A GUIDE ON

PROFESSIONAL STANDARDS

FOR

SCHOOL LEADERSHIP IN NIGERIA

FOR *BASIC AND SECONDARY EDUCATION*

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1. Introduction

This guide has been produced to accompany the Professional Standards for School Leadership.

The term "school leader" refers to the person who has ultimate responsibility and accountability for the school and should not be confused with other school leaders who, for example, may be responsible for specific subjects or other discrete aspects of school life.

The guide is designed to help school leaders, and others in the educational community working with school leaders, to use the standards in a consistent, confidential and supportive way. It provides background information, offers examples of how the standards can be used, has a glossary to explain particular terms, some tools to assist the practical use of standards and some case studies. The case studies are designed to illustrate how the standards might be used in practice.

The guide should be read prior to using the standards and referred to as and when required.

International research clearly demonstrates the positive relationship between highly effective leadership and high learner outcomes.

"Learner achievement in a school almost never exceeds the quality of its leadership and management and improvements in performance almost never occur in the absence of good leadership" *F. Wheelan, 2009*

"Successful school leaders improve teaching and learning and thus pupil outcomes… most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership." *C. Day, et al, 2010*

The quality of leadership has a significant impact on the quality of education learners receive. School Leaders, therefore, are key contributors to improve the life chances of all learners across Nigeria.

"School leadership is second only to classroom teaching as an influence on pupil learning." Leithwood, K, *Harris, A and Hopkins, D (2020)*

"The more leaders focus on their relationships, their work and their own learning about the core business of teaching and learning, the greater their influence on learner outcomes." *Robinson, V (2011) Learner Centred Leadership. Jossey, San Francisco.*

They are responsible for ensuring the active role of schools in delivering the ambitions of the Government of Nigeria and upholding the ethical and moral values and cultural traditions of their society.

The Professional Standards for School Leadership are designed to support and encourage school leaders to achieve high standards of leadership in their schools, as well as those leaders who are working in educational centres.

The standards are for all aspiring and serving school leaders across Nigeria irrespective of the type, size and age-range of the schools. The standards are designed to reflect the specific circumstances of any school. They are also based on evidence and are future oriented.

The Professional Standards for School Leadership is an important tool to clarify and cover the role and responsibilities of school leaders. They will provide support to school leaders in their work, motivate and develop their positive attitude towards all learners, teachers and community at large. Effective use of standards will improve the quality of leadership in schools and so improve pedagogy.

These standards were originally introduced in 2010, reviewed in 2012, 2019 and revised in 2023.

The work has been led by two international consultants who have worked closely with TRCN (Teachers Registration Council of Nigeria) and the British Council. They have also consulted with school leaders and those who work with school leaders through online surveys and face-to-face meetings. The standards have been revised to reflect the changing role of school leaders in view of the changing world in which we all live and the research on the importance of school leadership on learner outcomes.

The effective dissemination of the standards will be crucial to their successful use. An implementation plan has been drafted to accompany this document, which includes a recommendation to provide leadership training as a prerequisite to introducing the standards.

2.0 The Standards

The Professional Standards for School Leadership is a reference document and roadmap used to direct planning, monitoring, evaluation and review processes. The standards enable school leaders to identify professional development needs in order to fulfil Government requirements and their responsibilities of leading and managing their school. This enables teachers and learners to be the best they can be. To cover the role of school leaders the standards consist of five key areas known as Domains under which sits a number of Professional Standards. Each standard details the knowledge, understanding and skills required to perform successfully in that Domain. The detailed Professional Standards are available in a separate document.

2.1 The Domains
1.   Promoting school improvement and innovation
2.   Leading teaching and learning
3.   Developing self and others
4.   Leading and managing the school
5.   Engaging and working with the community

2.2– Summary of the standards

1.   *Promoting school improvement and innovation*
1.1   Strategic vision, mission, plans and policies
1.2   Evidence informed practice and educational research
1.3   Improvisation and creative use of resources. (e.g. human, financial, buildings, environment)
1.4   Positive culture of high expectations
1.5   Healthy, safe and secure school environment
1.6   Discipline, Justice, Equity and Fair play
1.7   Technological innovation
1.8   Reflection, Review and Evaluation

2.   *Leading teaching and learning*
2.1   Pedagogy and Professional Practice
2.2   Learner participation in school life

2.3   Curriculum and use of technology, including extracurricular activities and learning
2.4   Quality assurance: monitor, evaluate and review school progress in terms of teachers, infrastructure and learners' outcomes
2.5   Motivating and developing teachers
2.6   Monitor learner's progress.
2.7   Inclusive school
2.8   Facilities and learning resources management
2.9   Collaborative learning communities within and beyond the school
2.10   Differentiated teaching & learning

