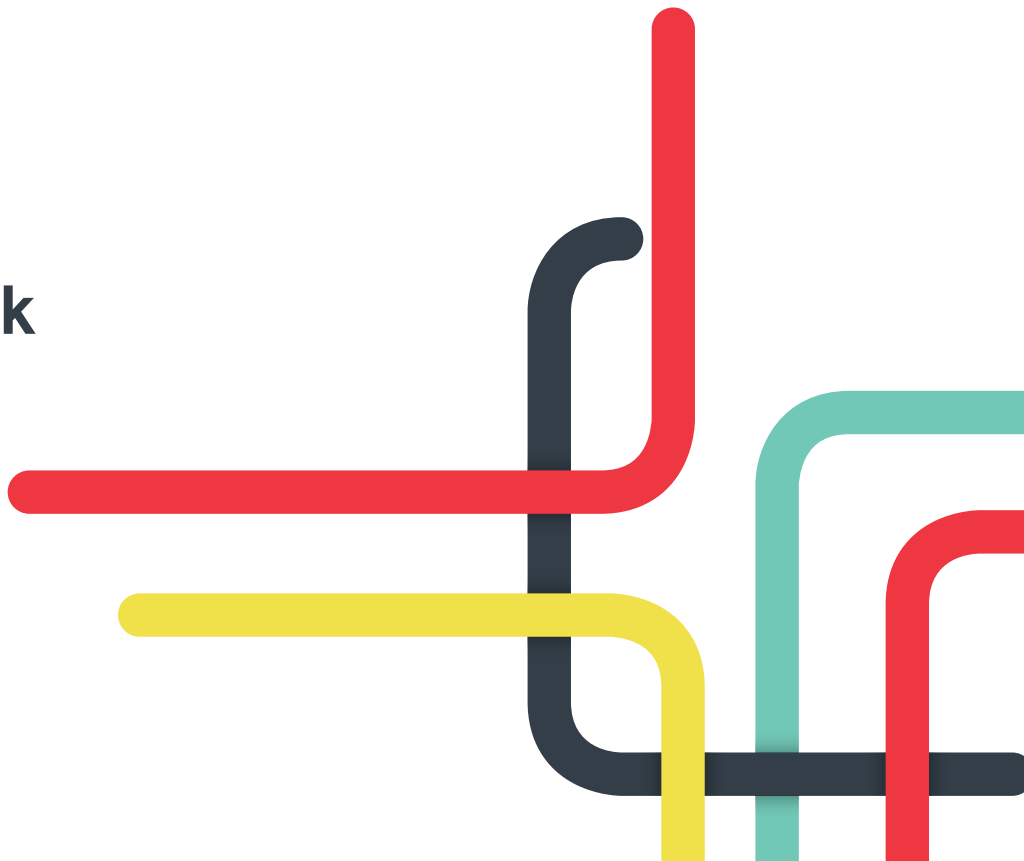




Partner Schools Network

The Standards For Teachers
and Principals/Headteachers



Introduction

The following standards serve as a reference document to allow teachers and headteachers to complete the separate self-evaluation form. The standards offer an in-depth insight into the following areas of performance:

- Knowledge
- Skills
- Values and attitudes

These documents are accompanied by a definition of what we mean by standards, how to best use and interpret them (with examples), and the outcomes we should expect.

*A supervisor can be used to mean anyone who has responsibility for teacher performance such as a department head, lead teacher, line manager and so on

Standards For Teachers

Domain/area of performance	Standards	Performance indicators
Knowledge	1. The teacher knows the subjects he or she teaches.	1.1 The teacher's explanations and clarifications of the subject are accurate. 1.2 The teacher makes the subject relevant to the daily lives of students. 1.3 The teacher understands how the subjects he/she teaches link with other subjects.

