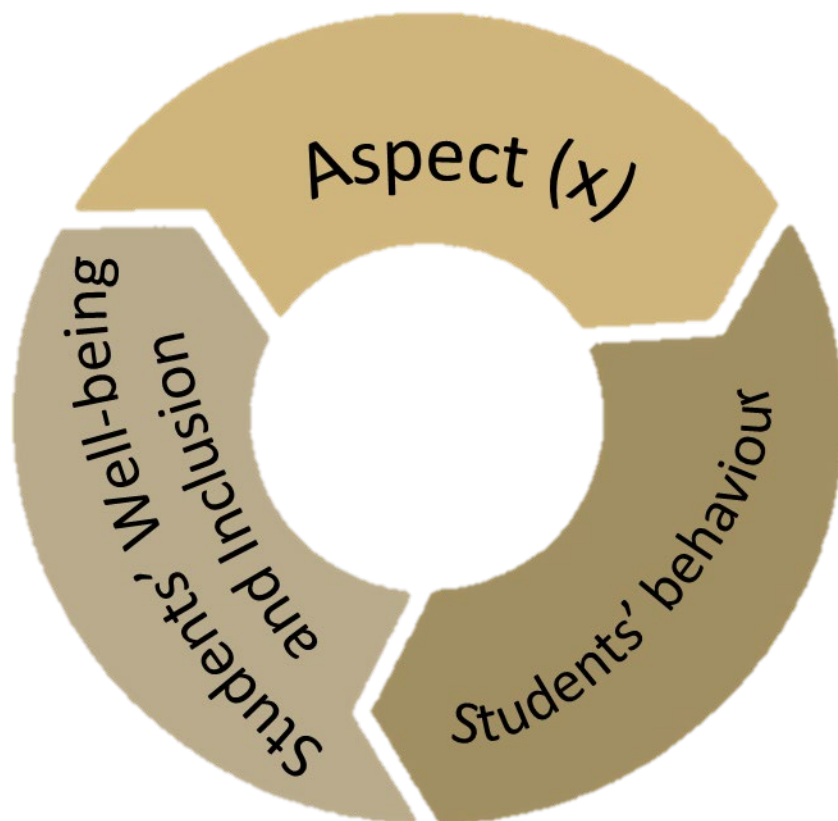
Description: Group activity. Participants discuss the diagram below to answer questions.

Materials: The activity sheet (one for each trainee) and an A3 paper for the group to answer in.

Implementation mechanism:

1. The trainer gives the groups two minutes before starting the activity to determine (a leader, a writer, and a presenter) for each group.
2. Activity questions are distributed; group members share the questions and discuss to arrive to the correct answers.
3. The agreed-upon answer is written by the group writer, during which the group leader organizes the group discussion and their answers, within the specified time.
4. After the expiry of the specified time, the answers of each group will be presented by the presenter, not exceeding 5 minutes.
5. After the groups' presentations are done, the trainer presents the model answer to the participating trainees.
6. The trainer answers inquiries and questions, if any.

Discuss with your group the diagram below to answer the following questions:



Q1: What is the name of the review aspect (X) in the diagram?

‘Students personal development and wellbeing’

Q2: in which criterion these two indicators are judged:

Independent learning and leadership: 2.1 Students’ Well-being and Inclusion

Responsible citizenship: 2.2 Students’ Behaviour

Q3: List three different sources of evidence that the school could use to evaluate “Students’ Behaviour’ criterion?

Interviewing those responsible for students’ personal wellbeing; including specialists and teachers – analysing attendance and behaviour documents – analysis of interviews and questionnaires of students and parents.

Q4: Suggest four initiatives and procedures to enhance students’ awareness and understanding of the ‘Child Protection Protocol’ in school?

1. Introducing the ‘Child Protection Protocol’ to students in the induction program at the beginning of the school year.
2. Providing social counselling and guidance sessions to enhance students’ awareness and understanding of the ‘Child Protection Protocol’.
3. The school implements guidance programmes that enhance students’ awareness and understanding of the ‘Child Protection Protocol’.
4. The school cooperates with the official authorities to train school staff on child protection, such as: first aid, bullying, and case studies.
5. Enhancing students’ awareness through information boards, brochures, and pamphlets.

Q5: What are the most important roles and responsibilities assigned to: senior leadership – teachers – those responsible for students’ personal wellbeing (social counsellors – SEN specialist – administrative supervisors); to raise the quality of ‘Students’ Personal Development and Wellbeing’?

Senior Leadership:

1- Following up on the implementation of action plans for projects and programmes that enhance the quality of “Students’ personal development and

wellbeing”, such as behaviour enhancement programmes, the social counselling plan, and the talent program plan.

2- Following up and discussing behaviour indicators, and attendance of Board of Directors meetings, and through school events, and classroom visits.

Teachers:

1. Monitoring and following up on students’ behaviour in and outside of lessons and communicate with staff responsible for students’ personal wellbeing.
2. Providing appropriate opportunities for students in lessons to enhance students’ self-confidence, assumption of leadership roles, and participation in lessons and extracurricular activities, such as health and volunteer activities and committee.
3. Creating a safe, respectful educational classroom environment.
4. Participating in refining students’ talents in committees, and in implementing behaviour programmes in school.

Responsible for students’ personal wellbeing:

1. Providing personal care for students, giving advice and guidance, as well as psychological, material and health care, by implementing behavioural projects, guidance programmes and case studies.
2. Following up on students’ behaviour indicators, enhancing students’ awareness and understanding of the ‘Child Protection Protocol’ and implementing its procedures.
3. Providing personal support to students with special needs.