

# Putting Effective Leadership and Management into Practice

*Looking at Our School 2016*, School Self-Evaluation and the Distributed  
Leadership Model in DES Circular 3/2018

---

ACCS ANNUAL CONFERENCE 2018  
HAROLD HISLOP, PRÍOMHCHIGIRE



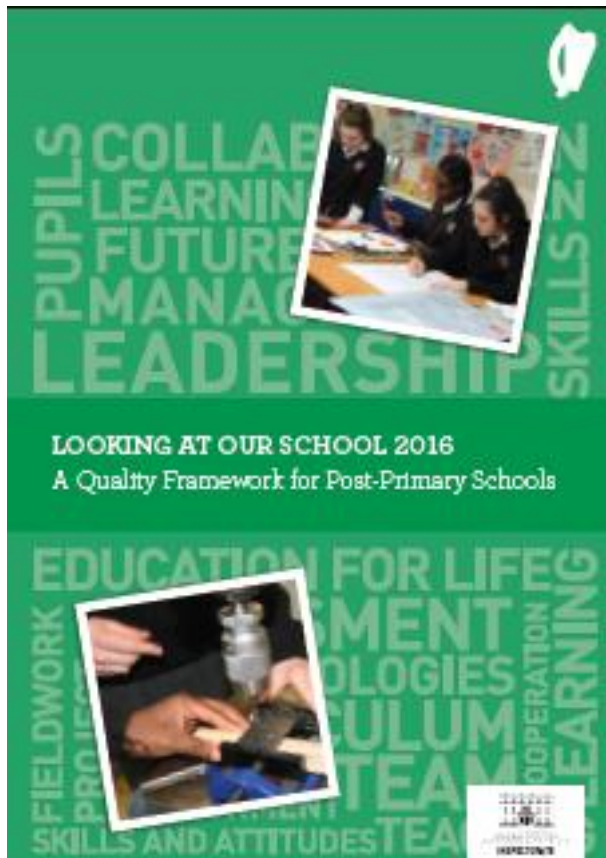
An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

# Rebuilding leadership and management capacity and effectiveness in Irish schools

---

- Effective leadership and management are essential to the achievement of good learning outcomes for students
- Management resources were depleted during economic crisis
- Principal & deputy principals had to bear the brunt of gaps that emerged
- Need to re-build capacity recognised – DES worked with management bodies
- New resources have prioritised deputy principals and then assistant principals
- An opportunity to shape leadership in new ways that best reflect good practice and the needs of schools

# A framework, a process and a model that support implementation



Circular Letter 0003/2018

To: The Managerial Authorities  
of  
Recognised Secondary, Community and Comprehensive Schools  
and  
The Chief Executives of Education and Training Boards

## LEADERSHIP AND MANAGEMENT IN POST-PRIMARY SCHOOLS

High quality leadership is crucial in establishing a shared purpose and vision for a school and to the achievement of high quality educational outcomes for students. The primary purpose of school leadership and management is to create and sustain an environment that underpins high quality in student care, learning and teaching.

This circular, in the context of commencement of the restoration of posts, sets out a leadership and management framework for posts in recognised post-primary schools. This circular supersedes all previous circulars, memoranda, rules and regulations in relation to posts of responsibility at Assistant Principal level (including Special Duties Teachers) and Programme Co-ordinator posts and is to be implemented by each employer with immediate effect.

# Joining the dots

---

## Looking at Our School 2016: **a framework**

A set of clear, definable standards in two dimensions:

- teaching and learning
- leadership and management

## School self-evaluation: **a process**

- A process of internal review
- A way of working that enables schools to focus on implementing change and effecting improvement in teaching and learning

## Circular 3/2018: **a model**

- Distributed leadership
- Flexible to relate responsibility to school priorities
- Focused on student learning – experiences and outcomes

# Joining the dots

---

Together, the framework, the SSE process and the leadership model enable schools to:

- Examine and review current practice
- Take collective/shared responsibility
- Focus on teaching and learning
- Set improvement targets
- Implement and monitor actions for improvement

