

CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN EDUCATIONAL MENTORSHIP AND COACHING



ANNEXES

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Module 2

Leading and Managing for Professional Development of Headteachers and Teachers

April 2023



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CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN
EDUCATIONAL MENTORSHIP AND COACHING (CPD - CEMC)

ANNEXSES OF MODULE 2
LEADING AND MANAGING FOR PROFESSIONAL
DEVELOPMENT OF HEADTEACHERS AND TEACHERS

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Annex 1: Teacher motivation theories

The **Self-Determination Theory** (SDT) explains the importance of human's evolved inner (internal) resources for personality development and behavioural self-regulation. The SDT values the importance of intrinsic motivation but, establishes that some activities are not necessary intrinsically motivating. Especially, the teaching process may involve other motivating practices which only require some levels of self-regulation. In addition, the SDT identified three psychological needs that should be satisfied for an effective motivation: (1) competence, (2) autonomy and relatedness (3).

The concept of teachers' competence implies a systematic view of teachers' demonstrated professionalism at individual, school and community level (Bertschy, 2013). These competences may include demonstrated knowledge and skills in designing, planning, implementing and evaluating effective teaching, research competences, curriculum competences, lifelong learning competences, social-cultural competences, emotional competences, communication competences, information and communication technologies competences (ICT) and environmental competences (Selvi, 2016; Copriady, 2014).

Research showed that the need for teachers' competence may mediate (act between parties with a view to reconcile differences) the relationship with teachers' emotional exhaustion (loss of energy) (Aldrupa et al., 2016). The self-determination theory associated teacher's competency with teacher motivation (Deci & Ryan, 2000). Therefore, teachers' competence need should be satisfied for the improvement of educational outcomes. Research identified effective school leadership as main factor to improve teachers' competence. Specifically, to improve teachers' competence, head-teachers may use a participative, transformational (David & Masare, 2017; Abwalla, 2014) and instructional leadership models.

The teachers' autonomy can be understood as a professional independence of teachers in schools. The lack of professional autonomy may push teachers to leave the teaching profession (Berg, 2017). With this regard, the teachers' autonomy can be viewed in two ways: (1) the level at which schools support teachers' involvement in decision-making and (2) the level at which teachers' opinions are respected by their colleagues (Tadić, 2015). The level of teachers' autonomy may inform the level of their independence in decision making about what they teach. By the nature of the teaching profession, teachers may have less autonomy than other professionals (Hashimoto, 2006). This is because teachers work in a very regulated environment where they must follow prescribed and sometimes not flexible curricula (Webb, 2002). However, teachers' self-reported autonomous motivation for teaching can be expected to promote students' self-reported autonomous motivation for learning (Roth et al., 2017). Teachers' autonomy increases interaction between teachers and curriculum content which result in improving students' performance (Silberstein, 1987).

The role of SBM is here of great importance for they help teachers develop their competences both in instructional language and teaching approaches. In this regard, teachers can be motivated by any strategy that makes them more self-regulated or autonomous (Margison, 2012). It can therefore be established that teachers need to be autonomous in their jobs and this can inform improved educational outcomes.

Improving teacher autonomy has been supported by different research as a motivation strategy to improve students' performance in schools. The need of teachers' autonomy can be satisfied by involving them in decision making and encouraging their confidence at their workplace (Kimwaley, 2014). In addition, **effective school leadership** has been identified as a tool to improve teachers' autonomy (Beatriz, 2008). The best headteacher would be the one that guarantees **freedom** to teacher but, also keeps them **accountable**.

Teacher **relatedness** is understood as the teachers' social relationship and external esteem including involvement with leaders, co-workers and community members (Waters, 2013). The teachers' relatedness need implies their need to feel connected with other teachers or as belonging to one group with one objective. This relatedness need is also fulfilled by maintaining relationship among teachers (Aletta, 2008). This is the case for example when teachers meet in their own departments or CoPs and exchange on ways of improving their teaching practices and other professional issues. This need is also satisfied in end of term pedagogical meetings when teachers openly discuss professional issues, share failures and successes.

The teacher relatedness is essential to promoting effective student learning, teacher engagement and teachers' and students' enjoyment in the teaching and learning process (McKnight et al., 2007; Hornstra et al., 2015; Wilcken, 2013; Cox et al., 2009). There can be different ways of promoting teachers' relatedness for the betterment of learning outcomes. This can be done, for example, through professional development on modelling instruction, provision of opportunities for interaction in organised learning sessions, building in-school communities (e.g., CoPs) and through well-structured professional learning community's activities (Gray et al., 2017; O'Donnell et al., 2012; Schaps, 2005; Smart, 2016).

All the above discussed three basic needs are essential for school performance but, the competence need satisfaction could be more related to teachers' performance than the two remaining needs (Khan, 2013). In addition, it was identified that the need for teachers' competence and autonomy can lead to higher levels of engagement and positive emotions, and lower levels of negative emotions, but, the need of relatedness among teachers was judged of less importance for their motivation (Klassen, 2012).

The three-basic psychological needs are directly connected to teacher motivation and indirectly to learners' performance in education. For example, teachers' support for autonomy, relatedness and competence would increase professional teacher motivation level and lead to improved students' engagement (Orsini, 2015). Other research showed that increased self-determination among teachers could increase student's self-determination which leads to improved performance (Taylor & Ntoumanis, 2007).

Following the great importance of teachers' contribution to students' learning outcomes, their motivation should be one of the main concerns to educational leaders and policy makers.

The expectancy theory affirms that individuals are more likely to strive in their work if there is an anticipated reward that they value such as a bonus or a promotion than if there is none (Johnson, 1986). Therefore, this theory involves the concept of 'instrumentality' whereby the level of employees' performance should be related to the level of their outcomes in terms of reward. Employees' rewards may include salary increases, promotion, peer acceptance, value by supervisors, or any other valued reward (Lunenburg, 2011).

Annex 2: Components (elements) of an effective system for attracting, retaining and motivating highly qualified teachers

The following table presents components (elements) of an effective system to recruit, attract, retain and motivate highly qualified teachers. The incentives are mainly related to teachers' working conditions and have to do with job professionalisation.

Table 1: Elements of an effective system to recruit, attract, retail and motivate highly qualified teachers (Vegas & Umansky, 2005)

- 1) Adequate infrastructure and teaching materials; basic resources**
- 2) Clarity in what is expected from teachers**
 - What knowledge and skills do teachers need to have?
 - What behaviour and performance should teachers demonstrate?
 - What results, in terms of student learning, are teachers expected to accomplish?
- 3) Clear rules for teacher selection and purposeful assignment to schools**
 - How does teacher selection and assignment affect teaching and learning?
- 4) Monitoring and evaluating teaching and learning**
 - What knowledge and skills do teachers have?
 - What behaviour and performance do teachers demonstrate?
 - What are students learning and at what rate are they making progress?
- 5) Instructional leadership and professional development for supporting teacher professional communities**
 - School administrators as instructional leaders;
 - Using information from teacher evaluation to develop professional development opportunities created for each teacher and teams of teachers;
 - Built in time for teacher professional development and teacher collaboration.
- 6) Professional autonomy and authority**
 - Teachers can use their best professional judgment in the classroom;
 - School administrators have professional autonomy to provide teachers with support, in both material and technical resources;
 - School administrators have authority to reward high performing teachers and punish low-performing teachers.
- 7) Effective teacher incentives**
 - Adequate relative salaries;
 - Higher salaries for better-performing teachers;
 - Higher salaries for teachers working in disadvantaged areas;
 - Advancement opportunities throughout the teacher's career;
 - Rewarding excellent teachers;
 - Real threat (something that is a source of danger) of losing one's job for poor-performing teachers.

Annex 3: Motivating teachers in Rwanda

Teacher motivation is one of the priority areas in the draft Rwandan Teacher Development and Management (TDM) Policy. In fact, the vision for teacher development and management in Rwanda is to be “a leading provider of teacher-related services in addition to the provision of highly-motivated, qualified, and competent teachers in Rwanda” (MINEDUC, 2015). Efforts are being made to motivate teachers as exemplified by the following excerpt (a passage selected from a larger document) from the Rwanda TDM policy:

- Measures will be introduced to improve teachers’ working conditions and status, especially in respect of their recruitment, training, remuneration and career development opportunities;
- Incentives for teachers to engage in continuous professional development will be introduced.

