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MINISTRY OF EDUCATION



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Educational Professions Licensure

School Leadership Development Plan for Licensure in the U.A.E

Cultivating Educational Leadership

2020

School Leadership Development Plan for Licensure in the U.A.E.

Cultivating Educational Leadership

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Overview

Overview and Guidelines to School Leaders Licensure and Continuous Professional Education

The Educational Leadership Standards for the U.A.E. have been aligned to the Standards for Effective Educational Leadership Practice. This has created a seamless connection ensuring a comprehensible system of leadership development that starts with preparation and ends at evaluation and professional leadership growth.

The aim of this document is to provide an overview on the method in achieving an Educational Leadership licensure in the UAE. This overview serves to aspire leaders and those wanting to pursue an educational leadership role within the UAE.

The MoE in collaboration with Higher Education Institutes have been working on developing performance assessments for initial licensure for all current school leaders. Candidates must be able to demonstrate the knowledge and thought process needed to manage, coach, and mentor school staff and inspire them to enhance educational teaching and learning in order to ultimately provide an education that develops the skills, knowledge, and understanding of students. The first school Leaders performance assessment for cluster managers, principals, and vice principals will be available in December 2020.

The Standards were developed by a committee including members from MoE, ADEK, KHDA, MOHESR, IAT, ACTVET and NQA in 2015. These standards encompass both the academic and operational aspects of the role of educational leaders.

Approved changes to the Standards Licensure and Preparation Program took effect in September 2020. The main purpose of these standards and the development plan is to ensure that all schools in the country have well-prepared school leaders based on the knowledge that school leaders are essential in achieving the goal of providing an effective learning environment for students.

Who are the School Leadership Members?

A leader in school administration may work at a primary or secondary school, in the private or public sectors, or in adult education programs. They may be school vice principals, principals, cluster managers, or principals of specific school programs such as vocational schools.

What is School Leadership Licensure?

Like many professions, certification reflects that an individual is prepared and capable to face challenges and apply their knowledge in a variety of situations effectively. For school administrators in the UAE, the certification process will assess current school leaders and potential school leaders on their organizational and management skills as well as their instructional and pedagogical knowledge.

Through the license process, a school leader proves he or she is an effective agent of positive growth and change in their schools. The process of acquiring a license will require an in-depth analysis of the school leader's background, as well as assessing their knowledge of running an effective successful school.

The MoE in collaboration with Higher Education Institutes developed a skill-based assessments to identify strengths and needs in principals as well as principal candidates, and to plan programs to improve or develop necessary skills especially focusing on the following areas:

Leadership Skills: An educational leader ensures that all students learn and achieve, and all students are inspired to be innovative and creative, as well as the key role of inspiring and engaging teachers to realize the school vision, mission, and goals.

Communication and Collaboration Skills: An educational leader has excellent interpersonal skills and the ability to communicate plans and ideas to all stakeholders.

School Vision and Data Analysis: An educational leader understands the importance of collecting valid and reliable data from a wide range of facets in order to develop a school vision which supports core UAE values and create plans where he or she is actively participating in the transformation of the vision into reality.

Professional Growth & Professional Learning

Today's educators must believe in being a life-long learner. Whether it is deepening understanding of a particular topic or subject, or mentoring and coaching the next generation of leaders, continuous learning and growing is a daily process. This proposal aims to be the primary resource for all aspects of professional growth in educational leadership.

Institutions need strong, compelling leaders who shape and guide goals, objectives, and direct change. The educational field requires vision and leadership to operate effectively. The skills required to be a leader are often learned over time, and developed through experience, perseverance, and dedication. Through daily operations with staff and students, school principals and vice principals are expected to develop and perfect several leadership skills that mature over time. Effective school leaders are key to advancing the goals and needs of schools in the U.A.E. Therefore, there is a need to develop these skills theoretically and practically.

School principals and vice principals serve as the leaders and supervisors of schools. They manage and assist teachers and faculty members in their daily roles. They also oversee a wide range of professional development, school budgeting, student disciplinary matters, in addition to interacting with the public and representing the school. Thus, it is essential that a person who is dedicating his/her life to educational leadership must have the passion for higher educational standards alongside strong leadership skills.

The system recognizes the value of evidence-based, job-embedded learning, sharing promising practices and a distributed leadership model. The ultimate goal is putting together a professional learning team committed to developing and delivering leading edge, responsive learning for individuals who seek actionable and practical strategies to advance school and system leadership.

It is a priority to develop, provide and support a variety of relevant, accessible and locally customized professional learning opportunities, based on diverse community needs, feedback and demands.

Input from a multitude of sources should continuously inform the processes from needs identification, to design, to development and delivery of diverse resources that support the needs of all members in the education field. This support provided to educational leaders can be delivered and customized to suit the learning needs.

Characteristics of School Leadership

The role of a school leader encompasses areas of social, emotional and cognitive growth of children. Research in education clearly exemplifies the knowledge, skills and capabilities needed by today's educational leaders. This knowledge set of skills and capabilities are established within the effective leadership development program. The U.A.E. Educational Leadership Standards define effective school leadership by establishing an evidence-based set of leadership requirements and professional practices that are expected of all school leaders. Those who aspire to become school principals in the UAE can use this set of Educational Leadership Standards as a resource to identify the knowledge, skills and capabilities needed to develop as they pursue a career in educational leadership and administration.

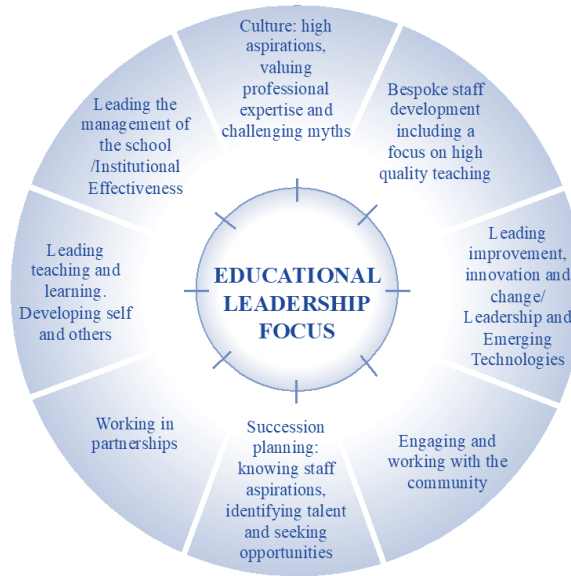
Aligning with the Educational Leadership Standards that have been set, three key areas of knowledge, skills and capabilities that aspiring educational leaders need to develop:

1. Instructional leadership skills demonstrated by:
 - defining, framing and communicating a school's vision and mission
 - managing the impact of a school's instructional program which includes, but is not limited to, the supervision of teaching and learning that takes place in and outside the classroom, coordination of the curriculum and alignment of learning outcomes as well as the monitoring of student progress
 - promoting a positive school learning climate for both students and staff which is mindful of instructional time, professional development and the promotion of high expectations for teachers and students
2. Effective management and leadership skills to successfully run a school. This includes finance and budgeting, human resources and strategic planning.
3. Higher-order leadership capabilities. This includes strategic thinking, the ability to lead change, and personal and interpersonal skills such as emotional intelligence, self-awareness, self-management, institutional effectiveness and relationship management.

The school leadership licensure system aims to provide a minimal level of requirements that every educational leader should have, regardless if they are currently in the position or seeking a position in educational administration in the near future. This system would require existing school leaders to pass a standardized licensure exam.

The exam is designed to measure whether principals and other school leaders possess the necessary skills, knowledge and capabilities to perform as a competent school administration.

Proposed School Leadership Development Plan in the UAE – Educational Leadership Focus



School Leaders Licensure Assessment: The Structure of the Assessment

School Leaders Licensure Assessment – Proposed Structure of the Assessment

Content Categories	Approximate Number of Questions
Section I (MC & short-response)	
I – Professional and Ethical Leadership	10
II- Strategic Leadership	25
III. Educational Leadership	25
IV. Operational Leadership	20
Section II (constructed response)	
I. Establishing and Sustaining School Vision and Goals	1
II. Leading Teaching and Learning	1
III. Leading Capacity Building and Professional Learning at School	1

The four-hour assessment is divided into 2 separately timed sections:

Section I (2 hours and 20 minutes)	Section II (1 hour and 40 minutes)
80 Multiple Choice & short-response questions	3 constructed-response questions based on scenarios and sets of documents that an education leader might encounter.

Educational Leadership Standards for the U.A.E.

Cluster Manager, Principal and Vice Principal

The Educational Leadership Standards for the U.A.E. have been developed to ensure educational leaders, at all levels of responsibility, can demonstrate professional competence that align with the aspirations of U.A.E. Vision and international best practices.

This document is a revised version by MoE and Higher Educational Institutes aiming to review the Standards including detailed Performance criteria for Education Leaders in order to support the implementation of the Teachers Standards and provide a framework for guiding digital age learning. These standards target the knowledge and performances required for leaders to empower educators and make student learning possible. They are focused on some of the most timely, yet enduring, matters in education today – virtual learning, technology integration, digital citizenship, visioneering, team and systems building, continuous improvement and professional growth.

STANDARD 1: PROFESSIONAL AND ETHICAL LEADERSHIP

Demonstrate commitment to the U.A.E. heritage and cultural values. Demonstrate personal and professional ethics, exemplified by integrity, respect and fairness. Manage self and relationships with stakeholders, ensuring communication is professional, effective and follows ethical principles. Build a cohesive professional learning community and promote accountability to improve learner achievement. Develop and maintain collaborative relations with all key stakeholders to enhance learners' experience.

Elements		Performance Criteria		Performance Indicators			
1.1	Respect and promote U.A.E. values in a diverse community	1.1.1	Respect and promote U.A.E. heritage and culture, including Islamic values.	1.1.1.1	Promote the heritage, language and culture of the U.A.E. through purposeful integration in the school's curriculum and related activities.		
				1.1.1.2	Ensure school policies and procedures promote appreciation of the heritage and culture of the U.A.E..		
				1.1.1.3	Ensure the school community is knowledgeable about and respectful of Islamic values that influence U.A.E society.		
		1.1.2	Promote and implement the national educational vision and direction in an ethical manner.	1.1.2.1	Develop a school direction that aligns with the educational vision and aspirations of the Emirate.		
				1.1.2.2	Ensure a school direction that aligns with the educational vision and aspirations of the U.A.E..		
		1.1.3	Promote multicultural awareness and global citizenship.	1.1.3.1	Model and promote multicultural awareness amongst the school community.		
				1.1.3.2	Ensure respect across cultures and other diversities define the school culture and community.		
				1.1.3.3	Promote the values of equity, social justice, global citizenship, community and diversity in practice, policy, and procedures.		
		1.1.4	Promote moral directions according to professional norms and in accordance to U.A.E. values.	1.1.4.1	Provide awareness sessions and promote U.A.E. values and ethics.		
				1.1.4.2	Provide moral directions for the school and professional behavior among all staff and faculty members.		
				1.1.4.3	Develop and implement anti-bullying policies encouraging ethical behavior.		
		1.2	Demonstrate Professional and ethical conduct	1.2.1	Demonstrate a high standard of personal and professional ethics,	1.2.1.1	Promote and implement the National Code of Ethics within the school community/stakeholders.
						1.2.1.2	Establish and implement an organizational code of conduct.