3   *Developing self and others*
3.1   Academic qualifications, ability & performance
3.2   Personal Professional Development
3.3   Facilitating Professional Development of others including mentoring staff
3.4   Knowledge and use of educational technologies
3.5   Creating Partnerships, Learning Communities and Networking
3.6   Professional Conduct and periodic review
3.7   Emotional intelligence and emotional leadership

4   *Leading and managing the school*
4.1   Managing staff, including effective delegation of duties
4.2   School Improvement and evidence based operational planning
4.3   Human resource management
4.4   Implement National, State and FCT and school policies
4.5   Best practices in financial management, including transparency and accountability.
4.6   Efficiency in the management and generation of all school resources
4.6   Enrolment, retention and completion of learners' education

5.   *Engaging and working with the community*
5.1   Partnerships with Community, Government and Stakeholder groups, including NGOs and Civil Society Organisations
5.2   Partnerships with parents
5.3   Needs of immediate school community
5.4   Corporate social responsibility (CSR)and community support

3 How will the Standards be used?
3.1 School Leaders

The standards can be implemented by School Leaders to inform their own practice and professional development, within and beyond the school.

i.   Self-development is essential for the advancement of a school leader. The framework offers an agenda for self-development, allowing them to consider what they have already done and/or want to do in the future to move closer to the framework's ambitions. Based on the framework, they may choose to seek feedback on their performance from colleagues and authorities at federal, state and FCT and

local government level.

ii. The framework can be used to have a constructive conversation with their authorities about the areas in which school leaders feel they need support to develop. School leaders should feel empowered and entitled to seek such support.

iii. School leaders can use the framework as part of supporting their staff by appreciating their strengths and defining areas that need improvement and for identifying the talents in their leadership team and other staff across the school.

3.2 Authorities: The standards can be used by authorities (see glossary) to inform

3.2.1 Recruitment

i. Standards should be used by authorities to support the recruitment and appointment of school leaders. The framework can be used to underpin and shape job descriptions and professional specifications. It is important to focus on the particular context of the individual school, as schools in differing contexts and at different stages of development will require differing blends of skills and experience of school leaders. Authorities may want to investigate some of the characteristics set out in the framework in more detail than others with prospective school leaders.

ii. Equally, given the broad and holistic nature of the framework, recruitment personnel can use the framework as a check to ensure that their selection process is sufficiently comprehensive, covering all of the domains of school leadership set out in the standards.

3.2.2 Evaluation of School Leaders

i. This framework can be used to the evaluate the performance of school leaders as part of their professional development entitlement. It will serve not only as a background document for education managers but also as standards against which the school leaders' performance can be assessed and professional development can be put in place to support them.

3.2.3 set annual School Related Target

i. Authorities should set, on an annual basis, specific school-related objectives and targets linked to the school. Actions for the school leader can be agreed with the aspirational framework in mind. These objectives must be realistic and set in the context of the individual school.

3.2.4 Evaluate School Leadership Standard

i. Authorities can use the school leadership standards as an evaluation tool to frame a broad overview of leadership in the specific context of the school. The framework may further serve as a starting point for the identification of specific objectives for the next stage of the school's continuous improvement journey, as well as to identify areas of development where the school leader requires support.

3.2.5 Perform SWOT Analysis of Schools

i.   Authorities should work with school leaders to identify the strengths and weaknesses of a school. The professional standards can then be used to identify any areas of support the school leader might need to bring about improvement in their school.

ii.   School leaders and authorities may use the framework to help them identify potential future leaders. The framework can be used to shape the developmental experiences offered to senior and other leaders.

3.3 Training Providers

i.   Standards can be used by training providers to provide a framework for training school leaders and aspirant school leaders. The transition to leadership necessitates mastery of a wide range of skills. The framework is not an extensive or exhaustive list of these skills.

ii.   Training providers can use the framework to identify and provide training for school leaders and aspirant school leaders.

3.4 Aspirant School Leaders

i.   The standards can also be used to better manage the pipeline of aspiring leaders. i.e. milestones for their development, compass and map for the direction they should be going to become a school leader. Aspirant school leaders can use the framework to evaluate their own development towards preparation for a school leadership role, and to identify and articulate the areas in which they wish to gain more experience. For example, a leader in charge of a department may decide that he/she has not as much experience of the fourth domain of the framework "Leading and Managing the School" so may wish to develop skills to broaden his or her experience.