Domain/area of performance	Standards	Performance indicators
	<p>2. The teacher knows and understands the requirements of the curriculum for the subjects taught.</p> <p>3. The teacher knows and understands how to present the subject matter to students.</p> <p>4. The teacher knows and understands how students learn and develop.</p> <p>5. The teacher knows and understands modern pedagogy.</p>	<p>1.4 The teacher ensures that his or her knowledge and understanding of the subject are up to date.</p> <p>2.1 The teacher's plans meet the requirements of the curriculum.</p> <p>3.1 The teacher presents the subject matter with relevant examples that secure students' interest.</p> <p>4.1 The teacher understands that students have different preferred learning styles.</p> <p>4.2 The teacher's approach is appropriate to the students' ages.</p> <p>5.1 The teacher understands that the student is central to the process of teaching and learning.</p> <p>5.2 The teacher uses modern methods, for example; pair and group work,</p>

Domain/area of performance	Standards		Performance indicators	
	6.	The teacher knows and understands methods of educational evaluation (assessment and testing).	6.1	and motivating activities, for example; games, competitions, puzzles, etc. The teacher shows an awareness that evaluation of students' progress can be undertaken through continuous assessment of daily activities, positively and formatively, and not just through tests and examinations.
Skills	1.	The teacher can explain the subject matter clearly, and make it interesting for students.	1.1	The students understand the subject matter and are interested in it.
	2.	The teacher can plan students' learning appropriately.	2.1	The teacher's plans are coherent and flexible, and enable the students to learn effectively.
	3.	The teacher can communicate and interact effectively with students.	3.1	The teacher uses language which is correct and suitable to the students' ages and abilities.

Domain/area of performance	Standards	Performance indicators
	<p>4. The teacher can motivate students to learn.</p>	<p>3.2 The teacher listens to the students well, and encourages their contributions through his words and gestures (body language).</p> <p>3.3 The students respond positively to the teacher and interact well with him/her.</p> <p>4.1 The teacher encourages the students and they persevere well.</p> <p>4.2 The teacher engages the students with open questions that lead to discussion.</p> <p>4.3 The teacher guides and helps the students, and challenges them to solve problems.</p> <p>4.4 The teacher uses a range of motivating activities and resources, including working outside the classroom.</p>

Domain/area of performance	Standards	Performance indicators
	<p>5. The teacher can manage the classroom effectively.</p> <p>6. The teacher can use modern teaching methods and strategies that engage students actively in learning and enable them to develop the skills to learn effectively.</p>	<p>5.1 The teacher expects the students to behave well and enforces clear rules of behaviour in the classroom.</p> <p>5.2 The teacher is a good role model for his or her students.</p> <p>5.3 The teacher creates a positive environment for learning in the classroom, for example through displays of resource material, keywords and students' work.</p> <p>6.1 The teacher asks questions and implements classroom activities that encourage creativity and critical thinking by the students.</p> <p>6.2 The teacher successfully uses modern methods, for example pair work, group work, investigations, etc.</p> <p>6.3 The teacher uses modern learning and teaching aids effectively, including new technology wherever available.</p>

Domain/area of performance	Standards	Performance indicators
	<p>7. The teacher can evaluate students' performance efficiently and accurately, and can use the outcomes of evaluation to promote students' progress.</p>	<p>6.4 The teacher develops the students' ability to solve problems, work independently and educate themselves.</p> <p>7.1 The teacher uses different methods for testing and assessment of the students.</p> <p>7.2 The teacher evaluates the students' performance continuously and uses the results to plan future work.</p> <p>7.3 The teacher gives the students opportunities to assess their own, and each other's work.</p> <p>7.4 The teacher sets examination papers and marks them carefully and objectively.</p> <p>7.5 The teacher gives feedback to promote the students' progress.</p>

Domain/area of performance	Standards	Performance indicators
	8. The teacher can enable all students to learn effectively, by taking full account of students' individual differences.	8.1 The teacher varies activities and questions to enable all students to learn, and checks that they are learning. 8.2 The teacher meets the learning needs of students of different levels of ability. 8.3 The students make good progress.
Values and attitudes	1. The teacher is committed to the profession of teaching, to his/her own learning, and to promoting the students' learning, so that they all make progress and perform well. 2. The teacher is committed to developing and consolidating the national and ethical values in students.	1.1 The teacher shows enthusiasm and love for his or her profession. 1.2 The teacher is also a learner, and enthusiastically searches for and produces additional resources to enrich the curriculum. 1.3 The teacher has faith in the students' capacity and supports and challenges them to achieve success. 2.1 The teacher inculcates national values in the students.