			exemplified by integrity, justice and equity.	1.2.1.3	Exhibit positive behavior when solving problems and overcoming challenges.		
				1.2.1.4	Model professional behavior based on a commitment to achieve the best possible outcomes for all learners.		
				1.2.1.5	Promote integrity, justice and equity within the school community.		
		1.2.2	Reflect on own behavior and engage in ethical personal and professional development.	1.2.2.1	Reflect on own performance and seek feedback from others.		
				1.2.2.2	Develop professional rapport with all stakeholders.		
				1.2.2.3	Reflect on how own professional development impacts leadership practice.		
				1.2.2.4	Lead with professional communication skills, social and emotional awareness and understanding of all learners and staff members' cultures.		
		1.3	Be accountable for and to learners and staff	1.3.1	Ensure the physical, emotional and psychological wellbeing of learners.	1.3.1.1	Ensure a positive school environment that supports learners' physical and emotional wellbeing at all times.
						1.3.1.2	Develop support systems to help school staff ensure learners' psychological wellbeing for optimal performance.
						1.3.1.3	Ensure policies and procedures are in place and effective in safeguarding learners' physical, emotional and psychological wellbeing.
1.3.2	Promote learners' achievements and interests.			1.3.2.1	Advocate for the best interests of learners and ensure that each student is treated fairly.		
				1.3.2.2	Lead innovative approaches to optimize learner achievements.		
				1.3.2.3	Develop initiatives across the school that identify and develop learners' talents, interests, capabilities and aspirations.		
1.3.3	Set high performance expectations for learners, staff and other educational leaders.			1.3.3.1	Set high expectations of learners in terms of commitment to schoolwork and behavior.		
				1.3.3.2	Set high expectations of staff in terms of commitment to learner achievements.		
				1.3.3.3	Set high expectations of other school leaders in terms of commitment to continuous school improvement.		
1.4	Establish communication and collaboration	1.4.1	Establish and maintain positive professional	1.4.1.1	Maintain high visibility around the school.		
				1.4.1.2	Treat learners equitably and respectfully to support a positive learning environment.		



			relationships with learners.	1.4.1.3	Implement methods of communication to facilitate learner feedback.
	1.4.2	Establish and maintain positive professional relationships with parents.		1.4.2.1	Communicate school values and learning expectations to parents.
				1.4.2.2	Use various means, including technology, to encourage parental partnerships.
				1.4.2.3	Facilitate constructive feedback from parents to inform decision making.
				1.4.2.4	Develop support system to involve parents in their children's education to support their achievement.
				1.4.2.5	Model professional behavior in dealing with parental concerns.
	1.4.3	Establish and maintain positive professional relationships among all staff members.		1.4.3.1	Promote open communication to support an environment of transparency.
				1.4.3.2	Treat colleagues equitably and respectfully to support a positive learning environment.
				1.4.3.3	Build effective and efficient teams to optimize staff engagement.
				1.4.3.4	Ensure conflicts are resolved fairly and constructively to improve and optimize the learning environment.
				1.4.3.5	Demonstrate collaboration by coaching, mentoring and supporting staff to improve learning outcomes.
	1.4.4	Establish and maintain positive professional relationships with the wider community, including regulatory authorities.		1.4.4.1	Establish productive relationships with regulatory authorities.
				1.4.4.2	Ensure whole school compliance with regulatory requirements.
				1.4.4.3	Enrich learners' experiences by developing national and relevant international links to optimize learner achievements.
	1.4.5	Establish and maintain ethical behavior while using technological resources.		1.4.5.1	Promote the safe use of information and communication technology.
				1.4.5.2	Provide equal access for all learners to information technology and its resources.
				1.4.5.3	Demonstrate responsibility and provide technological cultural awareness.

STANDARD 2: STRATEGIC LEADERSHIP

Motivate and engage stakeholders to activate an organizational **vision** aligned with the U.A.E. Vision 2021 and international best practice. Engage in systematic **institutional review** that informs strategic planning. Identify and prioritize sustainable **school improvement** plans and **professional development** programs.

Elements		Performance Criteria		Performance Indicators			
2.1	Implement the organizational vision	2.1.1	Create a vision for the school that aligns with the educational vision of the U.A.E..	2.1.1.1	Work collaboratively with key stakeholders to implement a school vision that aligns with the priorities and direction of the U.A.E. vision.		
				2.1.1.2	Work collaboratively with key stakeholders to implement a school vision that aligns with the priorities and direction set by the Emirate.		
		2.1.2	Promote a vision for the school setting high standards in relation to learners' personal development and academic outcomes.	2.1.2.1	Establish and implement a vision that promotes high standards in relation to learners' attitude to learning.		
				2.1.2.2	Establish and implement a vision that promotes a culture of high standards in relation to academic achievements for all learners.		
				2.1.2.3	Establish and sustain a professional culture of engagement and commitment to shared vision, goals and high expectations for learning and improvement.		
		2.1.3	Implement a vision for the school that aligns with international best practice.	2.1.3.1	Establish and implement a vision that promotes a culture of high expectations from staff.		
				2.1.3.2	Establish and implement a vision that promotes a culture of high expectations in all aspects of the school's function.		
				2.1.3.3	Communicate a clear direction so that all stakeholders are clear about and committed to their roles and responsibilities towards achieving the objectives set in the school vision.		
		2.2	Lead the organizational review process	2.2.1	Employ identified national and international standards for institutional review.	2.2.1.1	Lead and empower teams to identify national and relevant international attainment standards.
						2.2.1.2	Lead and empower teams to identify national and relevant international criteria for institutional review.



				2.2.1.3	Lead and empower teams to engage in comprehensive and systematic review of the school's performance taking into account the views of key stakeholders, including learners.
		2.2.2	Conduct performance appraisals for staff.	2.2.2.1	Set rigorous criteria for monitoring teaching and learning.
				2.2.2.2	Align criteria for monitoring teaching and learning to learner achievements.
				2.2.2.3	Lead and empower leadership teams to monitor and evaluate teaching and learning.
		2.2.3	Analyze with the leadership team information against criteria to evaluate the performance of the school.	2.2.3.1	Lead and empower teams to analyze assessment data, including relevant benchmarks, in relation to identified national and international attainment standards.
				2.2.3.2	Lead and empower leadership teams to analyze information from staff appraisal.
				2.2.3.3	Lead and empower teams to analyze information pertaining to all aspects of the school's functions.
				2.2.3.4	Identify current strengths and weaknesses to evaluate the overall performance of the school.
		2.2.4	Plan for schoolwide development and improvement to optimize learner achievements.	2.2.4.1	Lead on innovative and research-based approaches to optimize learner achievements.
				2.2.4.2	Lead leadership teams to develop strategies to address aspirational yet realistic improvement objectives.
				2.2.4.3	Monitor the effective implementation of strategies that impact learner's achievements.
		2.2.5	Facilitate change and innovation for continuous school improvement.	2.2.5.1	Communicate effectively the need for change to staff and the wider school community.
				2.2.5.2	Ensure that all stakeholders understand their specific roles in bringing about change.
				2.2.5.3	Act as a role model for professional commitment to the management of change.



2.3	Engage in professional learning and development	2.3.1	Promote and participate in professional development for school and self-improvement.	2.3.1.1	Establish a system of needs-based professional development that aligns with school, Emirate, and national priorities.		
				2.3.1.2	Establish and participate in professional learning communities that support research, inquiry and innovation.		
		2.3.2	Establish systems to measure the impact of professional development.	2.3.2.1	Lead on embedding professional development objectives in teaching and learning.		
				2.3.2.2	Ensure the effectiveness of professional development is measured in relation to learner achievements.		
				2.3.2.3	Evaluate the effectiveness of professional development related to information and communication technology and use the results to improve teaching methods.		
				2.3.2.4	Establish and use assessment data to monitor quality of teaching and learning.		
		2.4	Promote Technological innovations (Online courses, teaching aids, educational software, social networking tools, and other emerging technologies) among schools' education professionals	2.4.1	Encourage an Understanding of the effects that technological innovations have on learners, teachers, and schools.	2.4.1.1	Develop strategies and techniques to manage and use technology in education in an innovative student-centered approach.
						2.4.1.2	Introduce new research-based techniques to enhance the teaching and learning process to provide more efficient opportunities for better results.
2.4.1.3	Empower teachers to innovate and utilize new instructional practices that add value to the student use of technology.						
2.4.1.4	Ensure that information and communications technology is properly integrated within the curriculum and leading to an improved student learning and student-centered teaching methods.						
2.4.2	Highlight the importance of information and communication technology in education.			2.4.2.1	Encourage the use of information and communication technologies to address real life problems especially college and career readiness skills.		
				2.4.2.2	Highlight the importance of information and communication technology in the processes of sharing, analyzing, evaluating and using information resources to support research and learning.		

STANDARD 3: EDUCATIONAL LEADERSHIP

Demonstrate comprehensive and current knowledge of the curriculum and of national and relevant international learning standards. Demonstrate knowledge and understanding of how to apply best practice in teaching and learning to optimize learner achievement. Set high expectations and monitor and evaluate achievement of learning outcomes. Create a successful learning culture that enables learners to become effective, enthusiastic, career minded and independent learners who are ready for the next phase. Promote citizenship and responsibility within the context of the U.A.E. and facilitate a global digital society.

Elements		Performance Criteria		Performance Indicators	
3.1	Demonstrate knowledge of curriculum	3.1.1	Demonstrate comprehensive and current knowledge of curriculum.	3.1.1.1	Demonstrate comprehensive and current knowledge of the school's curriculum and other relevant curricular models.
				3.1.1.2	Ensure curriculum design and structure has a clear rationale and coherence.
				3.1.1.3	Ensure curriculum design and structure aligns with Emirate, national and relevant international requirements.
		3.1.2	Demonstrate comprehensive and current knowledge of the development of core learning skills across the grade levels in all subject areas.	3.1.2.1	Demonstrate in-depth understanding of Emirate, national and relevant international attainment standards.
				3.1.2.2	Establish systems and procedures for regular curriculum mapping for horizontal and vertical development of core learning skills.
		3.1.3	Facilitate the design and delivery of the curriculum to meet the diverse needs of learners.	3.1.3.1	Ensure curriculum design and structure has breadth and balance, and promotes challenge, enjoyment and choice for learners.
				3.1.3.2	Ensure curriculum is modified to meet the needs of all groups of learners, including those with special educational needs.
				3.1.3.3	Ensure curriculum implementation provides stimulating learning opportunities for all groups of learners.
		3.1.4	Lead the evaluation of curriculum review to improve learner achievement.	3.1.4.1	Establish systems and procedures for regular curriculum review that takes account of the views of stakeholders.
				3.1.4.2	Ensure curriculum revision is thoughtfully planned and focuses on improving learners' academic outcomes and personal development.



3.2	Encourage teaching for effective learning	3.2.1	Establish high standards for teaching for effective learning based on national and relevant international standards.	3.2.1.1	Establish a purposeful work ethos with high expectations for teaching and learning.		
				3.2.1.2	Ensure a holistic focus on continuous improvement of teaching quality.		
				3.2.1.3	Ensure a holistic focus on continuous improvement of learners' outcomes aligned with Emirate, national and relevant international standards.		
		3.2.2	Develop systems and procedures to support staff in achieving high teaching standards	3.2.2.1	Establish procedures for collaborative planning.		
				3.2.2.2	Establish a system of staff evaluation based on clearly defined characteristics of teaching for effective learning.		
				3.2.2.3	Conduct regular staff evaluation and provide diagnostic feedback to improve teaching and learning.		
		3.2.3	Apply and encourage educational research to improve teaching for effective learning.	3.2.3.1	Demonstrate comprehensive and current knowledge of educational research, its contextual relevance, and potential applications.		
				3.2.3.2	Establish an ethos of professional inquiry and continuous professional learning.		
		3.2.4	Facilitate ranges of teaching strategies to optimize learner achievement.	3.2.4.1	Promote a variety of effective teaching rooted in best practices to meet the diverse needs of learners across grade levels and subjects.		
				3.2.4.2	Ensure systematic provision of opportunities for sharing best practice and giving constructive feedback.		
		3.3	Use assessment for learning	3.3.1	Establish and evaluate school-wide systems for consistent, coherent and valid assessment.	3.3.1.1	Establish procedures for regular review of assessment policies and practices.
						3.3.1.2	Ensure assessment outcomes are linked directly to curriculum expectations and benchmarked against national and relevant international standards.
3.3.1.3	Ensure the system of assessment is understood by teachers, learners, and parents.						
3.3.2	Understand and promote different types of assessment and their application.			3.3.2.1	Demonstrate comprehensive and current knowledge of different types of assessments, their relative merits and relevant applications.		
				3.3.2.2	Ensure the assessment system includes valid diagnostic tools to determine each learner's starting point and to track progress.		