3.5 Development Partners

i.   Standards can be used by development partners to guide their resources, allocation and support.

5 Performance Levels

The individual Professional Standard within all of the five domains specifies the leadership and management behaviour and expected performance at four levels namely:

1. *Beginner*
2. *Proficient,*
3. *Mentor*
4. *Distinguished.*

These four levels represent a "career path" and are the same terms that are found in the Teachers' standards.   All school leaders are expected to pass from **Beginner**, as they take up the role of school leader, through to **Distinguished**.   Each level indicates a ranking that reflects the level of

proficiency of the school leader. Therefore, the position of school leaders on the career path level is determined purely by their leadership expertise and professional proficiency.

6 Confidentiality

School leaders are expected to consistently uphold and exhibit the highest standards of morality and professional conduct. They have a pivotal role in creating an effective learning climate and serve as a role model for uplifting the performance of teachers and learners. Such standards of professional conduct apply when working with others and using the school leadership standards. A key aspect of professional conduct in this context is confidentiality. Maintaining confidentiality strengthens trust and encourages school leaders to be open and honest about their performance. A school leader should be mindful of confidentiality in all aspects of their work, e.g. giving feedback to teachers on lesson observations, discussions regarding a teacher's absence or underperformance.

All discussions involving a school leader's performance in relation to the standards must always be regarded as confidential to the school leader and should not be disclosed to any third party. This is particularly important when engaged in peer review processes. All written records are also confidential and should either be given to the school leader or destroyed at the end of the review process. It is at the school leader's discretion to share the outcomes of a peer or self-review more widely.

7 Demonstrating the level of performance

When standards are first introduced, school leaders are often unsure how they can evidence their level of performance. When considering performance, two important questions should be asked;

1.   How do you know?
2.   Can you show the evidence?

An example is given below:

Domain 1.   Promoting school improvement and innovation

School leaders are responsible for the strategic leadership of their schools – developing a strategic plan to achieve the shared vision, using all resources appropriately to attain the agreed goals and desired outcomes. School leaders are open to innovation and change, adapting plans to meet global trends, national and local requirements, unexpected challenges and evidence informed practice. To achieve the school's vision school leaders, create a positive culture of high expectation and promote a safe, fair and equitable working environment for all.

Table 6.1

An example of evidence for standard 1.1 in Domain 1

Professional Standard	Knowledge and understanding	Skills	Expected Performance			
			Beginner	Proficient	Mentor	Distinguished
1.1 Strategic vision, mission, plans and policies	National Federal and State and FCT Education Plans and strategic documents. Principles processes and practices of developing and implementing a school mission state and FCTment, vision and ambitious/realistic strategic plan	Thinks strategically, collaborates with others to create and deliver the plan to achieve vision; Evaluates the plan using outcomes and evidence; Leads and manages change to implement Mission and achieve vision and strategic priorities.	Develops and implements annual school development plan, in line with National and Federal and State and FCT education plans and based on evidence drawn from school self-evaluation	Promotes mission state and FCTment and school vision across the school community and in all school plans and activities; Introduces change in light of evidence.	Models very good practice in school planning, with impact evidence; Shares practice with others.	Demonstrates highly effective implementation strategic plan leading to improved learner outcomes.

6.1 Evidence for *Professional Standard -Strategic vision, mission, plans and policies.*

Please note as school leaders move up the levels, they are expected to show evidence of the previous levels and current level. To be at Mentor level school leaders will be able to show the evidence required at "Beginner", "Proficient "and "Mentor" level.

Beginner- expected performance	Proficient- expected performance	Mentor- expected performance	Distinguished – expected performance.
Develops and implements annual school development plan, in line with National, Federal and State and FCT education plans and based on evidence drawn from school self-evaluation.	Promotes mission state and FCTment and school vision across the school community and in all school plans and activities; Introduces change in light of evidence.	Models very good practice in school planning, with impact evidence; Shares practice with others.	Demonstrates highly effective implementation of strategic plan, leading to improved learner outcomes.
Evidence	**Evidence**	**Evidence**	**Evidence**
	Evidence as for Beginner level plus the following	**Evidence as for Proficient level plus the following**	**Evidence as for Mentor level plus the following**
Produces some written school self-evaluation and a written school development plan which shows some actions based on the self-evaluation process.	Can show written evidence of the school vision being reviewed and the school and local community being consulted. The vision is clearly visible in the school, noticeboards, website, letter headings. It is included in the development plan and the school leader can speak knowledgeably about how the school development plan is supporting the school's vision. When asked learners, staff and parents' council can articulate the school vision.	Has introduced a school wide self-evaluation process, which involves all staff who hold a position of responsibility e.g. Head of English. Provides examples of written self-evaluation including regular learner data analysis. The development plan clearly shows it has been written based on the school's vision and the findings of the self-evaluation, it has SMART targets which are regularly monitored and RAG rated.	The school leader has developed capacity, through sharing leadership, to enable other leaders in the school to take responsibility for monitoring and evaluating sections of the development plan. The school leader has developed a high performing team which regularly monitors learner outcomes and takes action when under performance is identified. There is written evidence in the development plan and notes on monitoring, an interview with one of the leaders involved in the process providing evidence.