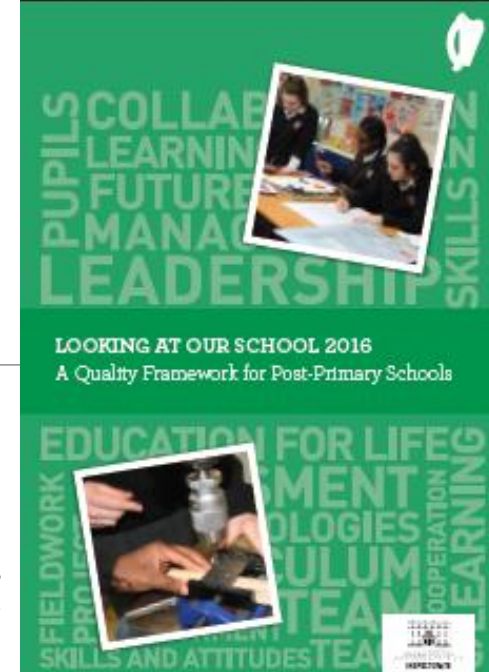
Teaching &  
Learning

Leadership &  
Management

# Framework: Principles

---

- Holistic view of learning
  - Broad, balanced, challenging, responsive to learners' needs
  - Well-being intrinsic to learning – outcome and enabler of learning
- Quality teaching as a powerful influence on achievement
- Schools as dynamic learning organisations – individual and collective work of school leaders and teachers to build capacity towards improvement
- Leadership and management inseparable
- Leadership – formal roles and teacher leadership
- External & internal evaluation - complementary contributors to improvement



## Teaching and Learning domains



## Leadership and Management domains



# What's involved in leading and managing a school?

---

**Four domains, each with four standards**



Establish an orderly, secure and healthy learning environment and maintain it through effective communication

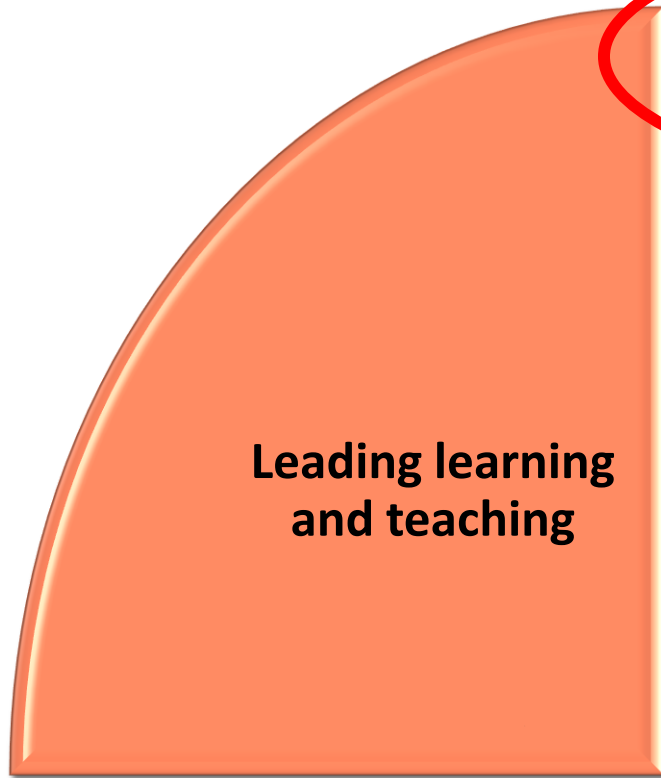
Empower staff to take on and carry out leadership roles

Lead the school's engagement in a continuous process of self-evaluation



# Leading teaching and learning – the standards

---



Promote a culture of improvement, collaboration, innovation and creativity, and maintain it through effective communication

Foster a commitment to inclusion, equality of opportunity and the holistic development of each student

Manage the planning and implementation of the school curriculum

Foster teacher professional development that enriches teachers' and students' learning

# Standards and statements of quality

Standards	Statements of effective practice	Statements of highly effective practice
<p>Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment</p>	<p>The principal and other leaders in the school work to promote a learning culture. They have generally high expectations for students and lead staff in striving for improved outcomes. They support reflective practice and promote a culture of improvement.</p> <p>The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, and to increase pupils' interest in learning.</p> <p>The principal and other leaders in the school encourage teachers to develop their teaching, learning and assessment practices, and to share their practice.</p>	<p>The principal and other leaders in the school <b>foster a culture in which learning flourishes. They lead the school community to continuously strive for excellence by setting high expectations for students. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.</b></p> <p>The principal, with those leading the process, uses SSE <b>very effectively</b> to encourage teaching that is engaging and challenging, <b>and to enable all pupils to become active and motivated learners.</b></p> <p>The principal and other leaders in the school <b>expect and</b> encourage teachers to develop <b>and extend</b> their teaching, learning and assessment practices, and to share <b>those that have proven successful at improving learning.</b></p>

# School Self-Evaluation and the Quality Framework

---

- The Quality Framework provides the standards, structure and language to enable schools to reflect on their provision
- SSE provides a **process** to internally evaluate provision and to plan for and bring about necessary improvements