				3.3.2.3	Ensure the system includes an appropriate balance of formative and summative assessments, learners' self-assessment and relevant national and international assessments.
		3.3.3	Analyze assessment results and trends to inform curriculum, teaching and learning	3.3.3.1	Establish effective systems to track individual learner's attainment and progress, both academic and personal.
				3.3.3.2	Ensure assessment data is systematically analyzed to identify patterns, trends and areas for improvement.
3.4	Create a culture of learning	3.4.1	Promote the development of learning skills and learner engagement.	3.4.1.1	Establish an ethos of trust, independence and personal responsibility.
				3.4.1.2	Model respectful interactions and collaborative working.
				3.4.1.3	Ensure curriculum design and delivery connects learning across subjects and to real life applications.
				3.4.1.4	Ensure teaching prioritizes the development of learners' enquiry, research and critical thinking skills.
		3.4.2	Understand and promote the use of technology in teaching and learning.	3.4.2.1	Ensure available technologies are used purposefully to enhance teaching and optimize learner engagement.
				3.4.2.2	Establish policies and procedures to ensure learners' online safety and responsible use of technology.
		3.4.3	Understand and promote the use of technology in supporting the overall work of the school.	3.4.3.1	Ensure available technologies are used purposefully to improve the effectiveness and efficiency of the overall work of the school.
				3.4.3.2	Model the purposeful, effective and innovative use of new technologies in own work.
				3.4.3.3	Establish policies and procedures to ensure responsible use of technology by staff.
		3.4.4	Promote within the curriculum the concept of citizenship and responsibility within the national and global contexts.	3.4.4.1	Model active citizenship and responsibility within the school community.
				3.4.4.2	Model active citizenship and responsibility within the local community.
				3.4.4.3	Model active citizenship and responsibility within a global context.



		3.4.5	Promote additional learning support to meet individual needs.	3.4.5.1	Manage a school wide system for the identification, support and monitoring of the needs of all learners.
				3.4.5.2	Ensure personalized plans for learners optimize their progress through focused additional learning support strategies.
		3.4.6	Promote career and educational guidance for all learners.	3.4.6.1	Manage a school wide system of educational and career guidance so that learners (and their parents) make informed decisions regarding their next phase in learning.
				3.4.6.2	Embed a structured system for career guidance to promote lifelong learning, entrepreneurship, and aspirational career pathways.
3.5	Take responsibility for own and school's team professional growth	3.5.1	Promote and participate in Professional development for school and self-improvement.	3.5.1.1	Lead professional learning and development by reflecting on performance and identifying development needs.
				3.5.1.2	Plan and engage in effective professional development and foster an environment that promotes professional development.
				3.5.1.3	Establish, facilitate, and monitor learning communities in alignment with personal professional needs
				3.5.1.4	Identify training needs and resources to provide professional development for teachers, staff, and administrators.
		3.5.2	Establish systems to measure the impact of professional development	3.5.2.1	Develop and use methodologies for evaluating and measuring impact of professional development on teaching and learning as well as learners' achievements.
				3.5.2.2	Create a needs assessment including use of a self-assessment tool to determine additional professional development activities needed.
				3.5.2.3	Create an evaluation system to allow teachers to develop deep understanding of instructional practice and to help teachers understand how to judge a good lesson from a poor one.
		3.5.3	Engage in professional leadership development in the use of communication	3.5.3.1	Evaluate and develop the capacity of staff to assess the value of emerging educational trends and ICT resources to support student learning.
3.5.3.2	Use information and communication technology tools to develop appropriate systems of data collection, management, analysis and use, connecting all stakeholders for support in				



			and information technologies.		planning, implementation, monitoring and evaluation.
				3.5.3.3	Establish appropriate strategies and a good model for improvement, including transformational and adaptive approaches using ICT skills.
		3.5.4	Identify trends in professional development plans that support the use of information and communication technologies using distributed leadership capabilities.	3.5.4.1	Develop a process for change towards transforming the traditional paradigm of learning, which supports the implementation of technology in curriculum.
				3.5.4.2	Emphasize the role of ICTs in the design, delivery, and the administration of education to meet the diverse needs, demands, goals, and objectives of the nation.
				3.5.4.3	Distribute leadership and encourage staff to build consensus across the school community and to take individual responsibility for implementing change in the use of information and communication technologies.
				3.5.4.4	Support the process of distance education as emerging trends and alternatives for traditional, conventional, campus-based programs.
				3.5.4.5	Recognize the role of ICT in education and provide an integrating and blending professional development sessions for teachers and students in order to increase the potential of individual capabilities of learners.
				3.5.4.6	Review the effectiveness of processes and use of data to improve school performance. Establish a culture of review, responsibility and shared accountability to achieve high standards for all.

STANDARD 4: OPERATIONAL LEADERSHIP

Implement statutory requirements and **policies** throughout the school. Ensure the **day to day management** of the school is effective and results in a culture of positive behavior and high expectations for the whole school **community**. Identify and empower staff to organize and manage **human, physical and financial resources** within the school to ensure a safe, learner-centered learning environment.

Elements		Performance Criteria		Performance Indicators	
4.1	Implement policies and procedures	4.1.1	Understand and apply relevant policies to inform decision making.	4.1.1.1	Ensure compliance with statutory requirements.
				4.1.1.2	Consult and apply policies when making decisions.
		4.1.2	Develop and apply procedures for the implementation of policy.	4.1.2.1	Ensure stakeholders are familiar with relevant policies.
				4.1.2.2	Develop procedures to facilitate the implementation of policies.
4.2	Organize school operations	4.2.1	Manage day-to-day operations of the school.	4.2.1.1	Establish and communicate effective and efficient routines to ensure smooth day to day operation of the school.
				4.2.1.2	Ensure arrival and departure of learners is safe and efficient.
				4.2.1.3	Establish effective systems to optimize attendance and punctuality.
				4.2.1.4	Ensure timetabling optimizes use of time, space, and staff.
				4.2.1.5	Ensure activities and events are planned and communicated to stakeholders in a timely manner.
		4.2.2	Establish and promote a culture of positive learner behavior management.	4.2.2.1	Establish high standards of expected learner behavior.
				4.2.2.2	Model respectful interactions with learners.
				4.2.2.3	Establish and communicate a clearly defined system of positive behavior management.
				4.2.2.4	Ensure consistent application of behavior management system.



4.3	Use resource management techniques	4.3.1	Plan, organize and manage staff to facilitate teaching and learning.	4.3.1.1	Establish procedures for recruitment, induction and retention of suitably qualified staff.
				4.3.1.2	Deploy staff effectively to make best use of their skills and experience.
				4.3.1.3	Establish a model of distributive leadership that builds and empowers individuals and teams and creates an ethos of collective responsibility.
		4.3.2	Plan, organize and manage resources to facilitate teaching and learning.	4.3.2.1	Evaluate and update the range and quality of available learning resources, including technologies, to improve learner achievements.
				4.3.2.2	Establish procedures for auditing and purchasing resources.
				4.3.2.3	Establish systems for effective and efficient storage, access and use of resources.
		4.3.3	Plan, organize and manage facility operations and transportation to facilitate teaching and learning.	4.3.3.1	Establish procedures for ongoing necessary maintenance and improvement of facilities.
				4.3.3.2	Establish procedures for timely and safe arrival and departure of school transportation.
		4.3.4	Plan, organize and manage financial resources effectively and efficiently to facilitate teaching and learning.	4.3.4.1	Establish procedures to plan and prepare budgets.
				4.3.4.2	Establish financial management systems and processes to ensure spending is transparent, efficient and accountable.
				4.3.4.3	Ensure discretionary funding is used for school improvement priorities.
		4.4	Develop the professional capacity and practice of teachers and staff members to promote learners' academic performance and well-being	4.4.1	Develop Teachers' and staff members' professional knowledge and skills.
4.4.1.2	Provide opportunities for proper induction plans for new teachers and staff members.				
4.4.1.3	Expand innovative programs to support teachers close the achievement gap and improve learners' results.				
4.4.2	Develop actionable feedback about professional			4.4.2.1	Establish a system for class visits to support learning and training for teachers in order to develop social and behavioral skills required for innovation and integration of technology.



			practices and instruction.	4.4.2.2	Provide rapid feedback to teachers after class visits and observations.
				4.4.2.3	Provide teachers and staff members with resources to support and unleash innovation in the classroom.
		4.4.3	Develop the capacity, opportunities, and career progress opportunities for teachers and other staff members by growing the next generation of leaders.	4.4.4.1	Develop and implement a system that encourages ongoing skills acquisition to form a base for lifelong learning.
				4.4.4.2	Motivate teachers and staff members to continue to learn and to adopt new practices and methodologies to support learners' capability for independent learning.
				4.4.4.3	Motivate, inspire and support in building leadership capacity in others by assisting aspiring principals to understand the depth and breadth of the leadership role and providing a basis for coaching and mentoring of potential future principals.

Architecture of Effective School Leadership

Standard One: Professional and Ethical Leadership

An effective school leader values the cultural and linguistic pluralism of students and ensures that all teachers see that diversity as an asset in the classroom. The leader communicates respect for the values of the community and culture by ensuring that they are considered into all decisions made. An effective leader understands the need to be aware of current events and government goals and plans within his/her role to directly work towards those goals as a school.

A strong leader recognizes the need to lead by example and model ethics, integrity, and justice in his/her actions and words. The leader understands the need for transparency, equity, and justice to be foundations of all policies and practices enacted within the school. An effective leader recognizes the value of personal reflection and metacognitive growth; he or she understands that there is always room for improvement and growth and is constantly seeking opportunities to do so.

Leaders recognize that they are there to serve the students and the community and in doing so, they must attend to the development of the whole child. Strong leaders know that students show higher gains when there is a healthy school culture and when the expectations for them are rigorous and high. School leaders know that maintaining healthy relationships and fluid communication with all stakeholders supports the teaching and learning process.

Standard Two: Strategic Leadership

Effective school leaders recognize that continued learning is a lifelong and reflexive process. He or she creates a vision that aligns with government and community goals and ensures that the vision is shared by all stakeholders involved in the school community.

A school leader recognizes that the evaluative process should be explicit and outlined with a pre-evaluation, evaluation, post-evaluation, formal and informal evaluations. He or she recognizes that they must analyze evaluative data holistically and individually and use the data to create organizational strategic goals aligned with systemic goals. A school leader recognizes the interconnectedness of evaluations, professional development, teacher capacity building, and student growth.

Leaders understand the change process and know their community well enough to gain buy-in for initiatives. He or she understands how to share power and leadership with other members of the school community so that it is transformative for students. Effective leaders know how to ensure that the school is constantly growing and improving their practices and policies. The leader knows how to establish systems to measure the effectiveness of implemented changes and practices to ensure that they are positively impactful.

A strong school leader can think of creative solutions to solve problems and knows how to diffuse situations quickly, quietly, and effectively. Similarly, he or she understands the need for technology to be used effectively to redefine classrooms and communication.

