Cambridge Sudan Professional Development

Cambridge School Leader Standards

Thursday 10th December 2018

Group Activity

Mr. Wala	Mr. Bonaventure	Mr. Tom
Ms. Sally	Ms. Mawahib S	Ms. Arwa
Ms. Rasha	Ms. Sumaia	Ms. Mawahib F
Ms. Areej		Mr. Mutaz

The members in each group tell 10 facts about a school manager's daily routine and 10 facts about an academic manager's daily routine. The group leaders present their findings to the whole group after 20 minutes of discussions.

Cambridge Leader Standards in context

The **Cambridge School Leader Standards** were produced alongside:

* The **Cambridge Standards for Schools**, which help schools carry out self-evaluations.
* The **Cambridge Teacher Standards**, which outline qualities expected of a Cambridge teacher.
* Statements about the **attributes** of **Cambridge learners** and **teachers** are also relevant.
* All these documents help schools provide high-quality Cambridge programmes, and are complementary to and consistent with each other.

In order to commit to supporting continuing improvement of the quality of education outcomes for all learners at Cambridge Sudan Schools, it is necessary for all school leaders to know what is expected of leaders in Cambridge Schools.
It is recognised that classroom teaching has the largest impact on the quality of educational outcomes. What teachers know and do makes the difference in improving student learning outcomes – their knowledge, pedagogical practices and relationships with students. In support of this, Cambridge School Leader Standards were developed to define key characteristics and practices of effective leaders. ***Teachers cannot achieve success without effective leadership.***

Who is a Cambridge School leader?

1. One who has overall responsibility for implementing the school's vision.
2. One who is accountable to the Senior Management Team, the General Manager and Board of Directors.
3. One who has the responsibility as well as the professional training, knowledge, skills and experience to be the senior educational leader.
4. In Cambridge schools, leadership is also a collective process. We are committed to distributed leadership.

Distributed leadership

* This is where both responsibility and delegated authority for leading specific aspects of the school's work are distributed among staff.

* This includes school managers, academic managers, individual teachers, pastoral heads, heads of subject departments and curriculum coordinators

* Leadership is focused on bringing about change and improvement to achieve the school's vision and mission.

Let’s watch …

Leadership

Civility.mp4

Question to participants:

What do you know about our:

1. School Vision

2. Mission?

Watch school vision and values …

* School leadership – vision and values

School Leadership– Vision and Values.mp4

Watch - A new role …

Getting started as a school leader - understanding the school vision

New role, new vision – Leadership Scenarios.mp4

Our School's Vision and Mission Statement

At Cambridge (Sudan), we believe in:

"Providing an excellent, active and safe learning environment for illimitable opportunities"

Our Mission Statement

"Cambridge International Schools (Sudan) will provide an excellent, safe and supportive learning environment, which opens a variety of illimitable opportunities for each student to develop the knowledge and skills to become a responsible and successful citizen."

Cambridge (Sudan) Core Values

Our core values are as follows:

1. **Excellence**: we expect the very best of ourselves in everything we put our hands to. Excellence is our habit.
2. **Respect:** we treat others as we would expect to be treated ourselves.
3. **Courage:** we always do the right thing, not the easy thing. To be proud of our decisions.
4. **Perseverance:** we pursue the difficult meaningful goal with rigour and passion.

Explaining the School Vision and Mission

This vision is the defining purpose of Cambridge International Schools (Sudan) and importantly highlights the two most important elements of excellent schools:

1. Firstly, the unyielding pursuit of excellence during every "Pupil/Teacher Interaction", starting with delivering lessons that are personalised and tailor made for each pupil, but extends to everything we do for children at Cambridge International Schools (Sudan).
2. Secondly, the notion of "Illimitable" and the reminder for all adults to never limit opportunities for a child, but instead open a variety of challenging opportunities and set high expectations in all that we do.

Explaining the Core Values

* The values of Cambridge International Schools (Sudan) will pervade or reflect every aspect of school life.

* They will be celebrated in assemblies and be delivered in lessons and the wider curriculum.