# The Process - SSE

---

Circular 40/2016 outlines requirements regarding SSE

- Evidence-based, whole-school approach
- Teaching and learning focus
- Six-step process, can be used.....
  - To assist implementation of junior cycle reform
  - To aid development of DEIS improvement plan
  - To develop action plans in Gaeltacht School Recognition Scheme
  - You can use the same process of review to examine how posts are addressing the needs of the domains and standards for leadership and management



# A look at leadership – the model

---

## Circular 3/2018 – the **leadership model**

- Based on leadership and management domains of *Looking at Our School 2016*
- Requires flexible approach
- Promotes concept of shared/distributed leadership
- Responsibility and impact



Circular Letter 0003/2018

To: The Managerial Authorities  
of  
Recognised Secondary, Community and Comprehensive Schools  
and  
The Chief Executives of Education and Training Boards

### LEADERSHIP AND MANAGEMENT IN POST-PRIMARY SCHOOLS

High quality leadership is crucial in establishing a shared purpose and vision for a school and to the achievement of high quality educational outcomes for students. The primary purpose of school leadership and management is to create and sustain an environment that underpins high quality in student care, learning and teaching.

This circular, in the context of commencement of the restoration of posts, sets out a leadership and management framework for posts in recognised post-primary schools. This circular supersedes all previous circulars, memoranda, rules and regulations in relation to posts of responsibility at Assistant Principal level (including Special Duties Teachers) and Programme Co-ordinator posts and is to be implemented by each employer with immediate effect.

# Flexible approach

---

Circular 3/2018 Introduction Section 1.4

*Flexibility in identifying and prioritising the evolving leadership and management needs of the school, and in assigning and re-assigning post holders to specific roles and responsibilities to meet the evolving needs of a school, is an essential feature of this school leadership model.*

- Regular review to focus on current priority needs (responsibilities subject to change)
- Use SSE approach to ask: “How well are we addressing the four domains of leadership and management?”
- Review responsibilities as necessary but at minimum every 2 years (Section 4.1)

# Distributed leadership

---

## **Board**

- Appropriate and regular oversight of teaching and learning in school
- Initiating regular reviews

## **Principal and deputy principal**

- Principal has overall responsibility
- Principal assigns roles and responsibilities on behalf of board
- Recognised importance of shared leadership with deputy principal

## **Assistant principal posts / Co-ordinators**

- Areas such as curriculum and learning; student support and well-being; school improvement; leadership/development of staff teams

# Responsibility: individual and collective

---

## **Annual report**

- From each post-holder

## **Annual review with principal**

- Review progress
- Review role in changing needs of the school
- Review professional development of post-holder
- What difference is it making to teaching and learning?

## **External inspection**

- Examines domains of leadership and management in *Looking at Our School* during inspections

**And there are leadership roles for all in improving teaching and learning....**



# Could you and your teachers...

---

- Discuss the students' experiences and the outcomes from classroom-based assessment in Junior Cycle
  - What have we learned about students' knowledge and skills?
  - How can we build on what we have learned from the CBAs?
- Think about the parts of teaching and learning in the subjects that you feel are “highly effective”, “effective”, etc.
- How might you improve? How could you share your learning with others?
- Plan how you can improve from “effective” to “highly effective”

# Could you and your leadership team....

---

- Establish structures that promote collaboration and a culture of improvement
  - Allow time for collaboration and sharing of good practice at staff meetings
  - Ensure subject departments collaborate and plan effectively to improve practice
- Set up teacher-led groups to lead innovation and creativity in curriculum and teaching; encourage peer observation; and celebrate both successes and learning from 'failures'
- Include students in decision making fora - contribute to staff or management meetings
- Extend CPD opportunities by promoting/sharing experiences and learning; monitoring impact on student learning

# As a board of management, could you ...

---

- Make sure annual SSE checklist is completed? **BUT more importantly.....**
- Discuss the priorities and needs of the school using the domains and standards? Are they all addressed in the range of posts?
- Examine the annual reports from the post-holders? Ask questions about the annual reviews? What are they showing?
- What improvements in teaching and learning are being targeted now? How will improvement be tracked? And celebrated? Who is leading this work?
- What challenges are we experiencing in advancing improvement, creativity and innovation?
- How could the board support the changes/emerging needs?
- Monitor the effectiveness of collective and individual leadership in the school?
- Examine the findings re leadership and management from inspections?

# In summary

---

- The quality **framework** in *Looking at Our School 2016* provides a set of standards to assist in examining the quality of education provision in the school
- The SSE **process** a way of reflecting on the work of the school and deciding on priorities for improvement and taking action to make learning better
- The distributed/shared **model** of leadership brings flexibility to schools to ensure that current priorities for improvement are effectively led and managed
- **Taken together, the framework, the SSE process and distributed/shared model of leadership give us an opportunity to focus resources on continuous improvement in teaching and learning**