Standard Three: Educational Leadership

A strong school leader understands that effective instruction is meant to prepare students to be successful in college and in a career. Effective instruction is meant to support students to interrogate their identity, view the world with criticality, develop intellectualism, as well as to develop the necessary life and academic skills. Leaders recognize the role of instruction in helping students fulfill their own lives through goal setting and achievement and by instilling a love for lifelong learning.

Effective school leaders can recognize the markers of strong instruction when entering the classroom: teacher's knowledge and awareness of their students, the development of meaningful and equitable learning opportunities through instructional practices, resource selection, and the creation of safe spaces and healthy classroom cultures.

Leaders draw on their knowledge of their specific demographics, community needs, student developmental needs, student social and emotional needs, and effective curriculum development to choose the appropriate resources and support the processes of curriculum mapping and flexible daily planning. Strong leaders recognize the importance of creating strong professional networks between teachers in the building and expert teaching found globally.

Effective school leaders understand that the curriculum and instruction serve as a conduit to impact the larger community and that the community character and needs are fluid requiring flexibility and constant re-evaluation. They understand the need to include the community voice and needs in their planning and implementation.

Strong leaders know that students learn in different modes and at different paces. They understand the need to differentiate to meet the varied needs and levels of all students, and setting rigorous expectations for all students. Leaders know the importance of students achieving at levels comparable to students globally.

Effective school leaders recognize the importance of metacognitive goal setting and reflection of students, teachers, and teacher leaders. They understand the importance of shared goal setting by all stakeholders. Strong leaders recognize that success in the classroom hinges on collaboration and a healthy culture inside and outside of the classroom.

Standard Four: Operational Leadership

Effective school leaders implement policies when navigating grievances, implementing new practices, or making decisions. The leader knows the importance of communicating policies clearly and effectively to all stakeholders. They ensure that an environment of sustaining culture and pedagogy are at the core of all policy, practice, and procedures.

An efficient school leader maximizes his or her use of time on a daily basis. The leader models effective time use, communication, and behaviors. Leaders hold teachers and students to the same standards that they hold themselves to and establish systems and procedures to monitor and evaluate those systems modifying them to improve when necessary.

Strong school leaders recognize how interrelated operations are on student learning. They ensure that every person in the school is held to a high expectation and is clearly aware of their roles and responsibilities. This includes the community; an effective leader ensures that all stakeholders are aware of the school standards and expectations.

Leaders recognize the importance of developing capacities of both students and teachers. Effective leaders know that successfully executing professional learning communities within the system is vital and providing teachers with specific feedback and professional development are all tools to support building that capacity.

Effective school leaders recognize the power they have in establishing or dismantling healthy school cultures. They recognize their role to motivate, inspire, and cultivate genius and success with everyone they lead.

Supplement to approved standards, elements, criteria and indicators

Standard 1: Professional and Ethical Leadership

“Demonstrate commitment to the **U.A.E. heritage and cultural values**. Demonstrate **personal and professional ethics**, exemplified by integrity, respect and fairness. Manage self and relationships with stakeholders, ensuring communication is professional, effective and follows ethical principles. Build a cohesive **professional learning community** and promote accountability to improve learner achievement. Develop and maintain collaborative relations with **all key stakeholders to enhance learners’ experience**.”

Key Terms	Indicators of Success
<p>Respect and promote U.A.E. values Placing the culture and history of the U.A.E. at the forefront of all policy, practice, and curricular instruction.</p>	<p>Promoting U.A.E. culture embedded in curriculum and activities, policies. Promoting U.A.E. culture and heritage, respect of Islamic values in U.A.E., alignment with U.A.E. vision, multi-cultural awareness, respect of school cultures and diversities.</p>
<p>Demonstrate professional and ethical conduct Setting high principles which define professional conduct. Modeling and establishing principles grounded in ethical leadership and professional conduct.</p>	<p>Establishing codes of ethics and conduct, positive problem solving, model professional behavior, promoting integrity, justice and equity, seeking feedback for stakeholders, developing rapport with all stakeholders, professional development for leadership.</p>
<p>Be accountable for and to learners Improving the performance of all students within the school.</p>	<p>Supporting learners’ physical, emotional and psychological wellbeing, effective safeguarding policy of learners, innovation for learner achievements, development of learners’ talents, interests, capabilities, and aspirations, high expectations of learner achievements, work and behavior, continuous school improvement.</p>
<p>Establish communication and collaboration Ensuring the communication lines are established beyond top-down communication and that communication with all stakeholders is fluid and efficient.</p>	<p>High visibility, equitably, respectful, feedback from all stakeholders, values, expectations, effective use of technology, parent involvement, professional response to parents concerns, transparency, respect, teamwork, conflict resolution, coaching, mentoring, productive relations with authorities, compliance with regulations, supportive of agencies, national and international links.</p>

Documentation Evidence for Professional and Ethical Leadership

- **Curriculum linked to U.A.E.:** plans, lesson observations, events
- **School vision:** policy, posters, newsletters, plans
- **Events:** calendar, assemblies, awards, wellbeing, programs, ceremonies, trips, speakers
- **Meetings:** induction programs, parents, health and safety, SLT
- **Professional Development:** vision, compliance reports, staff, teachers, minutes
- **Parents:** emails, newsletters, events, communications, contacts
- **Students:** assemblies, extra-curricular, IEP/SEN, student counsel, exchange
- **Multicultural:** events, photos, fliers, posters, calendar, assemblies, other schools, products, clubs, SIP
- **Records:** monitoring, collaboration, surveys, self-reflection, performance appraisals, schedules, checklists, safety surveys, health data, inspection, policy, compliance
- **Supervision:** walkthroughs, observations, schedules, appraisals
- **Communication:** technology, feedback, conflict resolution, action plans.

Professional and Ethical Leadership Cross-Reference U.A.E. Inspection Framework Performance Standards

P.S. 2: Students' personal, social development and innovation skills: personal development, attitudes, behavior, relationships, safety, health, attendance, punctuality, Islam in U.A.E. society, heritage and culture of the U.A.E., worldwide cultures, community involvement, volunteering, work ethic, innovation, enterprise, entrepreneurship, environmental awareness

P.S. 5: The protection, care, guidance and support of students: welfare, safeguarding, child protection, health, safety, security, maintenance, facilities for all students, SEN, healthy lifestyles, student-staff relationships, behavior management, attendance, punctuality, gifted and talented, guidance, support

P.S. 6: Leadership and Management: vision, direction, relationships, communication, innovate, improve, impact, accountable, school evaluation, monitoring, leading teaching and learning, school improvement planning, parent involvement, reporting, community, national and international partnerships, parents, stakeholders, shared decision making, school performance, management, deployment and development of staff, learning environment, resources for teaching and learning



Standard 2: Strategic Leadership

“Motivate and engage stakeholders to activate an organizational **vision** aligned with the U.A.E. Vision 2021 and international best practice. Engage in systematic **institutional review** that informs strategic planning. Identify and prioritize sustainable **school improvement** plans and **professional development** programs.”

Key Terms	Indicators of Success
<p>Implement the organizational vision Strategically plan and work to gain the buy- in of stakeholders to actualize organizational goals.</p>	<p>Work collaboratively with stakeholders, implement a school vision, alignment with U.A.E. 2021, high standards learners’ behavior and attitudes, culture of achievement for all learners, high expectation of staff, clear communication for all stakeholders of school vision.</p>
<p>Lead the organizational review process Planning, collecting data, summarizing, and implementing plans for school improvement.</p>	<p>Identify national and international standards against school curriculum, institutional review process, review school performance, consideration of stakeholders and students views, monitoring of teaching and learning, aligned learner achievements, empowerment of leadership teams, analysis of data and benchmarking, analysis of staff appraisal, prioritization of school improvement objectives, development of aspirational strategies, accountability of leadership teams accountable, communication of the need for change with stakeholders, role modeling of professional commitment.</p>
<p>Engage in professional learning and development Training staff to improve knowledge, skills, and effectiveness.</p>	<p>Establish a system of professional development, participate in professional learning communities, embed professional development embedded in teaching and learning, professional development measured with student achievement.</p>
<p>Promote technological innovations among schools’ education professionals Creating responsive digital solutions to enhance student learning.</p>	<p>Develop technology in an innovative student-centered approach, enhance teaching and learning, empowerment of teacher and student use of technology, integrate technology into curriculum, use of technology with real life problems, highlight the use of technology to support research and learning, personalization and collaboration.</p>

Documentation Evidence for Strategic Leadership

- **Vision and Mission:** statements, documents, posted, professional development and discussion, stakeholders committee meetings
- **Student Learners:** assemblies, awards, walk-through notes, support systems, data review, SMART goals, action plans, programs for SEN/GT and other groups
- **Teachers and Staff:** classroom observations and notes, behavior committee, achievement data review, collaboration, induction, coaching, mentoring
- **International Best Practice:** school improvement plans, policy and procedures, induction and professional development, job descriptions
- **Institutional Review:** committee meetings, data analysis, benchmarking, self-evaluation, training, SWOT action plan, performance management systems, staff appraisal, teaching and learning data, intervention, mentoring, calendars
- **School Performance:** attendance, behavior, punctuality, achievement, progress, benchmarking, tracking, staff evaluations, school improvement plan, self-evaluation, class observations, professional development
- **Professional Development:** calendar, higher qualifications, action plan research, surveys, observation conferences, needs analysis, professional learning communities, joint observations,
- **Resources:** support teaching and learning,
- **Technology:** teaching and learning plans, face to face, online, blended, innovative, student centered, curriculum monitoring and mastery, communication, real life situations, research and learning.

Strategic Leadership Cross-Reference U.A.E. Inspection Framework Performance Standards

P.S. 6: Leadership and Management: vision, direction, relationships, communication, innovate, improve, impact, accountable, school evaluation, monitoring, leading teaching and learning, school improvement planning, parent involvement, reporting, community, national and international partnerships, parents, stakeholders, shared decision making, school performance, management, deployment and development of staff, learning environment, resources for teaching and learning



Standard 3: Educational Leadership

“Demonstrate comprehensive and current knowledge of the **curriculum** and of **national and relevant international learning standards**. Demonstrate knowledge and understanding of how to apply best practice in **teaching and learning** to optimize learner achievement. Set high expectations, monitor, and evaluate achievement of learning outcomes. Create a **successful learning culture** that enables learners to become effective, enthusiastic, career minded and independent learners who are ready for the next phase. Promote **citizenship and responsibility** within the context of the U.A.E. and facilitate a global **digital society**.”