* The values will be the guiding principles for young people after they leave Cambridge International Schools (Sudan).

Group Task:

In pairs, list 5 things that should be done to achieve our mission at Cambridge (Sudan). Report back after 10-15 minutes

Mission is achieved through:

1. Positive, caring and clearly focused leadership from the senior leadership team.
2. The whole staff team working together to do its best for our children's confidence.
3. The whole staff team having high expectations of our children's social, behavioural and academic performance.
4. Well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children.
5. Creating stimulating and attractive learning environments in which our children can take a pride.
6. Fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children.
7. Promoting respect for other people and their property.
8. Working in partnership with parents, governors and the local community to enrich opportunities for our children.

The purposes of this workshop are:

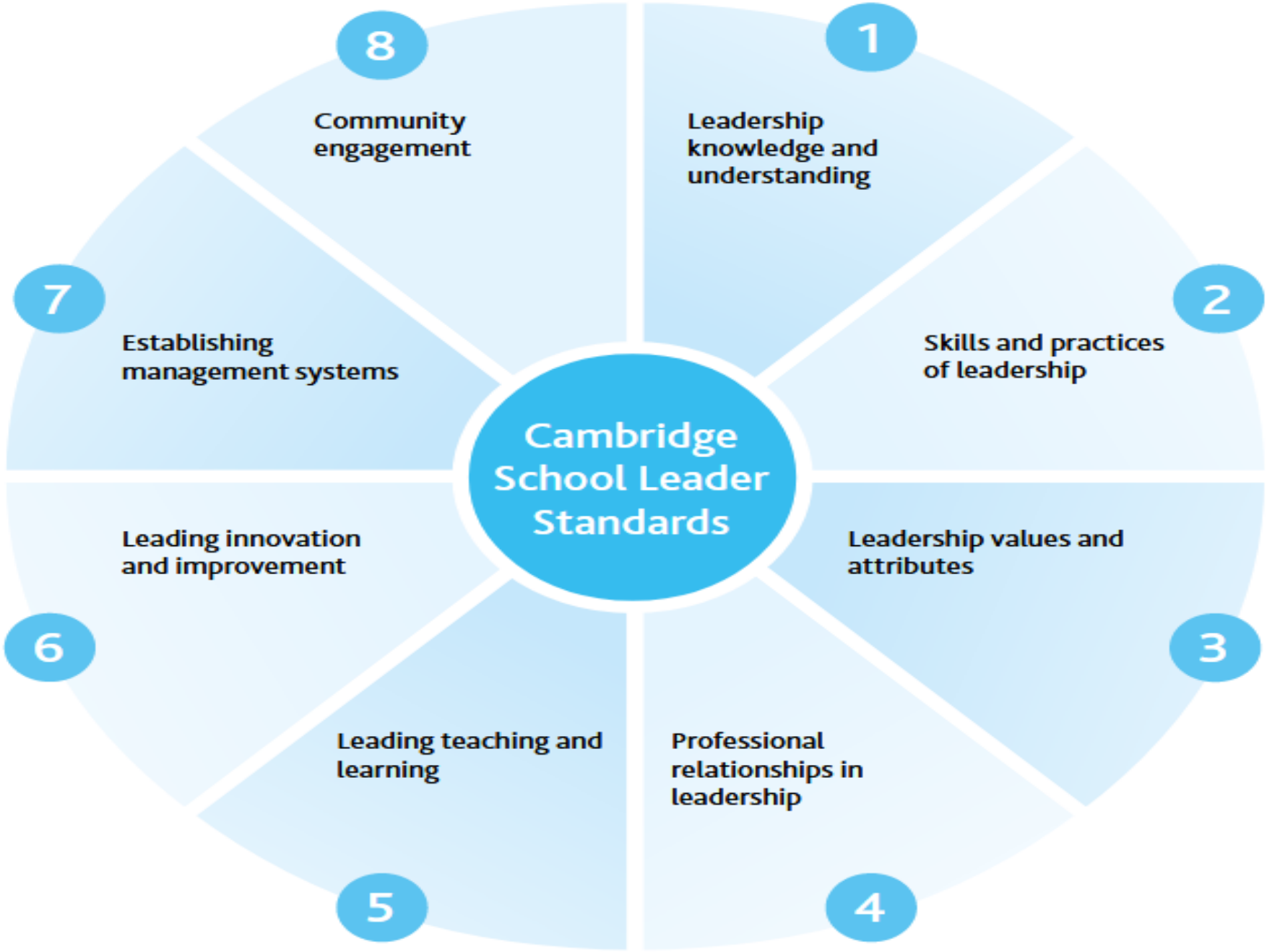
a) to define the range of characteristics and practices of school leaders needed to effectively provide Cambridge programmes.