Three intended outcomes of the TDM policy show the strong political will for motivating teachers.

These are:

- 1) To make the teaching profession an honourable and respectable career,
- 2) Help teachers to be able to improve their social and economic well-being through the best utilisation of UMWALIMU Savings and Credit Cooperative (UMWALIMU SACCO) and other incentives like GIRINKA Mwalimu, laptops, teacher housing, etc.
- 3) Professionalising teaching.

The following priority areas of the TDM policy seem to be particularly interesting for teachers’ motivation:

- **Policy Priority 1 (PP):** Improve the professional status, image and attractiveness of teachers and teaching in Rwanda where all teachers are equally valued;
- **PP3:** Introduce a high-quality induction year for newly qualified teachers, and require all teachers to be ‘licensed’ (given official approval to teach) following the successful completion of their induction period;
- **PP4:** Require all teachers to undertake (implement) and record Continuous Professional Development (CPD), and ensure that an effective system for appraisal, mentoring, support, assessment, and re-licensing for all teachers is put in place to support it.

Despite the above mentioned policy initiatives, recent research on Rwandan teachers' motivation agree on the fact that teachers in Rwanda particularly those teaching in rural primary schools are at a great level de-motivated for various reasons (Muvunyi, 2016; Gatsinzi et al., 2014; Bennel & Ntagaramba, 2008). The following **de-motivating factors** have been identified:

- Factors associated to low pay and other benefits: teachers' salary is among the lowest particularly in public schools with serious consequences for living conditions and socio-economic status of particularly rural primary school teachers;
- Perceived wide gap in income between teachers of different qualifications (Certificate holder, diploma holder and degree holder); between rural and urban teachers and between teachers and other similarly qualified professionals such as nurses (Muvunyi, 2016; Bennel & Ntagaramba, 2008);
- Poor working conditions: long distance to school, teaching double shifts, large classes, heavy workload particularly in primary, poorly performing students, lack of quality teaching materials, unclean school facilities and difficult living conditions because of low income (Muvunyi, 2016; Gatsinzi et al., 2014; Bennel & Ntagaramba, 2008);
- Problems with deployment: some teachers are deployed far from their families and separated from their spouses; some others are de-motivated by their deployment in unattractive rural settings (Muvunyi, 2016; Gatsinzi et al., 2014; Bennel & Ntagaramba, 2008);
- Low job satisfaction because of poor working and living conditions associated with low social value of the teaching professional (Muvunyi, 2016; Bennel & Ntagaramba, 2008);
- Perceived neglect of the teaching profession by authorities and society at large (Gatsinzi et al., 2014).

However, despite these de-motivating factors, research shows that surprisingly Rwandan teachers show high commitment to the job. The following are **motivating factors** as identified by recent research on teachers' motivation:

- The regularity of pay that has been maintained since 2012 because of strong government commitment and the increase of the banking system (Muvunyi, 2016);
- The availability of professional development opportunities though some teachers view this as an opportunity to increase earnings which may have undesired results if not well managed (Muvunyi, 2016);

- Effective supervision, participatory leadership and management, effective and fair performance evaluation and recognition of effort (Gatsinzi et al., 2014);
- Incentives other than money such as availability of loan at reduced interest rate through Umwalimu Sacco, Girinka Mwalimu, laptop acquisition (Muvunyi, 2016).

Teachers who are dissatisfied with their job and are poorly motivated are not likely to perform well and may even behave unprofessionally (Bennel & Ntagaramba, 2008). Therefore, educational leaders at the implementation level (SEOs, Head-teachers, Deputy Head-Teachers in charge of Studies, School Accountants and School Based Mentors) should design strategies for motivating teachers of course within the limits of their capabilities. Consideration should be taken with regard to the following aspects:

- **Work context:** try to satisfy as much as possible the basic needs such as working conditions like class size, discipline conditions, and availability of teaching materials, the quality of the teaching supervision and basic personal needs such as money, status, and security. In general, context factors clear the road of the challenges that block effective teaching (Frase, 1992). In adequate supply, these factors prevent dissatisfaction. In fact, even the most intrinsically motivated teacher will become discouraged if the salary doesn't pay the mortgage, children's school fees or food for the family;
- **Work Content Factors:** these are intrinsic to the work itself. They include opportunities for professional development, appreciation, challenging and varied work, increased responsibility, achievement, empowerment, and authority. Some researchers argue that teachers who do not feel supported in these states are less motivated to do their best in the classroom (NCES, 1997). Thus, may not be motivated to do the job as required.

Annex 4: Self-evaluation checklist on building trust

What do I do to build trust? Self-evaluation checklist:	Never	Sometimes	Always
1. What I say and what I do are usually the same			
2. I respect everyone			
3. I work well in a team with others			
4. I am honest and keep promises			
5. I am humble and polite			
6. I trust others			
7. I avoid conflicts			
8. I am organised			
9. I monitor and evaluate my activities			
10. I do not accept corruption			
11. I communicate well with others			
12. I develop new skills			
13. I share information and ideas with others			
14. I am clear in my decision making			
15. I do not talk badly about people when they are not around			
16. I am open-minded			
17. When I make a mistake, I try to correct it			
18. I listen to others			
19. I can apologise if necessary when I make a mistake			
20. I praise others when they have done great work			

Source: REB, 2017: 172

Annex 5: Roles and responsibilities of headteachers per standard

STANDARDS	ROLES AND RESPONSIBILITIES OF HEADTEACHERS
STANDARD1: CREATING STRATEGIC DIRECTION FOR THE SCHOOL	<ul style="list-style-type: none"> - Develop a vision for the school which is clearly articulated, shared and widely understood and which takes a variety of views into account; - Translate (transform) the vision for the school into a strategic plan with clear objectives and high expectations; - Create a school climate that is motivating and inspiring and a culture that encourages innovation, creativity and collaboration.
STANDARD2: LEADING LEARNING	<ul style="list-style-type: none"> - Set individual, group and school targets related to student learning; - Monitor, analyse and review data related to student learning; - Create a positive, safe and conducive learning environment; - Ensure that there is a continuous, school wide focus on students' achievement; - Ensure that evaluation and assessment of learners are well organised; - Promote excellence, equity and high expectations for all pupils.
STANDARD3: LEADING TEACHING/ TRAINING	<ul style="list-style-type: none"> - Ensure that all teachers share a common understanding of quality teaching and the role of a teacher within the school; - Establish structures and systems to support teaching and learning; - Monitor and review classroom practice and promote improvement strategies; - Ensure arrangements for performance management are in place to hold teachers accountable for their students' learning; - Devote (give) enough time to observe teaching and learning activities and engage in constructive conversations with teachers on teaching and learning; - Develop a programme of continuous professional development; - Stimulate collaboration among staff; - Supervise an induction programme for new staff.

STANDARDS	ROLES AND RESPONSIBILITIES OF HEADTEACHERS
STANDARD 4: MANAGING THE SCHOOL AS AN ORGANISATION	<ul style="list-style-type: none"> - Create and manage clear improvement plans and policies; - Manage the school resources in a way that benefits student learning; - Ensure that providing equitable learning opportunities is at the centre of strategic planning and resource management; - Monitor, evaluate and review the systems, policies and structures and the effect of these on student outcomes; - Make regular inspections of the school to ensure that school premises (land and the buildings on it) and equipment are being used properly; - Create a sense of ownership and involvement in the school with all staff by involving them in decision making; - Manage and organise the school environment effectively to ensure that it meets the needs of the curriculum, health and safety regulations; - Manage the school's financial and human resources effectively and efficiently to achieve the school's education goals and priorities; - Assign tasks and delegate duties at school; - Promote income generating activities for the school; - Organise recruitment of support staff and ensure their contracts are signed; - Promote and implement strategies for motivating staff and students.
STANDARD 5: WORKING WITH PARENTS, OTHER SCHOOLS AND THE WIDER COMMUNITY	<ul style="list-style-type: none"> - Create and maintain effective partnerships with parents including communicating effectively about student performance and welfare; - Establish partnerships, where appropriate, with NGOs, agencies, businesses or other organisations to support teaching and learning; - Serve as a link between school and different stakeholders; - Establish partnerships and share practices with other schools; - Ensure the school plays a productive role as a member of its local community; - Meet parents and discuss learners' progress, results and conduct.