Key Terms	Indicators of Success
<p>Demonstrate knowledge of curriculum Exhibiting the knowledge and skills to help teachers make instructional decisions and use pedagogical practices that maximize the quality of teaching and learning.</p>	<p>Knowledge of curriculum design, alignment to national and international standards, mapping of learning skills, modification for all students, process for review, outcome focused.</p>
<p>Encourage teaching for effective learning Creating a learning environment where all students search for meaning and master outcomes.</p>	<p>Continuous improvement of teaching quality, collaborative planning, appraisal based on teaching for effective learning, educational research, continuous professional learning, effective teaching best practice, diverse needs of learners, feedback.</p>
<p>Use assessment for learning Informing teaching and learning through a variety of methods used to measure readiness, knowledge, skills and needs of all students that is used to plan for future instruction.</p>	<p>School-wide systems for valid and reliable assessment, different types of assessment, analyze assessment, assessment policies and practices, curriculum linked to assessment, understood by stakeholders, track student progress and attainment.</p>
<p>Create a culture of learning Encouraging values and practices that support learning, growth, knowledge, and learning of all stakeholders beyond school instruction.</p>	<p>Learner skills and engagement, technology integration, citizenship connections, support for all student needs, career guidance, ethos, respect, collaboration, real life, critical thinking, safe and secure, policy, personalized.</p>
<p>Professional growth and development Arranging a wide variety of training sessions and modules to assist leaders, teachers, and others to improve knowledge, skills, and effectiveness in their respective roles.</p>	<p>School and self, effectiveness of professional development, all aspects of effective use of technology, promote, engage, plan, professional learning communities, all staff, teaching, learning, self-assessment, lesson planning, shared responsibility, observation results, professional learner plans.</p>



Documentation Evidence for Educational Leadership

- **Curriculum:** workshops, lesson plans, maps, audits, modifications, monitoring, review
- **Classroom observations:** effective teaching, walk-through notes, conferences
- **Professional development:** curriculum, assessment, best teaching practice
- **Benchmark data:** student assessment baseline, attainment, progress
- **Meetings:** grade level, subject, school wide
- **Analysis of data:** comparison of data, national, international, portfolios, formative, summative, self-assessment, tracking,
- **Special needs:** IEPs, plans, differentiation, intervention, support
- **Stakeholders:** surveys, feedback, meetings
- **Staff growth:** peer coaching, mentoring, qualifications, certifications, collaboration
- **School improvement plans:** self-study, inspection reports, action research, case study
- **Policy statements:** curriculum, assessment, teaching, student learning
- **Students:** council, helpers, field trips, enrichment
- **Staff appraisal:** based on student learning, use of technology, best practice
- **Opportunities:** moral education, community service, international, recycling, energy, career, higher education partnerships, links to business and community

Educational Leadership Cross-Reference U.A.E. Inspection Framework Performance Standards

P.S.1 Students' Achievement: attainment, curriculum standards, national, international, knowledge, skills, understanding, progress, all students, lessons, different student groups, learning skills, student engagement, responsibility, interactions, collaboration, communication, real world connections, innovation, enterprise, inquiry, research, critical thinking and technology

P.S.3 Teaching and Assessment: knowledge of subject, lesson planning, learning environment, student interaction, strategies, questioning, dialogue, feedback, critical thinking, problem solving, innovation, assessment process, national, international, data analysis, progress and student learning

P.S.4 Curriculum: design, implementation, rationale, balance, compliance, continuity, progression, choices, cross curricular, review, development, modification, needs of all students, enhancement, enterprise, innovation, national culture and society



Standard 4: Operational Leadership

“Implement statutory requirements and **policies** throughout the school. Ensure the **day to day management** of the school is effective and results in a culture of positive behavior and high expectations for the whole school **community**. Identify and empower staff to organize and manage **human, physical and financial resources** within the school to ensure a safe, learner-centered learning environment.

Key Terms	Indicators of Success
<p>Implement policies and procedures Establishing rules and procedures to create standards of quality for learning, safety, expectations and accountability.</p>	<p>Compliance with statutory requirements, apply policy with decision making, stakeholder awareness of policy, procedures to implement policy.</p>
<p>Organize school operations Effectively planning, organizing, and managing the staff, physical and financial resources of the school and identifies the areas of need.</p>	<p>Establish effective daily school routines, ensure arrival and departure, optimize attendance and punctuality, ensure optimal timetabling, communication with stakeholders, establish high standards and systems of learner behavior management, and model respectful interactions.</p>
<p>Use resource management techniques Planning, organizing, and allocating the resources important to student education to ensure maximum efficiency.</p>	<p>Establish procedures for recruitment, induction, deployment and retention of staff, establish distributive leadership with collective responsibility, evaluation of learning resources, establish auditing and purchasing documentation, maintenance and improvement of facilities, safe school transportation, preparation of budgets, establish financial management systems for effectiveness.</p>
<p>Develop professional capacity and practice of all staff members to promote learners’ performance and well-being Sustaining a state of positivity, attitude, resilience and satisfaction with self, relationships and experiences at school.</p>	<p>Develop professional learning communities, develop innovative plans of improving student learning, establish a system of class visits to promote innovation and technology, provide feedback to teachers, provide resources for innovation, develop lifelong and independent learners, coaching and mentoring future educational leaders.</p>



Documentation Evidence for Operational Leadership

- **Policy and Procedures:** Compliance reports, health and safety committees, child protection workshops, staff handbooks, policy manuals, policy review and surveys, observation reports, SLT meetings
- **School Operations:** Job descriptions, nurse reports, student absence summary, fire drill records, timetables, events calendars, behavior reports, observations reports, positive rewards systems, certificates, photos, newsletters, assemblies, case studies, intervention plans, mentoring records
- **Resource Management:** Induction programs, staff interview summary, staff surveys, distributed leadership roles, resource inventory, budget summaries, transportation plans, budget meetings, action plans, maintenance summary, transportation staff meetings, financial reports and policy, committee meetings
- **Promote learners' academic performance and well-being:** Professional learning communities reports, new staff induction programs, student learning summary, class visit reports, note on teacher feedback, teacher resources summary, notes on lifetime and independent learners programs, programs for mentoring and coaching future educational leaders

Operational Leadership Cross-Reference U.A.E. Inspection Framework Performance Standards

P.S. 5: The protection, care, guidance and support of students: welfare, safeguarding, child protection, health, safety, security, maintenance, facilities for all students, SEN, healthy lifestyles, student-staff relationships, behavior management, attendance, punctuality, gifted and talented, guidance, support

P.S. 6: Leadership and Management: vision, direction, relationships, communication, innovate, improve, impact, accountable, school evaluation, monitoring, leading teaching and learning, school improvement planning, parent involvement, reporting, community, national and international partnerships, parents, stakeholders, shared decision making, school performance, management, deployment and development of staff, learning environment, resources for teaching and learning

Suggested Self-Study Materials

Books and Resources

Books	Standard #
Bates, B. & Bailey, A. (2018). <i>Educational Leadership Simplified: A guide for existing and aspiring leaders</i> . Washington, DC: SAGE Publications.	1, 2, 3, & 4
Bush, T. & Coleman, M. (2000). <i>Leadership and Strategic Management in Education</i> . London: Paul Chapman Publications. http://dx.doi.org/10.4135/9781446220320	2, 4
Dimmock, C. (2012). <i>Leadership, Capacity Building and School Improvement: Concepts, Themes and Impact</i> . New York, NY: Routledge.	2, 3, 4
Donlevy, J. K., & Walker, K. D. (2011). <i>Working through ethics in education and leadership: Theory, analysis, plays, cases, poems, prose, and speeches</i> . Rotterdam: Sense.	1
Duignan, P. (2007). <i>Educational leadership: Key challenges and ethical tensions</i> . Cambridge University Press.	3
Glanz, J. (2005). <i>What every principal should know about operational leadership</i> . Thousand Oaks, CA: Corwin Press.	4
Lambert, L. (2003). <i>Leadership capacity for lasting school improvement</i> . Alexandria, VA: Association for Supervision and Curriculum Development.	1, 2
Marzano, R. J., Waters, T., & McNulty, B. A. (2005). <i>School leadership that works: From research to results</i> . Alexandria, VA: Association for Supervision and Curriculum Development.	2, 3, 4.
Marzano, R. J. & Toth, M. D. (2013). <i>Teacher Evaluation that makes a difference: A new model for teacher growth and student achievement</i> . Alexandria, VA: Association for Supervision and Curriculum Development.	3
Pont, B., Nusche, D., Moorman, H. (2008). <i>Improving School Leadership, Volume 1: Policy and Practice</i> . Organisation for economic co-operation and development (OECD) Publications.	2, 3
Shapiro, J. P. & Stefkovich, J. A. (2010). <i>Ethical Leadership and Decision Making in Education</i> . Abingdon, Oxon: Routledge.	1
Stronge, J. H., Richard, H. B., Catano, N. (2008). <i>Qualities of Effective Principals</i> . Alexandria, VA: Association for Supervision & Curriculum Development.	2, 3, 4
Journal Articles	Standard #
Cheng, Y.C. (2010). A topology of three-wave models of strategic leadership in education. <i>International Studies in Educational Administration</i> , 38(1), 35-54.	2
Gibson, I. W. (2002) Leadership, technology, and education: achieving a balance in new school leader thinking and behavior in preparation for twenty-first century global learning environments. <i>Journal of Information Technology for Teacher Education</i> , 11(3), 315-334. DOI: 10.1080/14759390200200140	1, 2, 3, & 4



Gosmire, D. & Grady, M. L. (2007). A bumpy road: Principal as technology leader. <i>Principal Leadership (Middle Sch Ed)</i> , 7(6), 16-21.	1, 2, 3, & 4
Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. <i>Leadership and Policy in Schools</i> , 4, 1-20. DOI: 10.1080/15700760500244793	3
Lennon, L. (2012). The role of the school principal in technology integration: a literature review. <i>Graduate Research Papers</i> . 198. https://scholarworks.uni.edu/grp/198	1, 2, 3, & 4
Quong, T., & Walker, A. (2010). Seven principles of strategic leadership. <i>International Studies in Educational Administration</i> , 38(1), 22-34.	2
Spillane, J. P. (2005) Distributed Leadership. <i>The Educational Forum</i> , 69(2), 143-150. DOI: 0.1080/00131720508984678	3
Stiggins, R. J. (2002). Assessment Crisis: The absence of assessment FOR learning. <i>Phi Delta Kappan International</i> , 83(10), 758-765.	2 & 3
Timperley, H. (2011). Knowledge and the leadership of learning. <i>Leadership and policy in schools</i> , 10(2), 145-170.	2, 3
Williams, H. S. & Johnson, T. L. (2013). Strategic leadership in schools. <i>Education</i> , 233(3), 350-355.	2

Additional Books

Beane, A. L. (1999). <i>The Bully Free Classroom</i> . Minneapolis, MN: Free Spirit Publishing
Black, J. A. & English, F. W. (2001). <i>What They Don't Tell You in Schools of Education About School Administration</i> . Lanham, MD: Scarecrow Press, INC.
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Online resources:

1. Principal Jeanie Dawson discusses effective school leadership

<https://www.youtube.com/watch?v=68KfbkRGAPo>

2. How Do Principals Help Student Learning?

<https://www.youtube.com/watch?v=sJv5IYHTqOM>

3. John Hattie - Instructional Leadership

<https://www.youtube.com/watch?v=9UYGrk1VpcQ>

4. Linda Darling-Hammond on Creating a Collaborative Classroom

<https://www.youtube.com/watch?v=giYs1r9Lqwo>

Audio materials:

1. Interview with Professor John Macbeath on leadership for learning

Sample Questions

Multiple Choice Sample Questions

The sample questions in this document illustrate the type of questions on the test. However, it is very important to note that they do NOT cover the entire scope of the test in either content or difficulty level.

Standard 1: Professional and Ethical Leadership Strategic Leadership

Read the questions and choose the correct answer:

- 1.1 A key element of the Professional and Ethical Leadership standard is the respect and promotion of UAE values. Which of the following is NOT an indicator of success?
- A. Integrate UAE values into the adopted curriculum, pedagogy and assessment.
 - B. Align school programs with the UAE vision for consistent implementation.
 - C. Contract with an outside consulting firm to deliver a Middle East awareness program.
 - D. Demonstrate multicultural awareness with respect for diversity.
- 1.2 Which of the following is the best demonstration of commitment to the ethical and professional conduct?
- A. Establish a code of conduct, approach problems in a positive manner and promote integrity.
 - B. Request Human Resource Department to develop a comprehensive code of conduct handbook.
 - C. Provide professional development in the area of ethics for the teaching staff as leadership should have fully developed this trait.
 - D. Develop rapport and partnerships with all stakeholders and inform them of all the policies that are in place.
- 1.3 Which of the following is the best demonstration of commitment to improving the performance of all students within the school?
- A. Develop an innovation program for gifted and talented students.
 - B. Support the physical, emotional and psychological wellbeing of students.
 - C. Focus on student attainment on international assessments: PISA and TIMMS.
 - D. Adopt a leading safeguarding program from a top private school.
- 1.4 As an academic leader, you want to demonstrate a high standard of personal and professional ethics to your teachers and students. All of the following are indicators of successfully meeting this standard except:
- A. Establish and implement an organizational code of conduct.
 - B. Promote integrity, justice and equity within the school community.
 - C. Publicize the integrity and ethical standards that apply to school leaders.
 - D. Model professional behavior through words, actions, and demeanor.