b) to confirm successful leadership practice and help determine areas and priorities for school leader's own professional development.

c) to inform the understanding of leadership within the school. School leaders are accountable to their employers and to the community of parents and others that the school serves. They are also accountable to their staff and students for the quality and style of leadership that they provide and how it shapes and directs the school community.

The structure and organisation of the Cambridge School Leader Standards

* There are 40 Standard statements, organised under eight headings. The individual Standard statements are detailed and concrete and they allow school leaders to clearly understand how to show they have met individual Standards.
* The first four groups of Standards focus on the characteristics of school leaders in terms of ***knowledge and understanding, skills and practices, values and attributes, and professional relationships***.
* The remaining groups of Standards focus on the most important ***parts of school leaders' work, including teaching and learning, innovation and improvement, management systems and community engagement***.
* Together, these eight groups of Standards make up our definition of the range of characteristics and practices that are needed to lead a Cambridge school. They are based on the principle that effective school leadership has many common practices, so they are relevant to all leaders in Cambridge schools


Cambridge School Leader Standards
1
Leadership knowledge and understanding
2
Skills and practices of leadership
3
Leadership values and attributes
4
Professional relationships in leadership
5
Leading teaching and learning
6
Leading innovation and improvement
7
Establishing management systems
8
Community engagement

1. Leadership knowledge and understanding

Cambridge school leaders:

1.1: develop an understanding of the school and its community in order to inform their strategic leadership of the mission, vision and priorities of the school

1.2: maintain a current knowledge of research into child development, curriculum development and teaching and learning as a basis for their on-going evaluation of the school's work

1.3: understand the principles and practice of school improvement and of the leadership and management of change, in order to progress and refine the school's improvement programme

1.4: demonstrate a knowledge and understanding of contemporary research into educational leadership and the practices of effective leaders to support the reflective evaluation of their own practice.

2. Skills and practices of leadership

Cambridge school leaders:

2 .1: use the range of leadership skills necessary to communicate the vision, mission and objectives of the school to staff, learners and the school community, and to create shared purpose and commitment to the vision and objectives

2.2: apply decision-making skills, and promote decision-making processes within the school, based on the use of data and characterised by collegial and consultative practice

2.3: distribute leadership responsibilities throughout the teaching staff and model professional support for others in leadership roles, including developing their own skills in mentoring and coaching

2.4: model lifelong learning by reflecting actively on their own practice, seeking feedback from others and taking opportunities for their own professional development, including advanced certification in leadership.

3. Leadership values and attributes

**Cambridge school leaders:*

3.1: demonstrate a consistent commitment to the learning, personal growth and well-being of all students and value high standards of achievement and conduct for all learners

3.2: demonstrate a consistent commitment to the well-being and professional development of all staff and to the development of their leadership potential

3.3: promote the best interests of the school and the community it serves, and the continuing improvement and sustainability of the school's vision and mission

3.4: model ethical conduct, marked by personal integrity, respect for others and fairness in their dealings with learners, staff, parents and the community

4. Professional relationships in leadership

* ***Cambridge school leaders:***

4.1: establish professional relationships with all members of the school community characterised by respect and effective communication, and based on the development of trust and common educational purposes

4.2: demonstrate emotional intelligence and empathy, responding appropriately to the different values and perspectives within the school community, and seek positive outcomes to problems and challenges

4.3: facilitate team-building for the senior leadership team and model effective teamwork and professional conduct for other teams within the school

4.4: establish professional relationships with colleagues in other institutions, professional bodies and educational organisations, including Cambridge International, to contribute to the development of education and of leadership practice more widely.

