

Success criteria, questions and sources of information

Success criteria	Questions	Sources of information
Students' academic attainment and progress improve	<ol style="list-style-type: none"> 1. What are the identified improvement needs in school performance in examinations and assessments (gender disparities, weak performance in specific subjects, specific grades or class groups) / How has performance improved in relation to these? 2. How many students in each class have difficulties in academic attainment (reading and writing, mathematics and science) and how many are performing highly? 	<ul style="list-style-type: none"> • Analysis of exam and test results, summative and continuous assessment records • Teachers perceptions
Students' attitudes and aspirations improve	<ol style="list-style-type: none"> 3. How motivated and engaged are students in their learning? Does student behavior at school show motivation, engagement and interest in learning? (most/some/few students) 4. How do students evaluate their motivation and aspirations? 	<ul style="list-style-type: none"> • Discussion with school counselor and teachers • Questionnaire to students
Students are supported to develop key competencies	<ol style="list-style-type: none"> 5. Do lessons include methods to support the development of core competencies? <ul style="list-style-type: none"> • critical thinking and problem solving • constructive learning • communication • co-operation • citizenship, culture& heritage 6. Do lessons include measures for learning support (differentiation, enrichment, adaptation) to support the development of core skills? <ul style="list-style-type: none"> • literacy • numeracy 7. What additional learning support measures are in place at school? 	<ul style="list-style-type: none"> • Lesson plans • Classroom observation (based on unified criteria and template) • Evidence of additional learning support measures

Success criteria	Questions	Sources of information
Quality of teaching and learning improves	8. Are active and child-centred teaching and learning practices in place?	<ul style="list-style-type: none"> • Lesson plans • Classroom observation (based on unified criteria and template)
Majority of teachers complete SBTD *in those schools participating to SBTD programme, teachers in grades 1-6	9. How many teachers have successfully completed SBTD?	<ul style="list-style-type: none"> • Teachers portfolios
Students' survival rates improve	10. How many students dropped out during the school year/term?	<ul style="list-style-type: none"> • School data sheet / records on drop out
	11. How many students in risk of drop out where returned to school?	<ul style="list-style-type: none"> • Feedback from school counsellor
Students' attendance and punctuality improves	12. How many days of absenteeism where recorded during...?	<ul style="list-style-type: none"> • Attendance records
	13. What measures are in place to increase punctuality and improve attendance?	<ul style="list-style-type: none"> • Feedback from teachers • Evidence of measures
Staff professional practice and accountability improves	14. Have discussions taken place with each staff member to identify their strengths and weaknesses and what are these?	<ul style="list-style-type: none"> • PM discussions in place
	15. What measures are in place to improve staff accountability and professionalism?	<ul style="list-style-type: none"> • Each staff has personal work plan that identifies areas for development
	16. Do staff take accountability for their practice and whole school development?	<ul style="list-style-type: none"> • Measures in place to ensure accountability • Head teachers observations

Success criteria	Questions		Sources of information
Staff morale and job satisfaction improves	17.	How do staff describe their job satisfaction?	<ul style="list-style-type: none"> • Staff questionnaire
	18.	How would you rate staff morale?	<ul style="list-style-type: none"> • Head teachers observations
Quality of the physical environment for learning improves	19.	What are the identified improvement needs in the school physical environment?	<ul style="list-style-type: none"> • Photographs
	20.	What measures have taken place to improve the school physical environment?	<ul style="list-style-type: none"> • School environment checklist (school health register) • Evidence of measures in place: projects and campaigns, finding donors to support, communicating needs further, enhanced facilities
Quality of the social environment for learning improves	21.	Does the school have practice a policy for zero tolerance to verbal and physical violence, bullying, discrimination and corporal punishment?	<ul style="list-style-type: none"> • Evidence of positive behavior management in place: school code of conduct, records of disciplinary measures
	22.	Does the school ethos promote human rights, UN values, inclusive language and attitudes?	<ul style="list-style-type: none"> • Evidence of initiatives that promote human rights, UN values, inclusion, child friendly and violence free schools
	23.	Is the school a child friendly environment?	<ul style="list-style-type: none"> • Evidence of partnerships in place • Child friendly environment checklist