- 1.5 Which one of the following factors will have the greatest impact on facilitating positive communication and working relationships when an academic leader sends emails to teachers and staff?**
- A. The volume of emails sent by the principal each week.
 - B. The timing, content, and tone of the email.
 - C. The length and complexity of the email.
 - D. The use of capitalization in the email to convey urgency, anger or frustration.
- 1.6 As a leader, you are notified by HR of two department heads arriving habitually late to work, what is the best course of action to address the situation?**
- A. Send an email to all teachers and staff reminding them of the school's position and policy regarding arriving late or leaving early without permission.
 - B. Ignore the occasional attendance violation since both of these department heads work longer hours than other department heads and teachers.
 - C. Engage in a private conversation with each of them to reiterate the importance of a timely arrival to work for all staff.
 - D. Conduct action research on the impact of departmental heads arriving late to work.
- 1.7 In order to facilitate sustainable school improvement, which one of the following best creates conditions for the effective use of data?**
- A. Encouraging teachers to access a variety of data resources.
 - B. Providing explicit norms and clear expectations for data use.
 - C. Supporting teachers who are struggling in data analysis.
 - D. Conducting regular data presentation sessions to teachers and other staff member.
- 1.8 Which one of these scenarios describes the best strategy for increasing student awareness of personal integrity?**
- A. Circulate the school's honour code via student email and post character education posters in the corridors and classrooms.
 - B. Design a student reporting system that will allow students to anonymously report honour code violations of their peers.
 - C. Develop and implement a cross-curricular character education program that focuses on the school's honour code.
 - D. Implement a reward program for students who do not get any discipline referrals throughout semester.
- 1.9 As an academic leader, you are eager to know if the practices and policies that you have set forth are being embraced and modelled by all employees. How would you investigate this?**
- A. Ask department heads to verbally survey teachers regarding their dedication to the practices, and policies of the school.
 - B. Provide an anonymous reporting system for reporting when a staff member notes a violation in this area.
 - C. Work closely with HR to monitor those employees who habitually violate school practices and policies.



- D. Conduct a highly confidential 360-degree survey that gathers data from teachers, staff members and all leadership personnel.

1.10 Which one of these strategies would provide the greatest evidence for promoting the heritage, culture and Islamic values of the UAE?

- A. Work closely with the human resources department to assure that a greater percentage of your teachers are Emirati.
- B. Incorporate into the school calendar National Day and other festive days that celebrate the UAE culture and Islamic values.
- C. Implement a school-wide, evidence-based program to support the celebration and dedication to the UAE culture and Islamic values.
- D. Play the national anthem in the morning and before every assembly, and appoint students to raise the flag each morning.

Standard 2: Strategic Leadership

Read the questions and choose the correct answer:

2.1 Which of the following is the best approach for developing a vision statement?

- A. Working collaboratively with all stakeholders except students due to their age and maturity.
- B. Develop a school vision in alignment with the National Vision of the UAE.
- C. Incorporate culture of high achievement for gifted and talented students within the vision.
- D. Include expectations of high standards in attitudes for students with behavior management challenges.

2.2 Educational leaders can best initiate organizational review by all of the following, except:

- A. Focus fully on the last school inspection report from the UAE Inspection Framework.
- B. Identify national and international school review standards as applied to the school.
- C. Analyze all available qualitative and quantitative school based data.
- D. Distribute review responsibilities among the senior leadership team and hold them accountable.

2.3 An educational leader can best ensure that the professional development plan achieves the desired results by encouraging staff to take which of the following actions?

- A. Review individual action research conducted by the teachers and implement those proven to be effective.
- B. Focus professional development on student behavior management given the input by someone with experience and relevant educational background.
- C. Establish a professional development system for all staff that is based on student achievement.
- D. Enroll in a course that will support the staff once completed.

2.4 Which one of the following strategies best fosters a cohesive and collaborative environment within the teaching staff?

- A. Structuring leadership around a shared vision and mission of the school.
- B. Updating the school handbook with the most recent organizational procedures.
- C. Providing a common lunch period for in-subject teachers.
- D. Facilitating informal communication between the school community members on common goals.

- 2.5 The primary benefit of a professional learning community is that it will allow teachers to:**
- A. Write lesson plans together and align activities with standards.
 - B. Collaborate to increase student achievement across all student populations.
 - C. Construct and utilize intervention plan for at-risk students.
 - D. Allow teachers to compare notes on what works for struggling students.
- 2.6 Which one of the following is the primary benefit of a school leader using an inclusive process in developing the school vision?**
- A. Complying with the directive issued by the governance of the school.
 - B. Providing opportunities to strengthen working and collaborative relationships.
 - C. Securing the support, input, and mutual appreciation of all stakeholders.
 - D. Building teamwork and group capacity by sharing organizational responsibilities.
- 2.7 As an academic leader, you are working to implement the organizational vision. Which one of these actions would NOT be a part of your plan?**
- A. Build a vision similar to schools who have outstanding ratings from the MoE
 - B. Create a vision for the school that aligns with the educational vision of the UAE.
 - C. Promote a vision for the school that sets high standards in relation to learner outcomes.
 - D. Implement a vision for the school that aligns with international best practices.
- 2.8 Which one of these actions is the primary concern of an academic leader?**
- A. Facilitate the design and implementation of a curriculum that is aligned horizontal and vertical with grade-level standards.
 - B. Support the instructional staff through the provision of professional development, resources and feedback.
 - C. Build vision and provide strategic direction in reaching school goals.
 - D. Conduct yearly evaluation and review areas for improvement to ensure compliance of external inspectors.
- 2.9 What is the primary reason that the ability to analyze data is such an integral part of the academic leader's job?**
- A. Data analysis is used in school inspection to determine what rating the school will achieve.
 - B. Data analysis can serve as evidence that teachers are working to achieve school goals.
 - C. Data analysis can be used as a tool to identify and monitor weaknesses in teaching and learning.
 - D. Data analysis knowledge by the leaders can compensate for the inability of some teachers to analyze data themselves.
- 2.10 Which one of these actions is the most important element of the teacher evaluation system in a high functioning school?**
- A. Setting a high numerical standard for scoring on the teacher evaluation so that the teacher is clear on what standard indicates success.
 - B. Holding pre-evaluation conferences with teachers to relay expectations, answer questions, offer support and review the evaluation instrument.
 - C. Reminding teachers that students should be held accountable for all work assigned, especially during school inspection.
 - D. Monitoring closely the alignment of standards and learning objectives on lesson plans.

Standard Three: Educational Leadership

Read the questions and choose the correct answer:

- 3.1 Which one of these is the best way for an academic leader to demonstrate a comprehensive and current knowledge of the curriculum?**
- A. Appoint department heads to the task of curriculum review at the end of each term.
 - B. Participate in curriculum review and model best practices for aligning curriculum and standards.
 - C. Ensure that all teachers take an active role in the curriculum review and that they are able to identify areas of weakness.
 - D. Establish a procedure for compiling all contributions of the curriculum review.
- 3.2 Which one of these actions would provide the best opportunity for the academic leader to model and encourage best practices in teaching?**
- A. Teach and record one course during the school year (taking full teacher responsibility for the course) and use the video for professional development.
 - B. Conduct workshops using PowerPoint delivery to explain various instructional strategies.
 - C. Construct professional development sessions during which teachers from various departments present successful strategies that they have used in the classroom.
 - D. Allow teachers to teach without evidence of planning so that there would be a free flow of information that might empower teachers.
- 3.3 Which one of the following strategies would best likely secure teacher buy-in when implementing new instructional strategies for enhancing student reading?**
- A. Change the program so that teachers' current instructional strategies are core strategies in the program.
 - B. Meet with the teachers and explain this change in reading instruction is required by those in upper leadership.
 - C. Pilot the reading program and use the feedback that is provided by teachers in the pilot group to implement the program.
 - D. Provide voluntary after-school workshops to provide teachers with the needed strategies.
- 3.4 Which one of these evaluation methods would provide the most valid reliable action of success in meeting instructional goals?**
- A. Surveying all the students after the completion of the course to determine if they think they mastered material and met the course goals.
 - B. Surveying parents about the student's transfer of concepts learned in the course.
 - C. Reviewing anecdotal records and portfolios that provide evidence of students' performance.
 - D. Reviewing all data that indicate the degree of students' mastery of the course objectives.

3.5 Which one of the following statements accurately describes the difference between a formative assessment and a summative assessment?

- A. A formative assessment can be used to project how well a student might do on a final examination, while summative assessment cannot.
- B. A formative assessment is an assessment for learning and a summative assessment is an assessment of learning.
- C. A formative assessment can be used to indicate a student's potential at a certain point in time, while a summative assessment is used to measure overall potential.
- D. A formative assessment can be used as a diagnostic assessment, but a summative assessment can be used to indicate end of course proficiency.

3.6 As a school leader, you want to create a learning culture that paves the way for continual school improvement. Which one of these actions is the least important in that endeavor?

- A. Lead by example and model behavioral and professional expectations.
- B. Establish and encourage a reciprocal pathway of trust, value and communication with and between teachers.
- C. Establish enrichment program and incentive program for middle and high achievers.
- D. Emphasize that student welfare, learning, and performance are the focus of every action undertaken.

3.7 Promoting the success of individual learners is essential in continual school improvement. Which one of these actions will NOT lead to an increase in student performance?

- A. Require that all lesson plans include differentiation in instruction and assessment strategies.
- B. Ensure that all teachers know, document and address the learning needs and styles of all their students.
- C. Provide career counselling for students who are interested in vocational education and opportunities after graduation.
- D. Ensure that teachers collaborate to develop personalized learning and assessment plans for special needs students.

3.8 Which one of these actions should be the school leader's initial step in the development of a plan to improve grade seven math scores?

- A. Provide professional development for teachers that focuses on innovative instructional strategies for math.
- B. Collect a database of instructional strategies currently in use at your school by the Math teachers.
- C. Conduct a review of the math curriculum to determine if the curriculum is aligned with the standards.
- D. Administer an assessment that will identify areas of weakness in student performance.

3.9 Which action should be the first step in developing the instructional capacity of your teaching staff?

- A. Establish schedules for professional development and monitor attendance at all sessions.
- B. Conduct a needs assessment to determine what areas of professional development are most critical.
- C. Offer weekend or evening professional development courses at the school to increase convenience to teachers.
- D. Provide incentives for teachers who attend at least 5 hours of professional development per week.

3.10 Teacher evaluation is a significant part of an academic leader’s job. What is the purpose of teacher evaluation?

- A. To provide information regarding if teachers should be replaced or put on a professional development plan.
- B. To increase academic performance and well-being for students by building the instructional capacity of teachers.
- C. To provide inspection evidence that a comprehensive and formal teacher evaluation process is in place.
- D. To provide feedback to teachers so that teachers’ instructional skills improve.

Standard Four: Operational Leadership

Read the questions and choose the correct answer:

4.1 Which one of these actions should the academic leader take to address abuse of school funds?

- A. Requesting an accountant to provide information as a guest speaker at the next faculty meeting.
- B. Reiterating the importance of following money management policies through additional training for all staff on financial procedures, controls and reporting procedures.
- C. Suspending staff members who have not followed policy.
- D. Meeting with the school bookkeeper on a regular basis to identify others who are in violation of the school’s money management policies.