Domain/area of performance	Standards		Performance indicators	
	3.	The teacher is committed to positive relationships with students, professional colleagues in the school, families and society.	2.2	The teacher is a role model for his or her students in honesty and integrity.
			2.3	The teacher develops the students' understanding of their own responsibilities.
			2.4	The teacher helps the students to develop positive values and qualities.
			3.1	The teacher treats students and colleagues with respect.
			3.2	The teacher contributes to the development of the school community.
			3.3	The teacher contributes effectively to the boards of parents and teachers.
			3.4	The teacher encourages parents to support their children's learning and development inside and outside the school.

Domain/area of performance	Standards		Performance indicators	
	4.	The teacher is committed to active participation in school activities.	3.5	The teacher contributes to the building of links with appropriate bodies outside the school.
	5.	The teacher is committed to self-evaluation of his/her performance, and to improving his/her performance through professional development.	4.1	The teacher participates in school and other educational meetings.
			4.2	The teacher participates in school activities.
			5.1	The teacher evaluates his or her performance honestly.
			5.2	The teacher participates actively in training courses.
			5.3	The teacher applies new ideas and methods in teaching and learning.
			5.4	The teacher uses assessment results to improve his or her job performance.
			5.5	The teacher is receptive to advice from the headteacher and supervisors.

Standards For Principals/Headteachers

Domain/area of performance	Standards	Performance indicators
Knowledge	1. The headteacher knows and understands the philosophy, policies and objectives of education.	1.1 The headteacher implements the educational policies and objectives in accordance with the educational philosophy of the state.
	2. The headteacher knows and understands modern pedagogical methods.	2.1 The headteacher accurately identifies the teachers in the school who use modern pedagogical methods. 2.2 The headteacher presents modern pedagogical methods to the teaching staff.
	3. The headteacher knows and understands the legal requirements relating to the school.	3.1 The headteacher knows and understands the rules and regulations for schools, the law relating to schools, and ministerial instructions, and ensures that they are implemented in school. 3.2 The teachers undertake their duties properly.
	4. The headteacher knows and understands the methods of leading and managing the school.	4.1 The headteacher understands and uses different approaches to leading and

Domain/area of performance	Standards		Performance indicators	
	5.	The headteacher knows and understands the home circumstances of the students and the environment in which they live.		<p>managing the school, and monitoring and evaluating its work.</p> <p>4.2 The headteacher uses the powers given to him or her wisely to serve the students and their learning.</p> <p>5.1 The headteacher knows the social and environmental circumstances of the area served by the school.</p> <p>5.2 The headteacher is aware of the conditions in which the students live.</p>
Skills	1.	The headteacher can lead teaching and learning, promoting modern pedagogy, and ensuring high quality.	1.1 1.2	<p>The headteacher requires that teaching and learning are of high quality.</p> <p>The headteacher monitors the quality of teaching and learning, by visiting classes regularly, examining samples of students' work, studying their progress and results, and checking the teachers' plans.</p>

Domain/area of performance	Standards	Performance indicators
	<p>2. The headteacher can foster a positive atmosphere in the school, maintain good relationships with students and staff, and promote teamwork.</p>	<p>1.3 The headteacher evaluates the quality of teaching and learning accurately.</p> <p>1.4 The headteacher gives the teachers feedback to promote improvement in teaching and learning.</p> <p>1.5 The headteacher can demonstrate and successfully encourage the teachers to use modern pedagogical methods.</p> <p>1.6 The headteacher ensures that the students achieve good results.</p> <p>2.1 Students, teachers, other staff, and stakeholders have confidence in the headteacher and their morale is good.</p> <p>2.2 Any disputes are resolved decisively, positively and objectively, and the atmosphere in the school is harmonious.</p> <p>2.3 The headteacher treats all members of the school community with respect.</p>

Domain/area of performance	Standards	Performance indicators
	<p>3. The headteacher can provide a safe and encouraging environment for teaching and learning.</p> <p>4. The headteacher can plan, promote, implement, monitor and evaluate actions to improve the school's performance.</p>	<p>2.4 The teachers work well as a team.</p> <p>3.1 The headteacher seeks to ensure that the school environment is hygienic, well organised, secure and stimulating.</p> <p>4.1 The headteacher articulates an appropriate vision for the school's future development.</p> <p>4.2 The headteacher has developed intelligent plans for the school's improvement.</p> <p>4.3 The headteacher ensures that the plans are implemented, checking that the required actions are taken.</p> <p>4.4 The headteacher evaluates the school's performance and progress.</p> <p>4.5 The headteacher plans and promotes the teacher's professional development effectively.</p>