Source: REB, 2014

Annex 6: Required knowledge, skills and attitudes per standard of effective school leader

Standard one: creating strategic direction			
<p>Knowledge</p> <p>The school leader should have an understanding of:</p> <ol style="list-style-type: none"> 1. Local, national, regional and global trends as well as best practice in leading and managing teaching and learning; 2. National strategic priorities regarding leading and managing teaching and learning; 3. The context and culture of the community in which the school is located; 4. Strategic school improvement planning process; 5. The mission for which the school was created. 	<p>Professional and interpersonal skills</p> <p>The school leader should be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively; 2. Think analytically and strategically; 3. Plan strategically; 4. Demonstrate a commitment to excellence and equity; 5. Inspire and motivate members of the school community. 	<p>Evidence of competence</p> <p>The school leader:</p> <ol style="list-style-type: none"> 1. Develops a vision for the school which is clearly formulated, shared and understood and which takes a variety of views into account; 2. Translates (puts) the vision for the school into a strategic plan with clear objectives and high expectations; 3. Creates a school climate that is motivating and inspiring and a culture that encourages innovation, creativity and collaborative working; 4. Models values in everyday work and practice; 5. Creates channels through which students and staff can express opinions. 	<p>Attitudes</p> <p>A School leader believes in, values and is committed to:</p> <ol style="list-style-type: none"> 1. Setting learning goals that are ambitious, challenging, realistic and achievable; 2. The belief that all students can learn; 3. Continuous school improvement; 4. The inclusion of members of the school community in planning for the development of school vision and setting strategies to achieve the vision; 5. Ensuring that students have the knowledge, skills and values needed to become successful adults; 6. Continuously examining one's own ideas, beliefs and practices; 7. Doing the work required for high levels of personal and organisation performance.

Standard two: leading learning

Knowledge	Professional and interpersonal skills	Evidence of competence	Attitudes
<p>The school leader should have up to date knowledge of:</p> <ol style="list-style-type: none"> 1. Strategies for raising student learning achievement; 2. Monitoring and evaluation strategies and data analysis; 3. Styles of learning and student development; 4. The variety of student learning needs; 5. The characteristics of a conducive environment for learning. 	<p>The school leader should be able to:</p> <ol style="list-style-type: none"> 1. Access, analyse and interpret performance data in order to make suitable adjustments to provision of learning; 2. Communicate a commitment to excellence and high expectations for all; 3. Establish positive relationships with, and be a role model for, students; 4. Create a positive, safe and conducive learning environment. 	<p>The school leader will:</p> <ol style="list-style-type: none"> 1. Ensure that there is a continuous, school wide focus on students' achievement and well-being; 2. Set individual, group and whole school targets related to all aspects of student performance including achievement, attendance and behaviour; 3. Monitor, analyse and review data related to all aspects of student performance; 4. Make suitable adjustments to provision in light of the analysis of outcomes in order to ensure equity of educational outcomes and remove barriers to learning; 5. Create a culture that supports students to behave appropriately. 	<p>School leader believes in, values and is committed to:</p> <ol style="list-style-type: none"> 1. Facilitating high learning achievement for all student; 2. The idea that students are responsible for their learning; 3. Closing the learning achievement gap between high and low achievers; 4. Meeting the learning needs of all students; 5. Creating and sustaining a safe learning environment.

Standard three: leading teaching

Knowledge	Professional and interpersonal skills	Evidence of competence	Attitudes
<p>The school leader should have knowledge of:</p> <ol style="list-style-type: none"> 1. The principles of effective teaching/ training and assessment for learning; 2. Curriculum design, development and management; 3. Systems that support the monitoring and evaluation of teacher practice and performance; 4. Strategies for developing effective teachers and teams; 5. Strategies for ensuring inclusion and access to quality teaching; 6. Models of behaviour and classroom management; 7. The relationship between continuing professional development and school improvement; 8. Coaching and the impact of coaching on teacher performance; 9. 9. education policy, trends and research; 10. 10. professional development and capacity building. 	<p>The school leader:</p> <ol style="list-style-type: none"> 1. Provides the principles and practices of effective teaching; 2. Designs and plans a teaching programme (including enrichment activities) that is based on the National Curriculum and that is rigorous and relevant (useful); 3. Challenges under-performance and holds stakeholders to account; 4. Recognises and rewards high performance, motivate staff and build effective teams; 5. Demonstrates a commitment to professional development, staff well-being and lifelong learning; 6. Collaborates effectively; 7. Identifies individual and whole school needs related to continuing professional development and plan to ensure these needs are met; 8. Builds positive relationships between individuals and teams and a sense of loyalty to the school and its students. 	<p>The school leader:</p> <ol style="list-style-type: none"> 1. Ensures the school's teaching programme is accessible, flexible and engaging; 2. Ensures that all staff members have a common understanding of effective teaching and the expectations of the role of a teacher within the school; 3. Monitors and reviews classroom practice and promotes improvement strategies; 4. Ensures arrangements for performance management are in place, holding teachers to account for all aspects of student performance and well-being; 5. Monitors and reviews the effectiveness of the teaching programme making adaptations and enriching the curriculum where necessary; 6. Plans a suitable programme of professional development for staff according to needs; 7. Creates an environment which encourages and develops staff members and allows them to try alternative approaches that may be more effective. 	<p>School leaders believe in, value and are committed to:</p> <ol style="list-style-type: none"> 1. Student learning as the primary purpose of education; 2. The idea that with appropriate support, guidance and teaching strategies all students can learn to the best level they can; 3. The idea that students are different, have different learning needs and have their preferred ways of learning; 4. Accountability for student learning achievement outcomes; 5. Life-long learning for self and others; 6. Professional development as an essential part of improving teaching and learning; 7. The belief that human growth is self-generated and furthered by an environment of support, trust and positive feedback; 8. 8. creating a safe and supportive learning environment; 9. Preparing students to be contributing members of society.

Standard four: leading the school as an organisation

Knowledge	Professional and interpersonal skills	Evidence of competence	Attitudes
<p>The school leader should have knowledge of:</p> <ol style="list-style-type: none"> 1. National and local policies and priorities relating to school leadership and management; 2. Strategic planning processes including financial planning and income generation; 3. Project management techniques; 4. How to manage change successfully; 5. How to distribute power and delegate roles and responsibilities; 6. The principles of effective time management. 	<p>The school leader should be able to:</p> <ol style="list-style-type: none"> 1. Establish, communicate, sustain and continuously improve appropriate structures and systems; 2. Prioritise, plan and organise him/herself and others; 3. Delegate leadership tasks to others; 4. Make professional, evidence based and experience led decisions; 5. Think creatively; 6. Manage stakeholders effectively including holding them to account; 7. Create or adapt school policies to suit the context of the school; 8. Manage time effectively; 9. Be proficient and confident in the use of ICT for both educational and administrative purposes. 	<p>The school leader will:</p> <ol style="list-style-type: none"> 1. Create an inclusive organisational structure for the school which supports its values and aspirations and which is in line with national policy; 2. Produce and implement clear school improvement plans, policies and systems to support the development of the school and its students; 3. Ensure that equity and learning is at the centre of strategic planning and resource management; 4. Manage the school efficiently and effectively on day to day basis; 5. Monitor, evaluate and review the systems, policies and structures and the effect of these on student outcomes; 6. Manage the school buildings and facilities and ensures they are fit for purpose. 	<p>School leaders believe in, value and are committed to:</p> <ol style="list-style-type: none"> 1. Making management decisions that improve learning and teaching; 2. The idea that the primary purpose of school resource management is to support teaching and learning 3. Establishing school management structures, systems, policies, processes and procedures that facilitate teaching and learning operations 4. Accepting responsibility for management decisions; 5. High-quality standards, expectations and performance; 6. Involving school community members in school management processes; 7. Creating an orderly, safe, respectful, and predictable school environment.