4.2 As an academic leader, you are responsible for the implementation of policies and procedures to be followed during a crisis situation. Which one of these major actions is the initial action in preparation for a crisis or emergency?

- A. Formation of parent teams for communication per grade level so that parents can be notified of urgent information in a timely manner.
- B. Post routes to safety zones relative to each classroom, detailing stairways, corridors, outdoor education areas and all common areas.
- C. Create an Emergency Management Team and develop a crisis plan that includes a clear chain command and procedures for all possible/foreseeable emergencies.
- D. Train students on how to respond to an emergency situation no matter where they are on campus when the alarm sounds.

4.3 Which actions would be the wisest when dealing with a parent who insists to relocate their child into a different section at the beginning of the academic year?

- A. Comply with the request to avoid conflict and to ensure a healthy and collaborative relationship with the parent.
- B. Negotiate with the parent, requesting that she volunteer at school events or in another area of need on campus.
- C. Consider the parent request among all other factors when determining placement.
- D. Reply to the parent with information as to the suitability and quality of all teachers that grade level to convince her that the assigned teacher is good.

4.4 Which one of these areas is the most important school operation consideration on a daily basis?

- A. Student health, safety, and welfare.
- B. Student achievement and performance across the curriculum.
- C. Teacher performance through evaluation and the use of student data.
- D. Staff accountability with regard to human resource policies.

4.5 Which one of these four items is NOT a part of resource management?

- A. Overseeing facilities management and inspection.
- B. Monitoring teacher retention and the acquisition of additional teaching staff.
- C. Working to establish a school culture and climate that is reflected in the school vision.
- D. Fiscal management and adherence to financial procedures and policies.

4.6 As an academic leader you will want to inspire developing leaders and teacher leaders at your school. Which one of these actions will have the greatest positive impact?

- A. Build a strong two-way system of trust with each potential leader and get to know their potential capacity and aspirations.
- B. Offer support to team members and provide feedback in a timely fashion so that mistakes can be corrected quickly.
- C. Take responsibility when things go wrong and assure them that they are not to blame since they are developing leaders.
- D. Praise success and recognize all additional tasks and activities potential leads have participated in.

4.7 Which of the following is the most appropriate strategy for implementation of policy?

- A. Plan on compliance with all statutory requirements for the Emirate authority of the school location and avoid Ministry of Education direction.
- B. Only select random policy statements for daily educational decision making as policy language can be complex and detailed.
- C. Communicate policy statements to all stakeholder with the exception of parents, as they are not in the school facility on a regular schedule.
- D. Develop detailed procedures of policy statements in understandable language for all stakeholders' comprehension and support.

4.8 A successful educational leader is responsible for the human, physical and financial resources of the school. Which of the following would be a concern for success of School Operations' leadership?

- A. Delegate school routine of arrival and departure procedures to the security team as they have some supervision responsibility.
- B. Ensure an optimal timetable for all curriculum scheduling for effective teaching and student learning.
- C. Establish a highly effective student management system to monitor and encourage excellent behaviour of learners.
- D. Model respectful communications and interactions with all stakeholders as an exemplar for staff.

4.9 Which of the following would be the most useful first step in this responsibility in operational leadership?

- A. Adopt the successful financial management system from another school without the business managers input on the decision.
- B. Delegate all transportation procedures to the contracted vendor based on their years of experience.
- C. Avoid distributed leadership with collective responsibilities in favor of a top down model to save time and confusion.
- D. Establish effective procedures for the successful recruitment, induction, deployment and retention of staff.

4.10 Which action would be the best method taken to implement a teacher evaluation process which builds the capacity of a teacher of intermediate pedagogical instruction.

- A. Build a healthy school culture that reinforces the idea that evaluations are focused on growth and capacity building and are not meant to be punitive.
- B. Visit classes regularly and give teachers positive feedback as well as specific feedback on areas of growth.
- C. Ensure that evaluation feedback is anecdotal and based on specific observed evidence that is tangible to the teacher.
- D. Ensure that feedback is consistent and given in a timely manner.

Answer keys

Question	Answer	Question	Answer	Question	Answer	Question	Answer
1.1	C	2.1	B	3.1	B	4.1	B
1.2	A	2.2	A	3.2	C	4.2	C
1.3	B	2.3	C	3.3	C	4.3	C
1.4	C	2.4	A	3.4	D	4.4	A
1.5	B	2.5	B	3.5	B	4.5	C
1.6	C	2.6	C	3.6	C	4.6	A
1.7	B	2.7	A	3.7	C	4.7	D
1.8	C	2.8	C	3.8	C	4.8	A
1.9	D	2.9	C	3.9	B	4.9	D
1.10	C	2.10	B	3.10	B	4.10	A

Open Ended Reflective Questions

The following reflective tasks are meant to provoke powerful leadership opportunities. It includes reflecting on your personal beliefs in educational leadership, policies, procedures, and processes that take place in day to day educational settings. It is meant to inspire deep thinking of possible scenarios and situations that you may face at any time as an academic leader.

The below reflective tasks are not sample questions. However, similar ideas and situations may be presented within the assessment.

Standard 1: Professional and Ethical Leadership Strategic Leadership

- 1.1 Explain how you would deal with a grievance between two teachers in your capacity as a school principal or vice principal.
- 1.2 Describe how you would respond to an angry parent who comes to your office and demands a meeting with you at a time when you have other events scheduled.
- 1.3 Describe two meaningful ways you would elicit the support of community members in your specific context.
- 1.4 Maha is a real leader who exhibits a transformational leadership style with a special attention to directing her school's performance towards achieving MoE's vision and mission. How do personal cultural and spiritual values and philosophical ideologies influence a school leader's decision making and overall performance in the school or a cluster of schools? Do you think that a specific aspect of one's cultural values and philosophical ideologies exerts a more negative or positive influence than the other on a leader's practices?
- 1.5 Aysha has been a school principal for many years in the context of the UAE. Aysha has been part of a transformational leadership forum discussion panel to reflect an Emirati school principal's model. By referring to the literature, Aysha has implemented a culturally responsive teaching and learning model in her school through which she promoted UAE culture and heritage, other countries' cultures and heritage, Islamic values, global citizenship, cultural diversity and social justice values.

Design a model by which you encourage other leaders to implement to follow Aysha's philosophy in promoting culture, religion, diversity, equity (refer to policies such as child protection, diversity, etc.), global awareness through the implementation of the current policies and the UAE National Agenda for Education.

- 1.6 Mrs. Hamda is an expert middle school leader who is very popular with students and parents. She often offers additional help to students and parents. After school, she supports students by managing a well-planned network for students' support in terms of after school academic support centers, private sessions with students and their parents, and continued support during the school day. During the academic school year, Mrs. Hamda had to use her mobile phone to call some students' parents. At first, some students and parents started sending her general messages related to work and school, and recently more personal notes about Hamda's personal life, focusing on some of Hamda's family members. Hamda spoke with her school principal, who raised specific concerns related to certain codes and policies.

Explain these concerns from your point of view as a school leader. What should Hamda and her school principal consider as proactive measures in such cases?

- 1.7** Amna is an aspiring school leader. Amna attends the Professional Development sessions provided by the MoE and consciously supports the implementation of the MoE's vision and mission that reflect the UAE's National Agenda aspects for education. She is aware that a school principal's primary responsibility is to create and shape a productive school culture. She is aware that a school culture appears in various aspects of a school's daily life including the social climate (i.e. a safe and caring environment), and the intellectual climate (i.e. classroom teaching and learning work quality that implement the MOE curriculum with rigorous, powerful pedagogy and engaging methodology). She acknowledges that the rules, and policies of implementation (accountability), the traditions and routines (i.e. shared values regarding academic, ethical, and social standards), the structures (shared decision making responsibility), the partnerships (with industry partners that support future career choice and students' moral growth), and the norms for relationships in the school (clear expectations and actions for an environment of excellence) are key in building a school culture. Amna implemented all that she has learned to shape her school's culture through creating an identity for her school through the past three years, with commitment and social control in her school to achieve consistent behaviors to reach the expected school's standards.

Amna was promoted to be a lead principal and left her school for almost six months. During this period, massive changes occurred: the number of students doubled, more than 30 new teachers, there was a shortage in some subjects' teachers as well as a shortage of academic/administrative staff, and on top of it IRTIQA school inspectors were expected to visit the school that year. Amna led the school for three months and achieved band A in IRTIQA despite all of the challenges mentioned above.

Imagine Amna's daily performance to shape a culture where sustainable practice evolved.

- 1.8** While Dana didn't respond to the MoE's up-to-date information and requirement regarding the school leadership operations, Aysha was more proactive than Dana and started transferring theory to practice. Aysha followed the philosophy of teaming under the umbrella of the six standards of the school inspection framework using a particular focus on action research in her school and assessment needs surveying strategy.

Design a staff meeting as a form of professional development to improve the overall performance of the school under the six standards of the school inspection framework where you teach staff on how to complete a good school evaluation plan to assist Aysha to move forward with her proactive leadership style.

- 1.9** Amal is a school leader who believes in attending to different abilities and needs in her school. She implemented a response to intervention framework at her school that includes understanding all types of conditions at her school, monitoring the differentiated teaching and learning as well as the active role of the academic support team that attends to all referrals and response to the teachers and students' needs. Amal is in charge of the implementation of this cycle. She provides the appropriate support with the cooperation of other partners, observing the intervention, making wise decisions regarding the continuity of intervention or taking the student back to the differentiated instruction environment, and she decides whether to continue with the intervention, or to refer the student to more specialized partners.

Describe Amal's approach in responding to intervention at her school and how positively this could impact students' lives.

- 1.10** Mona studied the new school context and noticed that the Physical Education teacher leads the morning assembly without anyone attending with her except a few teachers. Mona didn't catch any school routine in terms of behavior management or the teaching and learning cycle in general. She found out that the students' results in core subjects were below average. Mona started her journey in this school with a data-driven point of view by benchmarking the students' achievement in core subjects and creating an in-school culture of high expectations and progress tracking.

Provide an action plan to assist Mona with improving students' performance with a particular focus on attainment and progress.

- 1.11** The school which Fatema leads has been exposed to massive changes lately in terms of large number of new hires, many transfers of teachers and administrative staff, a bigger population of students that has increased from 500 to 1500 students and the introduction of new streams in the school. Fatema realized that she needs to work on the well-being of her staff members, students, and parents. She created the well-being team as part of her School Improvement Plan sub-teams to promote positive vibes across the school. She focused on creating happy people in the school with positive emotions, building strong relationships, keeping everyone engaged in the school, celebrating accomplishments, and spiritual life, values and ethics.

As a school leader, help this well-being team to submit their plan to Fatema on time to tackle all well-being areas that Fatima mentioned in her meeting with them.

- 1.12** As a school principal, Khalid is exceptional in all performance standards of his evaluation except the community and parental involvement. This result affected his school's previous IRTIQA inspection result and was noted as an area of development. He attended many Professional Development sessions in addition to national and international conferences to support parental and community involvement at his school. He developed a rigorous understanding and led his school to achieve better in IRTIQA. Khalid was moved to a new low-performing Cycle Two school as a school principal with six years of experience in a Cycle One school. During Khalid's meeting with the senior leadership team and the social workers, he introduced his philosophy in parental and community involvement, which he developed through years of successful practices. His philosophy focused on providing support for parents to improve their parenting skills and knowledge and a smooth communication between the school and home. He encouraged volunteering parents at school and the community after taking MoE permissions, reaching students at home for extended support, organizing different committees that support parents and the community in school's decision making, and finally he pushed for collaboration with the community and industry partners and other regulatory authorities such as ADEK.