Domain/area of performance	Standards	Performance indicators
	<p>5. The headteacher can consult the assistant headteachers, teachers and other staff , delegate powers to them and share the responsibilities of decision-making.</p> <p>6. The headteacher can manage all the school's resources efficiently and effectively.</p>	<p>5.1 The assistant headteachers and teachers take appropriate responsibilities.</p> <p>5.2 The headteacher consults the assistant headteachers, teachers and other staff and involves them in decisions.</p> <p>5.3 The headteacher gives responsibilities to school committees and holds them to account.</p> <p>6.1 The headteacher releases the potential of the school's teachers, social workers and other staff.</p> <p>6.2 The headteacher ensures that the resources required by the students and staff are provided.</p> <p>6.3 The headteacher ensures that the school building and facilities are well maintained.</p>

Domain/area of performance	Standards		Performance indicators
	7.	The headteacher can maintain good communication inside and outside the school.	<p>6.4 The headteacher gains extra resources for the school (in accordance with the regulations), and uses them appropriately and transparently to address priorities.</p> <p>7.1 The headteacher meets regularly with school committees.</p> <p>7.2 The headteacher keeps teachers, other staff, and students well informed about developments in the school, and listens to their views.</p> <p>7.3 The headteacher ensures that parents feel well informed about their children's performance and welfare.</p>
Values and attitudes	1.	The headteacher is committed to ensuring that teaching and learning in the school are of high quality, and that the school continuously improves.	<p>1.1 The headteacher regularly monitors and evaluates the teachers' performance, and takes action to secure improvement.</p> <p>1.2 The headteacher monitors exam pass rates and takes action to improve them.</p>

Domain/area of performance	Standards	Performance indicators
	<p>2. The headteacher is committed to taking responsibility as a leader.</p> <p>3. The headteacher is committed to engaging with parents and the local community and involving them in school activities.</p>	<p>1.3 The headteacher ensures that the student is the focal point of the teaching and learning process, and all of the school's work.</p> <p>2.1 The headteacher is a good role model, whose decisions reflect his or her commitment to national, educational, professional and ethical values.</p> <p>2.2 The headteacher is available during the working day and regularly checks the classrooms and the school.</p> <p>3.1 The headteacher meets regularly with parents, friends of the school and the members of the local community board to discuss school issues.</p> <p>3.2 There is a parent-teacher association to discuss school affairs.</p>

Domain/area of performance	Standards	Performance indicators
	<p>4. The headteacher is committed to fairness and objectivity in managing the school and in monitoring the performance of its teachers and other staff.</p> <p>5. The headteacher is committed to his/her own self-evaluation and professional development, to the self-evaluation and professional development of all the school's staff, and to maintaining a positive ethos in the school.</p>	<p>4.1 The headteacher treats students fairly and with respect.</p> <p>4.2 The headteacher implements rules and procedures objectively, without favouritism or prejudice.</p> <p>5.1 The headteacher evaluates his or her own performance honestly.</p> <p>5.2 The headteacher participates in capacity-building and professional development events.</p> <p>5.3 The headteacher encourages teachers to self-evaluate and to participate in training and professional development.</p> <p>5.4 The headteacher visits other headteachers to share experience, and encourages teachers to visit each other, to learn and improve their performance.</p> <p>5.5 The headteacher is open minded and receptive to what is new in his or her profession.</p>



Guidance On Using The Standards For Teachers and Principals/Headteachers

What are Standards?


Standards set out levels of performance to be expected and achieved. Standards are not the same as criteria, which are the characteristics according to which performance is evaluated. Standards set out the specific performance required. For example, the criteria for evaluating a car (judging how good it is) might include its maximum speed, its fuel consumption and the number of seats it has. Standards for a car to be purchased for a hire company might specify that its maximum speed should be at least 140 kilometres per hour, that its fuel consumption should be no more than one litre for every 15 kilometres, and that it should have at least four seats. By setting standards for teachers and headteachers, a minimum goal is set for the performance of every teacher and every headteacher in the country. Some may achieve that goal immediately, others may require training and support over a period of time to achieve it. And, of course, over time an increasing number may not just meet the standards but exceed them.