5. Leading teaching and learning

Cambridge school leaders:

5.1: create a positive culture that provides professional support and challenge for teachers, promote individual development and value the achievements of all learners

5.2: lead, motivate and hold teachers accountable for developing effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students, as well as developments in their subject and subject teaching

5.3: promote and model collaboration between individual teachers and teams, to evaluate and share effective practice and to develop curriculum knowledge and teaching skills

6. Leading innovation and improvement

Cambridge school leaders:

6 .1: create a professional culture in which innovative practice is encouraged and where teachers are given opportunities to apply new ideas in their own teaching and in collaboration with others within and beyond the school

6.2: communicate information about and support for innovative programmes and practice to students, parents and other stakeholders, in order to create a receptive atmosphere for improvement

6.3: make sure that the school curriculum and other programmes are evaluated cyclically, using input from teachers, learners and other stakeholders, as the starting point for school improvement planning

6.4: lead the improvement planning process, based on the school's vision, mission and values, and use data about student progress and achievement as a key element in the plan

6.5: establish staff responsibilities, structures and timescales for the implementation, monitoring and evaluation of the improvement plan, motivating staff and making sure that plan objectives and outcomes are achieved

6.6: engage students, parents and the wider school community in support for the improvement programme, making sure that accountability requirements to the school governance and the community are met effectively.

*Establishing management systems

Cambridge school leaders:

7.1: develop a leadership team of suitably qualified staff that is appropriate to the current and expected operational and developmental needs of the school

7. 2: review the school's management processes and procedures to make sure that they are appropriate for the needs of the school, evaluating and making adjustments to achieve positive impacts on learner outcomes

7. 3: establish procedures and responsibilities for identifying and filling staffing needs with appropriately qualified individuals who have clear job descriptions and lines of accountability

7. 4: establish documented procedures to assess and develop the work of all staff, supported by adequately resourced professional development programmes, including for those aspiring to positions of leadership

7. 5: make sure that financial and other resources are properly and effectively developed and managed, in line with relevant governance requirements and the current and projected needs of the school and its programmes

7. 6: develop policies and procedures for the work of teachers and staff, ensuring that guidance is clear and consistent with school values and external requirements, and that it is communicated effectively within the school community

*8. Community engagement

Cambridge school leaders:

8 .1: promote and facilitate the involvement of parents and other adults responsible for learners in the life of the school and support the development of home–school partnership in support of learning

8.2: identify and engage other stakeholders and stakeholder groups, communicating the mission and objectives of the school to its community and encouraging contributions to the life of the school by community members

8.3: encourage students' contribution to the wider community and support initiatives for community and service learning in the school programme

8.4: establish effective working relationships with school governance and/or management, carrying out responsibilities in line with agreed governance policies and guidelines, and representing the school and the needs of learners and staff effectively within the governance or management structures

8.5: develop and maintain professional relationships with leaders in other schools and educational institutions locally to support the needs of the school and to promote professional communities of practice for the benefit of the wider educational system

8.6: take opportunities to engage with other educational bodies, including Cambridge International, to contribute to the improvement of educational provision and leadership practice nationally and internationally

Group Tasks

KG Managers	School Managers	Academic Managers
Ms. Sally	Ms. Rasha	Mr. Bonaventure
Ms. Areej	Ms. Muwahib F	Mr. Wala
Ms. Arwa	Ms. Sumaia	Mr. Mutaz
	Ms. Mawahib S	Mr. Tom

In your groups, please list your responsibilities in these categories:

1. Day to day operations
2. Weekly tasks
3. Monthly tasks
4. Termly tasks

Include tasks that you collaborate with the school or academic manager, key stage coordinators, teachers, admin staff and parents.

Hand in your lists at the end of the workshop. You have 1 hour maximum to complete the task.

End of Workshop

Thank you all for coming

Wish you all the best in your leadership!!

By Owen Shamu

[Executive Manager for Academic Affairs at Cambridge Sudan]