Explain how the senior leadership team could implement this philosophy with the support they receive from Khalid?

- 1.13** Noura leads one of the largest schools in her city. The MoE vision and mission provide her with a clear track to follow besides her strong understanding and appreciation of Islamic and other religious values and cultures. When it comes to a school with diversity among staff and students, several dilemmas occur. The vice-principals mostly fail to deal with angry parents. Noura's diplomatic way and persuading dialogue make all stakeholders trust her.

How do personal, cultural and spiritual values and philosophical ideologies influence a school leader's decision making and practices in general in the school or in a cluster of schools? Do you think that a specific aspect of one's cultural values and philosophical ideologies exerts a more negative or positive influence than the other on a leader's practices?

- 1.14** Fifteen new foreign teachers from different teaching backgrounds joined the school where Salma is a school principal. Salma has established a systematic procedure for welcoming, coaching, mentoring, and supporting all new staff to get them on board as soon as possible.

Explain what you could do to help Salma's middle leaders continue this collaborative coaching method to reach consistency and excellence in the school?

- 1.15** Salem is a school principal who works collaboratively with the academic vice-principal and student services principal to ensure the school's abidance with MoE auditory and inspection team and IRTIQA school inspection. Unfortunately, he received many comments from the MoE auditory team and IRTIQA inspectors in all six standards.

If you were in his place, what could you do to prevent these comments? Provide an action plan.

- 1.16** Mariam is a school leader who attended a series of Professional Development sessions with the MoE regarding the ethical use of technology besides her own personal beliefs and readings in the same field. She decided to create a team that was called Change Leaders.

How do you think this team should perform? What is the technology policy focus of your own school? Design a school-specific framework that maintains ethical behavior while using technological resources in school and outside the school.

Standard 2: Strategic Leadership

- 2.1** List three ways that can help school leaders assess the effectiveness of professional development on students' attainment.
- 2.2** Ali Khaled is a vice principal in a small school. He conducts professional development sessions on a regular basis for his team. Although there is no observable improvement in the staff performance or the students' achievement, Ali insists on following his style of conducting the professional development sessions. Do you agree with this approach? How would you tackle this issue in your context?
- 2.3** Hana Omar is a school principal who considers herself a transformational leader. She is considering implementing a change in her school to improve students' results. Discuss the obstacles that she might face in trying to implement the change, and if any might be caused by cultural factors. Based on your understanding of transformational leadership, discuss how she would lead the change.
- 2.4** Building a mutual relationship with the community is a challenging task for a new school principal. Summarize how understanding the community interests, needs, and resources would help you construct such a relationship that would benefit both the school and the community.
- 2.5** Research shows that establishing and communicating high standards for all students helps improve the students' performance. Discuss how you would foster a culture of high expectations for all learners in your school.
- 2.6** Explain briefly how you would use the staff appraisal system as a motivational tool for cultivating a school vision that is aligned with the UAE Vision 2021 and with international best practice.

- 2.7** Promoting technological innovations among educational professionals will lead to responsive digital solutions to enhance students' learning. Write a memo to your staff congratulating them on indicators of success in technology innovation. In the memo, comment on specific accomplishments observed over the past nine months.
- 2.8** Explain how you would support the purposeful integration of technology into two different content areas or grade levels.

Standard Three: Educational Leadership

- 3.1** Describe two ways to monitor students' performance with specific teacher groups.
- 3.2** As a school leader and referencing your previous experience, explain how you would motivate team members effectively.
- 3.3** Nader Saeed is a principal of one private school. In response to a global pandemic, Nader has put in place a contingency plan for distance learning that utilizes the school digital platform for conducting assessments. With many glitches in the system, the students are struggling completing their tests, which is adding more pressure and stress on students and their parents. Detail the way you will successfully resolve the technical challenges, transforming this digital-learning experience into a positive one.
- 3.4** In light of parents' concern over poor students' achievement in one Grade 12 Chemistry class, Section B, the school principal decided to conduct intensive observations for that particular class. Describe what the principal should focus on during these observations as part of the investigation to identify the reasons behind Section B students' low performance.
- 3.5** As a school principal, a group of students came to you complaining that their teachers do not collaborate to identify common topics in different subjects when teaching. Reflect on how you would react to this complaint to improve teacher collaboration and communication.
- 3.6** From your understanding of curriculum differentiation for meeting students' needs, describe your role as a school leader to ensure that teachers adopt curricular modifications towards an inclusive and safe classroom environment.
- 3.7** A new teacher in your school, Raheema, is concerned about one of her students, named Salim who refuses to participate in her class. Salim attends class regularly but sits away from his peers and says little. Yet, he does not appear shy, and Raheema has learned that he is quite verbal in other classes.
Today, you sat in on Raheema's class to observe. Every time Raheema asked Salim a question, he'd respond, "I don't know." When Raheema's eyes left him, you observed him grin at another student. After about three rounds of this, you took Salim outside of the classroom to talk to him. After much prodding, he finally blurted out "She treats us like we're stupid! I know those dumb vocabulary words, and the stories we read are stupid 3rd grade stories."
How will you inform Raheema that Salim is feeling unchallenged? What will your best advice be on how she can cater to Salim's learning needs?
- 3.8** Creating a culture of learning in a school includes the values and practices that support student learning, growth and knowledge. To accomplish this culture, professional growth and development is necessary. This includes a wide variety of training to assist all staff in the improvement of effectiveness. Write an outline of a school professional development plan that establishes a culture of learning and drives student progress.

Standard Four: Operational Leadership

- 4.1 Explain how you would implement the teacher evaluation process to build the capacity of a teacher of intermediate pedagogical and instructional leadership skills.
- 4.2 When you walk into a classroom, what would be some immediate indications of successful teaching?
- 4.3 Developing an environment which ensures that the well-being of all members of the school is key to operational leadership. This is accomplished with a sustainable state of positive mood, attitude, resilience and satisfaction for all members of the school community. Offer reflections in a professional diary entry on your leadership over the past year explaining how you have developed the overall well-being of all staff.

Additional Scenarios

Scenario I

Fatima always arrives late and thinks nothing wrong of chatting with her seatmates while someone else is trying to make a point. Nora routinely sends text messages during each meeting. Mariam can't wait until each meeting ends so she can head to the parking lot to tell someone what she could have said during the meeting.

Later, most of them grumble that "These meetings are just a waste of our time. We never get anything accomplished."

- Who needs Norms?
- Who creates Norms?
- What is a Norm?

Scenario II

Hussain has a domineering personality. He will often disagree with other staff in public and does so in a way that is disrespectful. He will laugh at other teachers' ideas. Lately, it has been noticed that teachers have stopped contributing to discussions and the only person who can be heard speaking is Hussain. There is obvious tension in the room when Hussain is present.

What is the reason that this is happening?

- Low expectations of Hussain
- Poor commitment
- Inattention to establishing specific team norms
- Building the team capacity

As a school leader, what actions would you take to immediately address this behavior? Explain why.

- Identifying a set of norms for the group
- Handing a set of norms to Hussain
- Setting and explicating expectations early
- Preparing a guide

Scenario III

Maryam is often disengaged during group work. When the staff is assigned to work together in committees, everyone hopes that Maryam won't be in their group. Last time, Sofia was really upset because Maryam didn't do her part of the committee proposal and when time came to present to the group, the whole group was embarrassed. Her lack of commitment made everyone look bad. People are getting very frustrated with Maryam.

As a school leader, what proactive steps would you take with the entire staff to minimize this behavior and encourage positive behavior?

- Listening to others
- Creating norms
- Asking for clarification
- Asking for staff input and then making a decision

Which of the following would you be leading according to this scenario?

- Leading strategically
- Leading people
- Leading organization
- Leading community

Self-study Reflective Tasks

Reminder that the following reflective tasks are meant to provoke powerful leadership opportunities. It includes reflecting on your personal beliefs in educational leadership, policies, procedures, and processes that take place in day to day educational settings. It is meant to inspire deep thinking of possible scenarios and situations that you may face at any time as an academic leader. The below reflective tasks are not sample questions. However, similar ideas and situations may be presented within the assessment.

Reflective Task 1

- A major challenge for educational leaders is to translate the school vision into everyday practices. A good start is to create a more purposeful and inspiring workplace built on trust, transparency and open communications. To what extent do you agree or disagree with this statement? Elaborate with examples from your context.
- What strategies and processes do you use to develop a collaborative vision and then translate the vision into everyday practices?
- What strategies do you use to help ensure that you communicate this vision meaningfully and authentically to teachers, students and other key stakeholders in your school community?
- What leadership style or approach(es) do you use when leading change in your school community?
- What are some of the most difficult challenges you have encountered when dealing with poorly performing teachers? How did you overcome these challenges?
- In what ways do you, as a leader, try to ensure that teachers are personally and professionally engaged and committed?

Reflective task 2

Samir Ali has a special leadership style. He likes his colleagues very much and he interacts very well with the students and the parents. He would listen to students, teachers and parents for hours. He was trying to build good relationships with all these stakeholders. Unfortunately, he is not attending to other areas and responsibilities inside the school.

Reflect on Samir's leadership style and identify the issues it might engender. Elaborate with examples from your local context.

Reflective task 3

Hessa Hamad has been the instructional leader at an elementary school for a long time. She has extensive experience in education. She is very passionate about professional development. She meets regularly with the teachers in a variety of forums to elicit what they need. Hessa's commitment to her teachers makes her call the teachers after hours to chat about school related issuers. Unfortunately, she calls at any moment, whether it is late at night or early in the morning. No teacher has told her to stop.

With reference to your school (UAE) context, to what extent do you agree or disagree with the Hessa's leadership style and approach to professional development at her school?

Reflective task 4

Ms. Zeta is a veteran teacher and a popular coach for several sports. She is well known for her concern for the welfare of her students. Since the high school where she works has limited resources to accommodate practices and games for some of its teams, students are responsible for their own transportation to other sports venues. Consequently, it is not uncommon for Ms. Zeta to provide personal transportation for one or more students who otherwise couldn't participate in athletic events and back home after events.

As a school principal, do you consider this an ethical issue. If so, how would you deal with it?

Reflective task 5

A six-year-old student went missing at an elementary school. The bus driver and the school transport department insisted that it was the fault of the school. They placed the blame on the school, and so did the parents. Upon extensive search, the student was found asleep in the bus terminal. The school principal suggested that all teachers would ride school buses home with their students for one week. The purpose of the school principal's suggestion was to help with supervision on the buses and to promote communication with the community.

What do you think of the principal's initiative? Does it really address the problem? To what extent is this applicable to your current school? Elaborate with examples from your local context.

Reflective task 6

The work of successful school leaders, especially in challenging school and community contexts, involves acting with passion. It requires commitment, courage and determination, and, “high levels of emotional energy”. It demands that participants believe strongly in their convictions and have the best interests of the group clearly in mind” (Sachs, 2003).

With reference to your local context, to what extent do you agree with this statement?

Reflective task 7

A teacher involved students in entering other students’ results into the computer in preparation for writing reports. The incident took place in the teacher’s office. Apparently, the teacher had asked to ‘borrow’ the students to assist her in preparing for some event. The teacher had told her students to keep things confidential and to refrain from informing other students or teachers. The following day, one of the students reported the incident to his father who immediately called the school principal and explained the whole situation and the ethical issues that such an incident could raise.

- Explain what happened in the situation?
- Do you think this behavior is acceptable? Support your answers with reasons.
- What ethical issues could this matter cause?
- What do you think of the parent’s reaction?
- As a school principal, how would you respond to this behavior?
- What lessons did you learn from the incident/event?

(Duignan, 2007).