Standard five: Working with Parents, other schools and the Wider Community

Knowledge	Professional and interpersonal skills	Evidence of competence	Attitudes
<p>The school leader should have knowledge of:</p> <ol style="list-style-type: none"> 1. The context and community in which the school is located; 2. Current and future trends that may impact on the school community; 3. The work of other institutions and opportunities for collaboration; 4. Strategies for working with and engaging diverse networks; 5. The impact of community and student mobility on learning; 6. Government policy and legal frameworks related to schools working with parents and the community; 7. Conflict management; 	<p>The school leader should be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively and build positive relationships and networks; 2. Assess and act on identified future trends within the school community; 3. Mobilise parents and the local community to support the school; 4. Manage conflict effectively. 	<p>The school leader will:</p> <ol style="list-style-type: none"> 1. Create and maintain effective partnerships with parents and carers including communicating effectively about student performance and welfare; 2. Actively seek feedback from parents, carers and the wider community about the quality of student performance and school provision; 3. Partner, where appropriate, with community groups, institutions, businesses or other organisations to improve and enrich the school; 4. Facilitate the community's participation in student learning; 5. Establish partnerships and shares practice with other schools; 6. Ensure the school plays a productive role as a member of its local and national community; 7. Organise social events for school awareness; 	<p>School leaders believe in, value and are committed to:</p> <ol style="list-style-type: none"> 1. All individual members of the school community treating all others with respect, concern, caring, and fairness; 2. Idea that parents want and wish their children to succeed in school and would support them succeed if informed about the type of support to give; 3. The benefits that diversity brings to the school community; 4. Building effective working relationships with school community members; 5. Shared leadership and management for improvement of teaching and learning; 6. Effective teamwork; 7. Optimism, hope, and resolve concerning achievement of learning and other school goals; 8. Integrity, honesty and trust in all dealings with school community members; 9. Accountability to the community for student learning results.

Source: *Teacher Statute, Government of Rwanda (2020)*

Annex 7: Leadership models

There are many models of school leadership (Bush, 2008; Bush & Glover, 2014). These models vary according to different scholars. In this subsection we discuss briefly the six most common leadership models as shown in figure below.



Figure 1: Various Models for School Leadership (VVOB, 2017)

1. Managerial School Leadership

Managerial leadership considers that the focus of leaders should be on functions, tasks and behaviour of all members in the school. Authority and influence are based on a hierarchical structure with decision-making arising from positional authority. It is a top-down approach to school leadership. Positional power, formal policies and procedures are the source of influence exercised by managerial leadership. Developing a vision and goal setting are tasks of the headteacher and teachers need to accept and implement these without questioning them.

Managerial school leadership means (Bush & Glover, 2014):

- A hierarchical structure of authority, clearly identifying the role of each position;
- A goal orientation, with clear targets set by formal leaders for each position;
- A clear division of labour, with employees having well described tasks;
- No or limited personal relationships, but formal relations, between headteachers and teachers, among teachers and between teachers and learners;
- Accountability to the higher level in the formal hierarchy, rather than to school-level stakeholders such as parents and learners.

The criticism on managerial leadership models is that it neglects the importance of a vision. It is also a hierarchical and rigid structure. On the other hand, managerial skills are an important element of school leadership because vision without effective implementation leads to frustration (Bush, 2015).

2. Instructional School Leadership

Instructional leadership is based on the belief that the headteacher is more than a manager. Headteachers have the responsibility to improve learning outcomes in the school. Therefore, they should focus on setting school goals, curriculum implementation, inclusiveness, quality of instruction and the school environment. The model is valuable because it focuses on the role of the headteacher to improve teaching and learning (Robinson et al., 2008).

The model has been criticised because it focuses too much on the headteacher. It is very demanding for a headteacher to be a direct instructional leader. The contribution of other staff in instructional goal setting, overview of teaching and the development of a positive academic and learning culture is neglected in this model. It presents a heroic view of the role of the headteacher that few can achieve (Hallinger, 2005). It is also still a top-down form of leadership.

However, instructional leadership is an important part of school leadership. Leading teaching and learning can be counterproductive if the headteacher does not know what specific practices are effective in improving teaching and learning (Robinson et al., 2008). Without good knowledge of pedagogy and educational research, he/she risks reinforcing educational myths and focusing on compliance rather than promoting a sensible selection of teaching approaches. For example, many teachers include group work in their lessons, not because of a conscious decision to achieve the lesson objectives, but because their headteacher wants them to do it.

3. Transformational School Leadership

Transformational leadership has its origins in research on the ability of some headteachers to inspire teachers to high levels of energy, commitment and moral purpose (Bush, 2017). Researchers argued that this energy and commitment transformed the schools by developing people's capacity to collaborate to overcome challenges and reach ambitious goals.

This model focuses on individual characteristics of the headteacher to inspire and motivate everyone in the school (focus on intrinsic motivation). The headteacher develops a vision and inspires and convinces members in the organisation to pursue activities linked to that vision. Transformational leadership addresses the criticism that a narrow focus on instructional leadership neglects other dimensions of school leadership. Transformational leadership emphasises vision as the central dimension of leadership. It is individual leadership at its most powerful (Leithwood et al., 1999: 9).

This model has also its limits (Bush, 2015). First, transformational leadership may be used to manipulate or control teachers who are required to support the 'vision' and goals of the headteacher. Second, it lacks the focus on the pedagogical dimension and the impact of the headteacher on optimizing learning processes and outcomes (Verbiest, 2014). Third, it is a very centralized and individualistic notion of leadership (Kelchtermans & Piot, 2013). Finally, there is limited capacity for followers to contribute to decision-making as the main assumption is that the headteacher can persuade followers of his or her vision.

4. Moral School Leadership

Research on leadership in schools has focused on the task dimension of leadership –what do leaders need to do in order to make schools effective and functional (Kelchtermans & Piot, 2013)? Currently, there is a growing interest in the emotional dimension of leadership (Kelchtermans et al., 2011). How headteachers experience their working conditions and their role is very relevant (useful) to understand their actions and attitudes. School leadership is much more than a set of technical tasks, it continuously involves dealing with emotions and taking moral decisions.

5. Transactional School Leadership

Transformational leadership is often contrasted with transactional leadership (Bush & Glover, 2014). Transactional school leadership states that the relationships between headteachers and teachers are based on an exchange of resources (more focus on external motivation than intrinsic motivation). Teachers provide educational services (teaching, extracurricular activities) in exchange for salaries.

This approach views headteachers and teachers as employees who “do their job” in exchange for a salary. Duties and responsibilities are specified in a job description and clear accountability mechanisms are laid down. The headteacher gives teachers the authority to complete tasks. Transactional leadership does not focus on the importance of having a shared vision for the school.

6. Participative and Distributive School Leadership

Participative leadership focuses on the decision-making processes of the group (Leithwood et al., 1999).

This model is based on three arguments:

- participation increases school effectiveness, as teachers ‘own’ the decisions;
- participation serves to bond staff working towards agreed goals;
- participation increases the total leadership available in the school.

(Bush & Glover, 2014; Leithwood et al., 1999).

For example, when headteachers involve teachers in developing a vision for the school, teachers will have a stronger commitment to the goals, because of their ownership of these goals. The model considers that staff desire to take part in decision-making and that people are more likely to accept and implement decisions in which they have been involved. When there are many people involved in decision making, participative leadership may slow down the process, as inputs and feedback reach the headteacher from different sides.

Distributed leadership has become the preferred school leadership model in the 21st century. Like participative leadership, it focuses on collective, rather than on individual leadership.

The difference from participative leadership is that distributed leadership uncouples leadership from positional authority. Distributed leadership concentrates on engaging expertise wherever it exists within the organisation (Harris, 2013). Whereas headteachers have the formal authority in schools, distributed leadership emphasizes informal sources of influence. This does not mean that the role of the school leader is reduced. Headteachers play a big part in creating and nurturing the space for distributed leadership to happen and it would be difficult to achieve it without their active support (Harris, 2013). Distributive leadership relies more on delegation of leadership tasks by headteachers and is therefore more suitable for well-established groups.