Success criteria	Questions	Sources of information
Parental and community engagement with school increases in activities and quality	<p>24. Are there activities, which engage parents and community (open days, festivals)?</p> <p>25. Does the school have an open door policy and encourage parents to participate?</p> <p>26. Do parents feel they are welcome?</p>	<ul style="list-style-type: none"> • Records of meetings and workshops • Visitors register at school • Feedback from school council
Leadership activities and responsibilities are distributed throughout the staff	<p>27. Does the school have a leadership team with agreed and distributed responsibilities?</p> <p>28. How are the leadership activities and responsibilities divided between head and deputy?</p> <p>29. How successful has sharing of responsibility been?</p>	<ul style="list-style-type: none"> • A diagram or list of shared roles and responsibilities • Evidence of functioning school leadership team (school development team) • Discussion with staff and deputy
Head Teachers/ School Principals perceive their work is challenging and manageable	<p>30. Do you feel your work is challenging?</p> <p>31. Do you feel your work is manageable?</p>	<ul style="list-style-type: none"> • Self evaluation
Head teachers lead the process of strategic school development plans	<p>32. Does the school have a School Development Plan and is this plan regularly reviewed?</p> <p>33. How have AEO, deputy head, staff and community been involved in the strategic planning process?</p> <p>34. Does the school development plan clearly articulate the schools vision, values and ethos?</p> <p>35. How well is this vision communicated and practiced?</p> <p>36. How successfully has the SDP been implemented?</p>	<ul style="list-style-type: none"> • School Development Plan • Evidence of a consultative process of developing the plan and school vision • School vision displayed • Evidence of communicating school vision • Evidence of successful implementation of the plan

BASELINE INFORMATION

School name: _____ **Head Teacher/School Principal:** _____

Date: _____ **Education Specialist:** _____

Indicators	How do you know?
1. How well do students make progress and attain at this school?	Electronic data available in the field: EMIS, SDS, Eduwave...etc _____ _____ _____ Teachers' assessments – on entry and on leaving _____ _____ _____ External tests – on entry and on leaving _____ _____ _____ Other evidence _____ _____ _____ _____
2. What are students' attitudes to school and learning?	Student feedback _____ _____ _____ _____ Exam performance _____ _____ _____

Indicators	How do you know?
	<p>Number of students staying in learning</p> <hr/> <hr/> <hr/> <p>Number of students going on to higher education</p> <hr/> <hr/> <hr/> <p>Other evidence</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. How well do students develop key skills?</p> <ul style="list-style-type: none"> • working with others • managing their own learning • questioning • problem solving 	<p>Lesson observations</p> <hr/> <hr/> <hr/> <p>Teachers' assessments</p> <hr/> <hr/> <hr/> <hr/> <p>Exam performance</p> <hr/> <hr/> <hr/> <hr/> <p>Student feedback</p> <hr/> <hr/> <hr/> <hr/>

Indicators	How do you know?
<p>11. Does the Head Teacher/School Principal feel their workload is manageable?</p>	<p>Head Teacher feedback</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Education Specialists' records</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>12.1. Is there a School Improvement Plan?</p> <p>12.2. How clear and strategic are the objectives?</p> <p>12.3. Who was involved in developing the plan?</p>	<p>Education Specialists' records</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>School Improvement Plans</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Staff feedback</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

BASELINE INFORMATION

School name: _____ **Head Teacher/School Principal:** _____

Date: _____ **Education Specialist:** _____

1. Check the HT/SP's understanding of Leading for the Future. Explain the Programme Model and refer to the HEAD TEACHER/SCHOOL PRINCIPAL HANDBOOK and the POLICY AND GUIDELINES.

2. Make sure the HT/SP has copies of:

- HEAD TEACHER HANDBOOK
- CHANGE TOOLKIT
- BASELINE INFORMATION FOLDER
- MODULE 1: BEING A LEADER
- LEARNING LOG

3. Confirm the HT/SP is able to access the LftF ONLINE RESOURCES on the UNRWA website. They should have the website address and password.

4. Find out how the school is currently doing. Work through the questions on the BASELINE INFORMATION FORM. Ask the HT/SP to provide evidence for each question. Encourage the HT/SP to provide evidence to support their perceptions. Suggest ways they can gather evidence and make it clear that they will be required to provide evidence of impact as they study LftF and complete the Implementation Tasks associated with each unit.

5. Arrange and set the dates for your future visits to school. The next one should be before the DEVELOPMENT DAY.

6. Discuss arrangements for a PEER SUPPORT GROUP in the area. This will give the HT/SP an opportunity to work with colleague HTs/SPs as they study LftF.

7. Confirm the dates and venues for the DEVELOPMENT DAY and IMPACT DAY events.

ES school visit – Head Teacher/ School Principal Support

School name: _____ **Head Teacher/School Principal:** _____

Date: _____ **Education Specialist:** _____

Visit 2 (After Engagement Day and before Development Day)

Prompt questions/Checklist:

1. How is your study of LftF going?

2. Can we look at your Baseline Information please? Does it provide good information to show the current quality of educational provision at your school?

3. Which units and tasks have you completed from Module 1: Being a leader?

Unit	Completed study	Completed Implementation Task
• Leadership v management		
• Leading with a moral purpose		
• Ethics and values		
• Setting and sharing your vision		
• The role of the HT/SP/SL		
• Thinking and planning strategically		

4. What went well for you in your study of Module 1?

5. Which parts of the Module and Implementation Tasks presented challenges for you?

6. What evidence have you collected? Can we look at it please? Are you finding your Learning Log useful to record your thoughts, ideas and learning?