The standards for teachers and headteachers are organised in three domains: knowledge and understanding; professional skills; values and attitudes.

The standards provide comprehensive but concise descriptions of the key elements of performance within each domain. They are supported by indicators that specify some of the key evidence that will show whether or not each standard has been met. The indicators are provided for guidance. The assessment of the teacher or headteacher should be in relation to the standard as a whole, not each individual indicator.

Why are Standards important and for what purposes are they used?

By setting out what is expected of teachers and headteachers, the standards define the level of performance to which students, parents and other stakeholders in the communities served by schools are entitled, from those to whom they have entrusted the education and development of students and young people. The findings of international research show that the quality of teachers and of their professional development, and the effectiveness of school leadership, are key factors affecting the quality and effectiveness of students' learning, and the results that students achieve.





The standards are designed to both reflect good practice and to present a challenge to teachers and leaders to improve the quality of education in schools. They are deliberately pitched at a high level, providing a signpost to the future for many of our schools.

The standards reflect the modern approaches to teaching and learning, and to the leadership and management of teaching and learning, which are promoted in teacher and leadership training available from the Partner Schools Network. The standards will help all teachers and leaders to improve their work, and to improve the quality of education provided for our learners.

The standards provide a clear, objective and consistent basis for:

- teachers and headteachers to evaluate their own performance;
- headteachers to evaluate the performance of teachers;
- supervisors to evaluate the performance of teachers and headteachers;
- decisions about appointing, promoting or excluding teachers and headteachers;
- identifying the professional development and training needs of current and future teachers and headteachers;
- identifying and disseminating the best practice in teaching and school leadership

By serving these purposes, the standards will also help to promote equality of opportunity for all.





Guidance for teachers on using the Standards for self-evaluation

Teachers should use the Standards for Teachers to evaluate their own performance and to plan their professional development.


First, teachers should study the standards carefully and make sure that they understand them. If any points are unclear, they should discuss them with their headteacher or supervisor, who should be able to provide further explanation.

For a teacher, assessing his or her own performance against the standards may be challenging, but it should become easier with practice. It involves measuring the individual's knowledge and understanding, professional skills, and values and attitudes against the standards. This self-evaluation should be done as honestly as possible. It may also be helpful to undertake peer-evaluation; this involves working with a colleague to jointly assess each other, and to help each other understand what the standards mean in practice.

Using the standards in this way should help teachers to gain knowledge and understanding of what is expected of each teacher, and to identify those aspects in which they are performing well. The self-evaluation will also help teachers to identify the areas in which their performance is less strong and should be improved in the future. Teachers should try to find opportunities for training and professional development which are relevant to those areas. The aim of every teacher should be to meet all the standards fully – and then to surpass them.

Knowledge of the standards and their use for self-evaluation will help teachers to understand how their performance will be assessed by their headteacher and supervisor. They will also be able to discuss their performance with their headteacher and supervisor in an informed way, and consider with them any further training and development that would be helpful in the future.

By performing well against all the standards, teachers will increase their chances of being promoted or being appointed as a headteacher in the future. The standards for headteachers will help them to understand what being a headteacher will involve, and the knowledge, skills and commitment that will be required of them.





Guidance for headteachers on using the Standards for self-evaluation

Headteachers should use the standards for headteachers to evaluate their own performance and to plan their professional development.

First, like teachers, headteachers should study the standards carefully and make sure that they understand them, asking a supervisor to explain any points which are unclear.


Headteachers may find self-evaluation challenging at first, and will need to be very honest with themselves as they assess their knowledge and understanding, skills, values and attitudes against the Standards. They too may benefit from undertaking peer-evaluation, working with a trusted colleague headteacher to assess each other's performance and gain further insight into the standards.


If it is done honestly and rigorously, the self-evaluation should enable headteachers to identify the strengths of their performance and the aspects that they need to develop further. If they then undertake appropriate training and development to improve the weaker areas, not only their own performance but also the performance of their school as a whole should benefit. All headteachers should seek to meet, and then to exceed, all the standards.

As for teachers, knowledge of the standards and their use for self-evaluation will help headteachers to understand how their performance will be evaluated by their supervisor and, through informed discussion, will enable them to derive much greater benefit from the assessment.