Research shows that leadership has a bigger influence on schools and students when it is widely distributed (Leithwood & Jantzi, 2006). Schools with the highest student achievement attributed this to high levels of influence by all sources of leadership, not just by the headteacher. Moreover, the collective development of teacher expertise is one of the most significant factors in improving learning outcomes (Hattie, 2012). In other words, distributed leadership has positive effects on learning achievement compared to individual leadership.

However, with all challenges that schools face nowadays, it is impossible unless teachers adopt some of the roles that were previously the domain of the headteacher (Muijs & Harris, 2004). Therefore teachers are more and more expected to contribute to the overall school quality by taking on responsibilities beyond their classroom duties, such as mentoring and engaging in communities of practice (Struyve, 2017).

So why do not all schools have a distributed leadership structure? The existing authority structure in schools can be a barrier to the successful introduction and implementation of distributed leadership. In distributed leadership, the power relationship between followers and leaders becomes blurred (Bush & Glover, 2014). Also, teams need to develop the competences to take up leadership tasks (Remmerswaal, 2015). New leaders sometimes expect too much of the team (Binon, 2017).

A positive school climate is an essential condition for distributed school leadership. A good collaboration among teachers is essential and teachers need time to meet for collective leadership to develop (Harris, 2013). Also, distributive leadership requires a shared vision on the direction the school needs to take, a culture of trust and support and structures that support leadership roles by teachers. Therefore, the role and position of the headteacher is still very relevant (useful) and important!

In addition to the models described above, there are other types such as Servant leadership and Situational leadership (Day, 2008):

- Servant leadership: A model by which a leader prefers sharing authority and encourages collective decision making;
- Situational leadership: A model by which best leaders utilise different styles depending on the environment or situation.

7. Which school leadership model is the most appropriate to improve teaching and learning?

Each school leadership model has its value. Ideally, a headteacher should use strategies and options from different models. Successful leadership is multi-dimensional, complex and depends on the context of the school. Good headteachers consider the circumstances they are facing and the people with whom they are working. Therefore, schools need headteachers who are capable of applying a mix of the models appropriate to their school context or situation (Leithwood et al., 1999).

For example, school size can have a strong impact on the applicability of leadership models. Participative approaches are much easier to adopt in small schools while large schools with subject departments may need more elements from managerial and transactional approaches.

Depending on the context a school leader will apply one or a combination of the leadership models. In other words, there is not one model that suits better to improve teaching and learning. However, research (Sammons et al., 2014) has shown that the collective leadership effects count. It seems even that those effects draw primarily upon two models of leadership: transformational leadership and instructional leadership (Sammons et al., 2014). Looking at the Rwandan context which SBMs are assigned to take a leading position in promoting the professional development of their fellow teachers, we can observe that preference is given to distributive leadership in combination with transformational and instructional leadership (see the School Based Mentorship Programme and its main purpose).

Annex 8: Assessing school improvement needs

The SIP framework in figure 2 shows four key steps in the development of a SIP (REB, 2020) and one overall activity to follow up on its implementation, to learn from it and adapt where needed; monitor and evaluate with inputs from the school values, vision and mission. The four key steps are:

- Situation analysis
- Problem identification
- Identify goals and objectives
- Identify actions

Assessing headteachers' professional development needs happens at the same time as the process of assessing school improvement needs. This process depends on the first two steps in the development of a School Improvement Plan (SIP) strategy: the situation analysis and the problem identification.

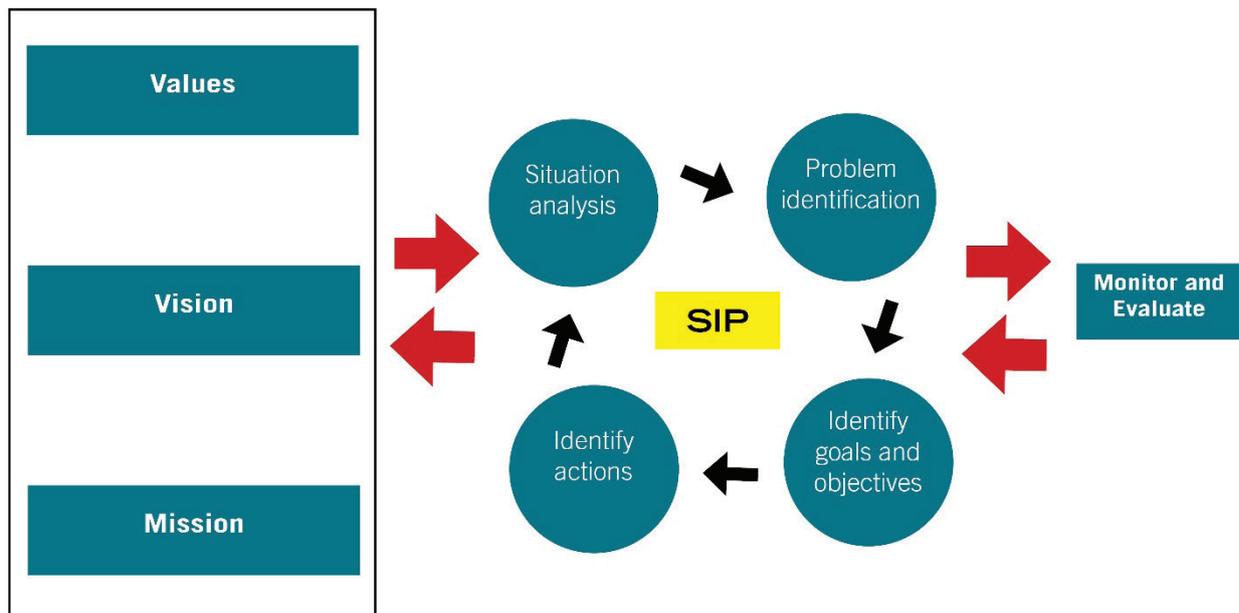


Figure 2: School Improvement Plan Framework (VVOB, 2015) - Adapted for this CPD Certificate Programme

1. Situation analysis

The first step in the development of a School Improvement Plan is the **situation analysis**. This step will provide a clear or deep understanding of the current situation. In the situation analysis, we list what is already being done in the school and what should be maintained. It is important to acknowledge that there is already a lot happening at the school that should be retained. It is also important that everyone is aware of what is already going on at the school.

The situation analysis includes **collecting school data**. There are many types of data which inform educational stakeholders with a view to appropriate action to support teaching and learning. However, student achievement data remain at the heart of all educational expectations (Matters, 2006).

For this programme we focus on **school data** related to the five school leadership standards. More detailed information on data that could be used for school improvement is provided in the section set reading.

Depending on the nature of data, various sources or techniques can be used to collect the data. Table 2 describes and gives examples of data where you can find the data, if applicable, or how to collect the data (data collection technique).

Table 2: Overview of sources and data collection techniques

Category of data	Example of data	Sources (S) or data collection techniques (T)
Data on school strategic direction	Data on school mission	School policy document/report (S)
	Data on school vision	School policy document/report (S)
	Data on school values	School policy document/report (S)
	Data on School Improvement Plan	School Improvement Plan (SIP) & review reports of SIP (S)
	Data on action plan and other school plans	Action plan and other school plans (S)
Data on learning	Data on performance of students in national examination	National examination report (S)
	Data on student performance per term	Student's record or school statistics on performance data (S)
	Data on availability of teaching materials	Checklist of resources (T&S)
	Data on student dropout	Administrative database or school statistics (S)
	Data on student dropout and graduation rates	Student's record or school statistics on graduation data (S)

	Data on students' discipline (attendance...)	Attendance lists or administrative database (S)
	Data on students' wellbeing	*Interviews (T&S) *Questionnaires (T&S) *Focus group discussions ¹ (T&S)
Data on teaching	Data on continuous professional development	*Teacher individual CPD plans (S) *School CPD Plan (S) *Staff progress reports (S) *Training materials (S) *CoP reports (S) *PLC reports (S) *CPD reports (S) *Portfolio (T) *Individual work, group work and plenary discussion (T) *Self-evaluation (T&S) *Interviews (T&S)
	Data on staff size, age, sex, rank, recruitment	Administrative database (S)
	Data on classroom visits	*Lesson observations and their reports (T&S) *Analysis of classroom documentations and materials (T&S) *Learner survey
	Data on resources	*Checklist of teaching materials *School inventory (stock list) of resources (computer, laboratories, library, ...) *Textbooks inventory *Borrowers registrar *Observation of TRC (Teaching Resource Centre)
	Data on pedagogical documents	*Checklist of pedagogical documents *Reports on classroom visits
	Data on teachers' qualifications	Administrative database (S)
	Data on teacher motivation strategies	*Questionnaire (T&S) *Focus group discussions (T&S) *Interviews (T&S)

¹ A focus group discussion involves a group of 6 to 10 people to discuss a subject under the guidance of a facilitator.