7. Have you met with any other HT/SPs to focus on LftF? If so what did you learn?

8. Have you visited any others schools or hosted visits at your school? What did you learn?

9. Do you have the date for the Development Day in your diary?

10. Are there any other issues you would like to discuss? Is there any further support you would like from me or another ES/AEO?

ES school visit – Head Teacher/ School Principal Support

School name: _____ **Head Teacher/School Principal:** _____

Date: _____ **Education Specialist:** _____

Visit 3 (After Development Day and well before Impact Day)

Prompt questions/Checklist:

1. How is your study of LftF going?

2. Are you collecting evidence of your learning and the progress you are making as a Leader?

3. Which units and tasks have you completed from Modules 2,3 and 4?

Module	Unit	Completed study	Completed Implementation Task
Module 2: Leading Teams	2.1 Standards and competency		
	2.2 The emotionally intelligent leader		
	2.3 Leadership styles and strategies		
	2.4 Leading a high performing team		

Module	Unit	Completed study	Completed Implementation Task
	2.5 Distributing leadership		
Module 3: Improving teaching and learning	3.1 Observing and improving T and L		
	3.2 Education in Emergencies		
	3.3 Leading and managing the implementation of SBTD		
	3.4 Developing the environment for T and L.		
	3.5 Developing the climate for Tand L.		
	3.6 Reducing within-school variation		
	3.7 Embedding assessment for learning		
Module 4: Appraising and Managing Staff performance	4.1 Performance Management		
	4.2 Coaching and questioning skills		

Module	Unit	Completed study	Completed Implementation Task
	4.3 Reviewer Skills		
	4.4 Challenging and holding people to account		
	4.5 Providing professional development		
	4.6 School self -evaluation		

4. What is going well for you in your study of Modules 2,3 and 4?

Module 2: _____

Module 3: _____

Module 4: _____

5. Which parts of the Modules and Implementations Tasks are presenting challenges for you?

Module 2: _____

Module 3: _____

Module 4: _____

6. What evidence have you collected? Can we look at it please? Are you finding your Learning Log useful to record your thoughts, ideas and learning?

7. Have you met with any other HT/SPs to focus on LftF? If so what did you learn?

8. Have you visited any others schools or hosted visits at your school? What did you learn?

9. Do you have the date for the Impact Day in your diary?

10. Are there any other issues you would like to discuss? Is there any further support you would like from me or another ES/AEO?

Success Indicators

School name: _____ **Head Teacher/School Principal:** _____

Date: _____ **Education Specialist:** _____

Indicators	How do you know?
1. Student attainment and improvement	Electronic data available in the field: EMIS, SDS, Eduwave...etc _____ _____ _____ Teachers' assessments _____ _____ _____ External tests _____ _____ _____ Other evidence _____ _____ _____ _____
2. Students' attitudes and aspirations improve	Student feedback _____ _____ _____ _____

Indicators	How do you know?
	<p>Exam performance</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Number of students staying in learning</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Number of students going on to higher education</p> <hr/> <hr/> <hr/> <hr/> <hr/>
3. Students' key skills improve	<p>Teachers' assessments</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Exam performance</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Student feedback</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Indicators	How do you know?
4. Quality of teaching and learning improves	Head Teacher/ School Principal monitoring records <hr/> <hr/> <hr/> Education Specialist records <hr/> <hr/> <hr/>
5. Student survival rates improve	Electronic data available in the field: EMIS, SDS, Eduwave...etc <hr/> <hr/> <hr/>
6. Student attendance and punctuality improves	Electronic data available in the field: EMIS, SDS, Eduwave...etc <hr/> <hr/> <hr/>
7. Staff morale and perceptions of school improve	Staff feedback <hr/> <hr/> <hr/>
8. Quality of the physical environment for learning improves	Head Teacher/ School Principal records, photographs <hr/> <hr/> <hr/> Staff and pupil feedback <hr/> <hr/> <hr/>

Indicators	How do you know?
<p>9. Majority of Teachers complete SBTD programme and clear positive impact on classrooms and learning is evident</p>	<p>Head Teacher/ School Principal records</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Education Specialist records</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Programme Completion Activities / Checklist for Certification</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>10. Leadership activities and responsibilities are distributed throughout the staff</p>	<p>Head Teacher/School Principal records</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Records of meetings, projects etc</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Staff feedback</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Indicators	How do you know?
11. Head Teachers/School Principals feel their workload is challenging but manageable	Head Teacher/School Principal feedback <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Education Specialists' records <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
12. Head Teachers/ School Principals produce clear strategic plans for improvement which involve and engage all staff	Education Specialists' records <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> School Improvement Plans <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Staff feedback <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Indicators	How do you know?
<p>13. Head Teachers/School Principals set and communicate their vision for their school and involve all members of staff.</p>	<p>Education Specialists' records Vision statement in school documentation</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Staff feedback</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>14. Parental engagement with school increases in activities and quality</p>	<p>Records of meetings and workshops etc</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Parental feedback</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>