Guidance for headteachers and supervisors on using the Standards to assess the performance of others


Headteachers and supervisors will use the standards for teachers to evaluate and improve the work of teachers. They should study the standards carefully themselves and ensure that their teachers have studied them and understood them before the assessment takes place.






Evidence to support assessments of the work of teachers can be gathered in the following ways:


- **By observing lessons.** This is likely to be one of the most fruitful sources of evidence, especially about the standards in the skills domain. When observing a lesson, it is best to remain in the classroom for at least 30 to 40 minutes. It is important to focus not only on what the teacher says and does, but also on the students. If the students are learning effectively and making good progress, then the teaching is probably effective, whatever methods the teacher is using.
 - **By discussion with the teacher.** Evidence from discussion may be particularly relevant to the Standards in the knowledge and values and attitudes domains. For example, through discussion, it may be possible to learn about the teacher's understanding of students' development, and about how committed the teacher is to professional development.
 - **By discussion with the students.** This may provide evidence about the students' motivation and interest, and their progress. Where it is possible, discussion with parents may also provide indirect evidence about these matters.
 - For supervisors, by talking with the headteacher and looking at the headteacher's records of observations and evaluations of the teacher. However, supervisors should check the headteacher's evaluations by making their own observations.
 - By looking at the students' work (for example, in their homework books) to see how much progress they are making, how their work is checked and assessed, and how much feedback they are given by the teacher.
 - Analysing the students' assessment and test results, checking that the marking is accurate, and forming a view about the level at which they are working and how much progress they are making.
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- Looking at documents and records: for example, the teacher's plans, assessment exercises and test papers, the resources used to support the learning of different students, the training sessions attended, and the other activities to which the teacher has contributed.

Supervisors will use the standards for headteachers to evaluate the work of headteachers and to promote and support their professional development. It is important that both headteachers and supervisors study the standards carefully and know them well.

Evidence to support assessments of the work of headteachers can be gathered in the following ways:

- By observation of the headteacher's work and of the school (the premises and facilities, the work of other administrators and of the teachers, and the learning and behaviour of the students). This may be a particularly useful source of evidence for the standards in the skills domain.
 - By discussion with the headteacher. This may be a helpful source of evidence for the standards in the knowledge and values and attitudes domains.
 - By discussion with teachers, students and (where possible) parents. These may, for example, provide evidence about how far each group feels consulted and kept informed about the school's work and development. The teachers may indicate the extent to which they have been encouraged to adopt modern teaching methods, and have received helpful feedback to improve their teaching.
 - By looking at the records of the headteacher's observations of lessons and evaluations of teachers. This will, for example, provide evidence about the headteacher's understanding of modern pedagogical methods.
 - By analysing the students' examination and assessment results, assessing both the accuracy of the marking and the students' progress.
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- By studying school documents and records, for example; development plans; records of meetings of committees, including the parent-teacher association; records of school activities.
 - By studying the assessments of teachers by other supervisors. These will provide evidence of the impact of the headteacher's leadership of teaching and learning in the school.


Assessments of the work of teachers and headteachers against the standards should be undertaken fairly, honestly and objectively, and should be supported by as much evidence as possible. It is important to check that the evidence that supports an assessment is actually directly relevant to the standard being assessed. If insufficient evidence is available to make a secure assessment of a particular standard, the assessment should not be made until more evidence has been gathered.

For each standard, the person making the assessment should assess whether the teacher or headteacher is achieving the standard, not yet reaching it, or exceeding it. The indicators should be used to help make this assessment. It is not necessary or appropriate to make a specific judgement against each indicator, as the indicators are provided as illustrations for guidance only. If the individual's performance in relation to a particular standard is strong in some respects but weak in others, the headteacher or supervisor making the assessment will need to weigh up the evidence very carefully and then make a professional judgement as to whether, overall, the standard has been met.

If a teacher or headteacher is not yet reaching a standard, it is important for the person making the assessment to identify precisely why, and to think about what constructive suggestions to make to help the teacher or headteacher to improve their performance. After assessments against the standards have been made, it is essential that the person making the assessment arranges to have a conversation with the teacher or headteacher, to share the assessment and provide feedback that will be helpful in supporting improvement.