	Data on teachers' attendance	Attendance list or Administrative database (S)
Data on management of the school as an organisation	Data on school budget	School Budget (S)
	Data on headteachers' attendance	Attendance list (S)
	Data on school finances	School Financial Records (S)
	Data on school infrastructure	Checklist of infrastructure (T&S)
	Data on different programmes implemented in the school	Programmes and M&E report on programme implementation (S)
	Data on school rules and regulations	School Rules & Regulations (S)
	Data on teachers' performance appraisal	*Teachers' record – Staff progress report (S) *School statistics on teachers' performance appraisal (S)
	Data on classroom-student ratio	Administrative database or school statistics (S)
Data on involvement of parents and the wider Community	Data on parents who attend meetings	Attendance lists (S)
	Data on parents involved in different school activities	*Report on school activities conducted with parents (S) *Interviews with students, parents or teachers (T&S)
	Data on parents' involvement strategies	School report on parents' involvement strategies (S)
	Data on views of parents on the school functioning;	*Interviews with parents (T&S) *Focus group discussions with parents (T&S)

Source: REB, 2016 – Adapted for this CPD Certificate Programme

2. Problem identification

From the situation analysis, we move to what can still be improved, which is the *problem identification*. The problem identification relates to the strengths and weaknesses in a SWOT analysis. SWOT stands for the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis (Figure 3). Strengths and weaknesses come from within, i.e., the internal school environment. That means that the school has full control over them. Opportunities and threats, on the contrary, come from the outside or external environment, which means that the school cannot control them entirely.

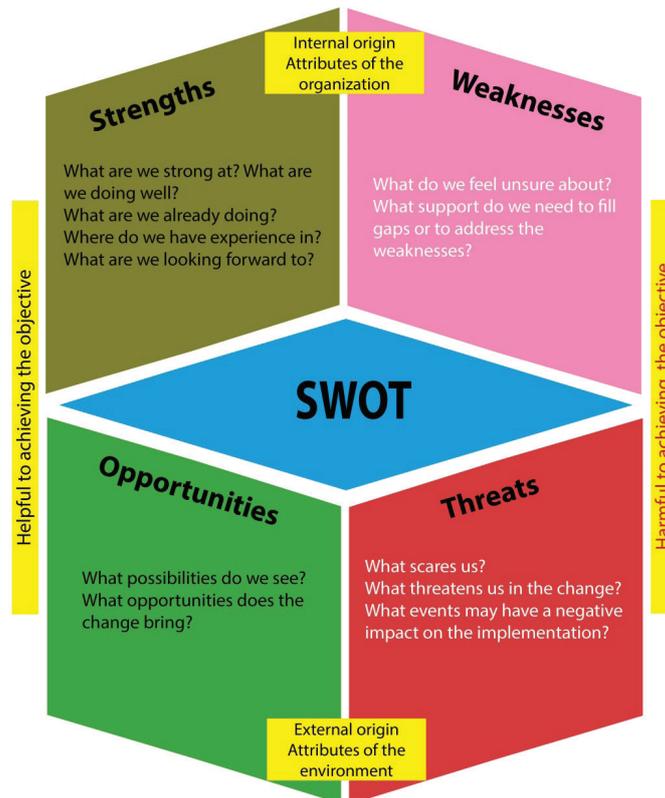


Figure 3: SWOT analysis

Strengths and weaknesses are identified during the situation analysis. The opportunities and threats are the starting point for the identification of goals.

3. Setting goals and actions at school level

When a school has reached agreement on the areas to improve, it moves to the next steps to identify **goals and actions**.

Identifying goals

Goal setting is the process of deciding what the school wants to accomplish. A goal is the result towards which effort is directed.

Schools need to be **selective** in identifying the goals of the SIP. Not all problems identified in the problem identification can be resolved in one School Improvement Plan Cycle. It is important to prioritise so you can solve the most urgent and important problems. There are several **reasons to set school priorities** during the planning process:

- It helps the school to focus efforts on the most important activities;
- It leads to effective utilization of resources;
- It facilitates effective monitoring of school activities.

The selection of school priorities should be based on the following **criteria**:

- Problems that have high impact on teaching and learning;
- Problems that have a particularly high impact on vulnerable groups;
- Problems that can be solved with the existing resources.

The identification of goals focuses on the opportunities and threats in the SWOT Analysis. This exercise helps the team to understand what the challenges are and how these can be formulated into goals. Identifying goals is about turning the problem into a positive situation: what can we do? As described in figure 4 goals can be **classified** according to the **complexity** (how complicated it is) to achieve them and their **importance** (how important it is).

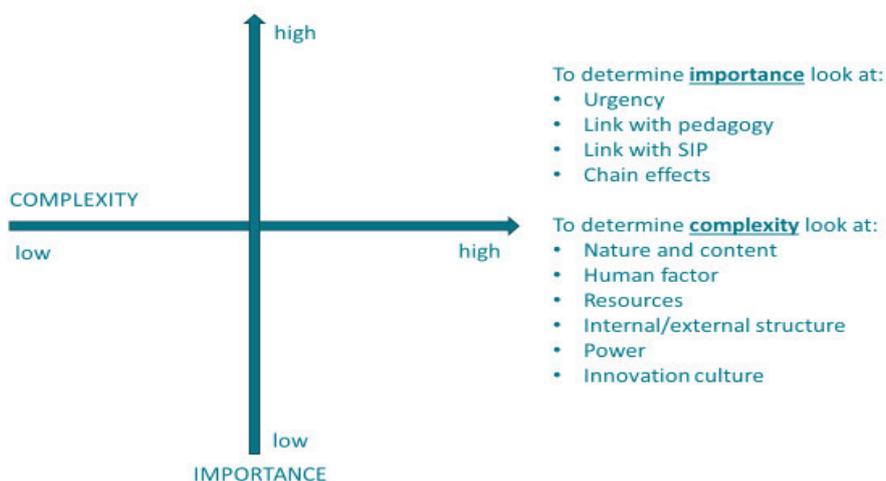


Figure 4: Classification of goals on importance and complexity (Binon, 2017)

The **complexity** of a goal is determined by:

- Nature and content: are a lot of new knowledge and skills required?
- Human factor: do the goals have a strong impact on people’s work?
- Resources: does the goal require a lot of resources?
- Internal/external structures: does the goal challenge internal or external structures?
- Power: does the goal affect power relations in the school?
- Innovation culture: is the goal very innovative for the school?

The **importance** of a goal is determined by:

- How urgent is the goal?
- How closely is the goal linked to the quality of teaching and learning (pedagogy)?
- How important is the goal for realizing the SIP?
- Are there chain (linked or connected series of) effects? Is the achievement of the goal dependent on other goals, and do other goals depend on the realization of this goal?

Once the goals are identified, the school needs to transform each goal into something that it can measure to know whether the school has achieved a goal. This is an indicator. **Indicators** are visible measures that inform (“indicate”) whether the desired goal (objective or outcome) has been achieved. A **target** is the specific value of the indicator that we want to achieve. For example, if a goal is to improve learning outcomes in the school, an indicator can be the exam results of learners. A target could be the number of learners that achieve 50% or more.

When the school has set goals, indicators and targets, it needs to decide how it will collect the data to identify whether the school is on the right way to achieve the targets for the indicators; **the means of verification**. Before the school starts collecting data, it needs to check if the data are already available. If the school can use existing data, it saves the effort (and/or expenses) to collect additional data.

To conclude, it is important that the school team discusses the goals thoroughly and that everyone has the same understanding of them. Regularly reviewing the goals and keeping an open and critical mind is important in order to deal with complexity.