When a headteacher is giving feedback to a teacher, or a supervisor is giving feedback to a teacher or headteacher, the following approach should be used:




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- Adopt the approach of a ‘critical friend’ who is working with the teacher or headteacher to achieve improvement in their performance. Avoid a punitive or dictatorial approach; instead, be encouraging and supportive, but also be firm if necessary when insisting on improvement where it is needed.
 - Invite the teacher or headteacher to offer their self-evaluation against the standards. If the person whose work is being assessed does not understand the standards or the process of self-evaluation, provide an explanation and encourage him or her to undertake self-evaluation in the future. If a self-assessment is offered, indicate where you agree with it and where you take a different view, at the same time making constructive suggestions about how the self-assessment could be improved in future.
 - Share the positive points (including reference to standards that have been achieved) first, and celebrate the successes of the teacher’s or headteacher’s work. Then discuss the areas where improvement is needed, including standards that have not yet been achieved, giving examples to ensure that the teacher or headteacher understands the reasons for the assessment, and offering advice and suggestions on actions that the teacher or headteacher could take.
 - Discuss with the teacher or headteacher any training and development activities that might be helpful in enabling him or her to meet all the standards; for example, it may be appropriate to suggest observation of other teachers in the school or elsewhere, or headteachers in other schools, who are already meeting or exceeding the standards.
 - If the teacher’s or headteacher’s work already exceeds any of the standards, his or her performance should be celebrated and thought should be given to how he or she could help other teachers or headteachers to learn from him or her; for example; by observing a lesson or visiting the school.

Examples to illustrate the Standards

Teachers who are meeting skills Standard 6: The teacher can use modern teaching methods and strategies that engage students actively and enable them to develop the skills to learn effectively.




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- i) In a small elementary or basic school, the teacher of a social studies lesson in the Grade 2 class is asking open questions, to which the students give thoughtful and creative answers, expressing their own ideas and listening to those of other students. The teacher holds their interest by using a range of resources, including photographs and maps. She makes good use of the 'data show', and asks the students to work in pairs and groups for different tasks.

One of these tasks requires the students to investigate a problem for themselves and to report back their results to the rest of the class. The teacher asks the students to undertake a further investigation for themselves as their homework.

- ii) In a Grade 7 English class in a large secondary school, the teacher manages a series of activities that enable the students to develop their skills in speaking, listening, reading and writing. He uses a DVD for the listening and speaking tasks, and flash cards to support the students' reading and writing. The activities are well managed and require the students to work alone or with a partner. At one stage in the lesson, the students are asked to give their opinions, in English, about different sports; they have to work independently to prepare and deliver a short presentation to the rest of the class, and they respond to this challenge with enthusiasm.

Headteachers who are meeting skills Standard 1:

The Headteacher can lead teaching and learning, promoting modern pedagogy and ensuring high quality

- i) In a small elementary school, the headteacher spends much of her time visiting the classrooms around the school, looking at the students' work and monitoring the methods that are being used. She checks and analyses the students' test results and discusses them with the teachers while setting targets to improve them. She makes sure that the students are given homework and that it is marked carefully and constructively by the teachers. She insists that the teaching and learning should be of high quality, and evaluates the teachers' work rigorously, giving them constructive feedback and encouraging them to improve their professional knowledge and skills. Recently, she has arranged training sessions for all the teachers on how to use group work to help students to learn through discussion. The teachers enjoyed this and are now applying the ideas in their own classrooms.
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ii)

In a large secondary school, the headteacher makes sure that all the class rooms are well equipped with new technology and teaching aids. He delegates authority appropriately to his assistant headteachers and other staff. He encourages the teachers to organise debates and competitions for the students, and to set them research tasks and problem-solving exercises. He and his assistant headteachers look at the teachers' plans and the students' work to check that all the teachers are using these methods, visit the classrooms regularly and evaluate how well each teacher is performing. When they are dissatisfied with a teacher's work, one of them has a discussion with him, makes constructive suggestions and then a month later observes another lesson to find out whether the teaching and learning have improved. The headteacher analyses the students' examination results thoroughly. If the results are better in one subject than in another, he questions the teachers and encourages them to observe each others' lessons to learn how to improve the students' progress in the weaker subject.