Identifying actions

After a school has analysed the situation, identified the problem and the goals, the next step is to combine ideas for improvement into an action plan. It involves breaking down goals into specific actions or activities. When formulating action points, schools need to keep the following in mind:

- Formulate a limited set of action points. If there are too many action points, you can do an exercise to prioritise the actions;
- Describe the actions in detail. Questions like who will do what, what support is needed and when the action point will be followed up should be clear;
- Make sure that all stakeholders are familiar with the action plan.

In the end the school reviews its action points. Do they connect with the goals agreed upon? Are the actions enough to achieve the goal, or will additional actions (in a later stage) be necessary? It is important to keep the bigger picture in mind.

Annex 9: Example of a SWOT analysis diagram

STANDARDS	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
School strategic direction	The school has a shared vision, mission and values for learning	The mission, vision and values are not shared	<ul style="list-style-type: none"> - Relevant policies and plans (TDM, ESSP) - Development partners - School with good practices - National education policy - Peace and stability for long term planning 	Changes in policy environment may impact the strategic direction of the school
Area of learning	<ul style="list-style-type: none"> - 75 % of P6 students perform well in languages - Low dropout rate (1%) - High student attendance rate (98%) 	<ul style="list-style-type: none"> - Seven classrooms are old - 37% of students exit the school without permission - High classroom-student ratio (60 students per classroom) - Not enough Mathematics books (1 book per 10 students) - 20 % of students use drugs 	<ul style="list-style-type: none"> - Good climate, favorable for learning - The school is located near the public library - Availability of partners Adequate of infrastructure - Inclusive programme (existence) 	

Area of teaching	98.5% of teachers are qualified	50% of teachers do not use appropriate teaching methodology	<ul style="list-style-type: none"> - There is a public library near the school, enabling teachers to do research - Existence of ICT in education policy 	Many teachers live a long distance away from the school
Area of managing a school as an organisation	The school has established and shared internal rules and regulations	The school has not established criteria for teacher performance	The school is located near the main road	<ul style="list-style-type: none"> - Noise from vehicles - The school is near the market - The river inside the school
Area of parental involvement		Only 25 % of parents participate in school activities	NGOs partners	Most of the parents in the school area are poor

Source: REB, 2016 – Adapted for this CPD Certificate Programme

Annex 10: Professional ethics, attitudes and behaviours

Effective teaching is built on teachers' belief in, and ability to demonstrate, the ethical principles of the societies they serve. Teachers' ethics influence every aspect of their practice, and their acquisition and development of knowledge and skills. For this reason, we don't define an extra set of specific practices for professional ethics, or attempt to show their growth as we do for knowledge and practice. They are listed here in recognition of their central role in teacher professionalism and practice.

1.1 Care and respect for learners	<ul style="list-style-type: none"> • Demonstrate commitment, compassion and passion for the well-being and learning success of all learners. • Value and work towards student respect and dignity, as well as emotional wellness;
1.2 Respect and demonstrate values	<ul style="list-style-type: none"> • Model respect for different spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment; • Demonstrate patriotism and international awareness; • Model good citizenship in the school and community through behaviour and appearance; • Treat all staff, learners and families with respect.
1.3 Trust	<ul style="list-style-type: none"> • Maintain professional relationships with students, colleagues, parents and the general public based on trust.
1.4 Integrity	<ul style="list-style-type: none"> • Exercise integrity (moral behaviour) including honesty, reliability, fairness, openness, broad-mindedness (open-mindedness), transparency and moral actions in his/her professional engagement and responsibilities.
1.5 Non discrimination	<ul style="list-style-type: none"> • Ensure that all students under his/her care have the right to good education no matter what the circumstances are; • Protect all students from harassment or discrimination based on social status, colour, sex, nationality, and religion, physical or mental conditions.
1.6 Responsibility to the public	<ul style="list-style-type: none"> • Never intentionally (with intention, by choice) misrepresent information in communicating with students, parents or other teaching professionals; • Be accountable for his/her decisions and actions; • Show the difference between personal views and those of the associated institutions.
1.7 Commitment to learning	<ul style="list-style-type: none"> • Demonstrate a commitment to accessible, high quality, relevant (useful) learning for all learners. • Demonstrate and communicate high expectations for all learners.

Annex 11: Code of Conduct of headmasters, teachers and students

MINISTERIAL ORDER N° 004/2016 OF 08/01/2016 Determining rules governing code of conduct of headmasters, teachers and students

Section 2: Conduct of a teacher

Article 4: Conduct of a teacher with regard to the profession

With regard to the teaching profession, a teacher must:

- 1° advocate (speak or argue in favour of) professional autonomy and strive to create a favourable working environment;
- 2° preserve (maintain) the ethics characterising the teaching profession;
- 3° regularly improve professional knowledge and development;
- 4° demonstrate a good image of the teaching profession in relations with the others.

Article 5: Conduct of a teacher with regard to the students

Regarding students, a teacher must:

- 1° be responsible for the provision (planning, preparation and giving) of quality education;
- 2° promote a favourable environment for teaching and learning;
- 3° provide to all students with equitable learning opportunities without any discrimination;
- 4° help students to identify and respect the Rwandan values;
- 5° encourage students to think independently and form their own judgments based on knowledge;
- 6° teach students to respect the opinions of others in case of a debate on a given topic;
- 7° help students to keep clean their bodies, uniforms, tools and wherever they are;
- 8° instil in students the spirit of excellence in their achievements;
- 9° not abuse the position held to engage students in acts for own interests;
- 10° be a role model.

Article 6: Conduct of a teacher with regard to colleagues

Regarding colleagues a teacher must:

- 1° treat them with respect without discrimination;
- 2° co-operate with them in the interests of students;
- 3° be supportive to them in performing their professional responsibilities and encourage them to develop their capacity;
- 4° share with them ideas and information to improve professional development;
- 5° promote harmonious relations and avoid misunderstanding between them;

Article 7: Conduct of a teacher with regard to the employer

Regarding the employer, a teacher must respect employer's instruction as long as they comply with laws.

Article 8: Conduct of a teacher with regard to parents

Regarding parents, a teacher must:

- 1° respect parental rights of enquiry, consultation and information with regard to their children;
- 2° seek (try) to establish friendly and co-operative relationships with the parents;
- 3° respect the uniqueness and characteristics of each student's family background and treat in confidence any information regarding private family matters;
- 4° assist parents to protect the fundamental rights of their children including education;
- 5° act as parent of the child while at school.

Article 9: Conduct of a teacher with regard to the community

Regarding the community, a teacher must:

- 1° co-operate with them in the educational needs of their children;
- 2° set exemplary life in accomplishing civic obligations;
- 3° be concerned with community development.

Annex 12: Teacher performance evaluation at school

Teacher performance evaluation is **a process of gathering data, which provides evidence of a teacher's performance** (REB, 2018). Through this process, performance strengths and areas for improvement can be identified. Based on this, a CPD plan can be developed or updated to support and improve professional development (Performance handbook, n.d.).

Performance evaluation for teachers should be a continuous process that consists of two complementary types of evaluation:

- **Formative evaluation:** process of gathering performance data, analysing them, and using the results to provide feedback to the teacher with the purpose to help the teacher to improve his/her teaching.
- **Summative evaluation:** process of using performance data to judge the quality of teaching in line with the established criteria for teacher's performance (Performance handbook, n.d.). It can be done for administrative or supervisory reports for the purpose of staying on the job, promotion, salary increase, etc. (REB, 2017).

Thus, there are formal and informal methods for evaluating teachers. Therefore, it should be clear to teachers when they are being formally or informally evaluated. Feedback to teachers on their performance should also be shared with them and those supporting their professional development so that the information can be useful for professional development and to avoid surprises at the end of year's appraisal (REB, 2018).

To evaluate teacher performance effectively, a number of different measures should be used at different times throughout the year. After all, it would be unfair and inaccurate to make a judgement on teachers' performance from a single lesson observation (REB, 2018; 57). Teachers' performance can be assessed using lesson observation and student and teacher colleague survey (REB, 2018; 57).

Overall, a headteacher in Rwanda is responsible for the evaluation of teaching practice in his/her school. Headteachers conduct a performance appraisal for each teacher at the end of the school year. In addition, inspectors and SEIs conduct lesson observations to assess teachers' performance. The suggestion has been made to increase the number of lesson observations and to involve more school actors, and pre-service trainers for NTs. According to the draft Rwanda teacher Development and Management Policy, TTC tutors are assigned as NT mentor to monitor the performance of NTs. It is about **gathering evidence on how teachers are performing in class and at school throughout the school year** (REB, 2018). So, it is all about formative evaluation while the evaluation done by the headteacher is essentially summative.

Lesson observation is a commonly used evaluation method. Formal and informal observations may be used to collect data and provide feedback to the teacher. But only formal (documented) observation data may be used for the summative evaluation.

Table 3 presents some key aspects of a lesson observation based on David Gosling Models of Peer observation of teaching (2002).

Table 3: Aspects of a lesson observation

Key aspects	Informal lesson observation	Formal lesson observation	
		Formative lesson observation	Summative lesson observation
Who observes who	Teachers observe each other	*Senior staff observe other staff *NT mentor observes a NT *NT observes his/her mentor or other staff	Senior staff observe a teacher. For example: a Dean of Study observes a junior/master/senior teacher
Purpose	Engagement in discussion about teaching; self and mutual reflection	Demonstrating improved teaching competences; professional development and self-reflection	Assessment, quality assurance, appraisal, confirm probation, promotion, identify underperformance
What is observed	Teaching performance, class, learning materials	Teaching performance, class, learning materials and learning environment	Teaching performance
Confidentiality (discretion in keeping secret information)	Between observer and the observed	Between the observer and the observed	Between observer, the observed and the headteacher

Levels of Performance

Teachers are likely to have different levels of performance for different Standards and Competences at different times. These show teachers' strengths and areas for development in relation to the students and subjects they teach. The National Teacher CPD framework defines **4 performance levels** for the Teacher Competences. The 4 levels are: basic, good, very good and outstanding (REB, July 2018; 8):

1. **Basic:** At times demonstrates the Competence. Effectiveness may be limited. Rarely adapts for different learners. Often needs guidance;
2. **Good:** Sometimes demonstrates the Competence. Effectiveness sometimes limited. Sometimes adapts for learners. May need some guidance;
3. **Very good:** Regularly/often demonstrates the Competence. Usually effective. Regularly/often adapts for different learners. Independent and supports other teachers to develop their practice;
4. **Outstanding:** Almost always demonstrates the Competence. Almost always effective. Almost always adapts for different learners. Leads teams of teachers to develop their practice (REB, July 2018; 9).

The above performance levels are assigned scores from 1 to 4 respectively, i.e., Basic (1), Good (2), Very good (3) and Outstanding (4).

The 4 performance levels are linked to teacher career categories. The performance level descriptions present the minimum level of performance expected of teachers in each category. Promotion to higher categories depends upon teachers demonstrating they perform at the expected level (REB, July 2018; 8)

The table below is a suggested tool which can help to assess current levels of teacher's performance.

Table 4: Teacher performance evaluation form

Standards		Levels of Competence			
		Basic (1)	Good (2)	Very Good (3)	Outstanding (4)
Standard 1. Create and sustain an inclusive, child-friendly learning environment					
1.1	Ensure a clean, safe classroom for learning				
1.2	Ensure positive and respectful behaviour				
1.3	Maximise time for learning				
Standard 2. Plan and assessment for learning					
2.1	Plan learning outcomes and objectives				
2.2	Monitor and assess learning and participation				
2.3	Use assessment information for learning and teaching				
Standard 3. Communicate to enable learning					
3.1	Use different communicative resource				
3.2	Use the medium of instruction				
3.3	Use questions to confirm and promote learning				
Standard 4: Facilitate activities and use resources for learning					
4.1	Provide different learning activities				
4.2	Give instructions and guidance				
4.3	Use teaching and learning resources (TLRs)				
Standard 5. Engage in professional development					
5.1	Continually improve teaching and learning				
5.2	Use CPD opportunities and resources				
5.3	Collaborate to plan and assess teaching and learning				
Standard 6. Support student learning at school and in the community					
6.1	Communicate regularly with students' families				
6.2	Ensure the school is clean, safe and welcoming for all				
6.3	Provide extracurricular activities and resources				
Total performance scores	/18/36/54/72
General performance score	/72*100 =.....%			

Source: Adapted from REB, 2018

Annex 13: Categories of data

Bernhardt (2002) raised the question to know “*What kinds of data are important for continuous school improvement, and how can data be best organised for easy access and analysis?*” Trying to answer those questions, she identified four categories of data that could be used for school improvement. These are: *demographic data, students learning data, perceptions data, and school processes data.*

Demographic data describe the students, the school’s staff, the school, and the surrounding community. This information describes the context in which the school operates and is important for understanding all other data. These contextual data show how the students, staff and community have changed over time and what impact the education system is having on different groups of students (Bernhardt, 2002).

Demographic data include but not limited to:

- **Gross Enrolment (GE):** This is the total number of students enrolled at a given school year, regardless of age. It can be disaggregated (separate or break down into components/elements/parts/groups) by gender and/ or age. Gross enrolment equals to the sum of all students enrolled in different grades in a given school year (UNESCO, 2009).
- **Gross Intake Ratio (GIR) in the first grade of primary:** this is the total number of new entrants at the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age (UNESCO, 2009).
- **Net Intake Rate (NIR) in the first grade of primary** refers to new students in the first grade of primary education that are of the official primary school-entrance age, expressed as a percentage of the population of the same age (UNESCO, 2009).
- **Repetition Rate by grade (RR)** refers to proportion of pupils from a cohort (a group of students) enrolled in a given grade at given school years who study in the same grade in the following school year (UNESCO, 2009).
- **Pupil-Teacher Ratio (PTR)** refers to the average number of pupils (students) for each teacher at a specific level of education in a given school year (UNESCO, 2009).
- **Promotion Rate (PR)** refers to proportion of pupils from a cohort enrolled in a given grade, at a given school year who study in the next grade in the following school year (UNESCO, 2009).
- **Dropout rate** is the term used for the number of drop out students expressed in percentage. And a dropout is defined as any student who leaves school for any reason before graduation or completion of a programme of studies without transferring to another school (UNESCO, 2009).

- **School attendance** refers to a measure of the number of children who attend school and the amount of time they are present.
- **Percentage of New Entrants to Primary Education with ECCE Experience** refers to the number of new entrants to primary grade 1 who have attended some form of organised early childhood care and education (ECCE) programme for the equivalent of at least 200 hours, expressed as a percentage of total number of new entrants to primary grade 1 (UNESCO, 2009).
- **Completion rate** is the percentage of a cohort of children or young people aged 3-5 years above the intended age for the last grade of each level of education who have completed that grade (UNESCO, nd)².
- **Staff profile**
- **Programmes and services offered by the school** (for example guidance, library and internet services)
- **Students' identification and residence**
- **School facilities and class sizes**

Student learning/achievement data include a variety of measurements - norm-referenced tests such as LARS, standards assessments such as the national exams, teacher-created or school-based assessments and error analysis of tests—that show the impact of the education system on the students (Bernhardt 2002).

Perceptions data - gathered through questionnaires, interviews, and observations - help you understand what students, parents, teachers, and the community think about the learning environment (Bernhardt 2002). Students' points of view, for example, can tell you what motivates students to learn, and staff points of view can indicate what kind of change is possible and necessary within the school.

School processes data - provide staff with information about their current approaches to teaching and learning, assessment strategies, programs, the learning organisation, and classroom practices in general. It is these processes that will need to change to achieve different results. Following up these processes through careful documentation helps to build a history of learning for all students.

² The intended age for the last grade of each level of education is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade. For example, if the official age of entry into primary education is 6 years, and if primary education has 6 grades, the intended age for the last grade of primary education is 11 years. In this case, 14-16 years ($11 + 3 = 14$ and $11 + 5 = 16$) would be the reference age group for calculation of the primary completion rate (<http://uis.unesco.org/en/glossary-term/completion-rate>)

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