8 Reviewing Performance

The following sections provide information about three important, but **different**, processes that school leaders can use when engaging with the standards. These processes are:

> **I. Self-review:** school leader reflecting on **his/her own** performance as a leader

> **II. Peer review:** a **trusted colleague** providing confidential feedback to the school leader using the standards' framework.

> **a.** *School self-evaluation* using evidence to make judgements about the school's performance which the leader may find useful when discussing their own performance against the standards. *it will also provide useful information when authorities are using the standards to evaluate a school leader's performance and identify any support to be put in place.*

9 Self-Review: what is it, how to do it?

Self-review is engaging in open and honest reflection and analysis of one's own leadership and performance in order to identify strengths and areas that need further development. In the self-review process a school leader should draw on evidence of his/her leadership performance and evidence of the difference his/her leadership has made, particularly to teachers and all learners.

Drawing on the Professional Standards, self-review is an opportunity for a school leader to consider his/her past performance, review documents and identify how his/ her leadership can develop further. Self-review reflections and evidence can be used to support a school leader's level of performance within the Professional Standards.

9.1   Undertaking a Self-Review

Why undertake self- review?

Self-review can raise personal awareness of one's own strengths and development areas. This provides individuals with information that can be used for personal professional development and improvement to an individual's leadership.

What are the advantages of self-review?

Engaging in self review can:

> i.   *Increase self- awareness – highly effective leaders demonstrate high levels of self -awareness.*

> ii.   *Help us to see ourselves as others see us – "holding the mirror."*

> iii. *Provide insights that can lead to improvements in leadership and performance.*

> iv.   *Enable strengths /areas for development to be identified – and inform personal professional development.*

9.2   Why is self-review useful when using the Professional Standards for School Leadership Self- review can:

> i.   turn "theory" into practice and is a systematic, evidence-based inquiry into level of professional impact made by the leader.

    ii.   seek to find out how well the school leader is performing in relation to the Professional Standards.

    iii.   provide the school leader with insights into his or her own performance through matching self-review evidence against the standards.

    iv.   enable the school leader to prepare for discussion with other professionals (e.g., inspector) about his/ her performance.

    v.   prepare the school leader for discussion with mentor /peer.

    vi.   seek to find out how well the school leader is doing in relation to the Professional Standards.

    vii.   help the school leader to keep focused on the important aspects of their role

    viii.   guide the school leader when selecting and planning priorities for development and improvement.

9.3   How can school leaders carry out self-review?

There is no one way to engage in self review – the method selected is clearly a personal choice.

For example, school leaders can:

1. Use the Professional Standards and reflect and record their performance in relation to each individual standard and make notes of their performance – to illustrate how this might work, a "snapshot" example is given below.

2. Use a diary to note key points over period of time (record things which have gone well and things which have not gone so well).

3. Reflections of performance could be recorded on audio tape for 1 and 2 above.

4. Use pre-designed pro-forma to record reflections.

Whatever method is selected, making a note of key points and evidence is crucial and it is also useful not to regard self-review as a "one off" event but to gather key information and evidence over time.

Self-Review asks some key questions

Example 1- Self Review through focused questions

Some examples of questions are given below. It may be useful for school leaders to judge themselves on a 4-point scale where appropriate.

1 How would I describe my leadership?

How do I know? What is the evidence and what impact have I had?

1	2	3	4
Poor	Average	Good	Excellent

2 How would I describe my performance as a school leader?

How do I know? What is the evidence?

1	2	3	4
Poor	Average	Good	Excellent

3 What are my strengths?

How do I know? What is the evidence?

4 Where are my challenges and areas for improvement?

How do I know? What is the evidence?

5.   What activities / school events have gone well recently?

 How do I know? What is the evidence and what has the impact been?

6.   What activities / school events have NOT gone well recently?

 How do I know? What is the evidence?

7.   What would staff say about my responses to questions 5 and 6?

   How do I know? What is the evidence?

8.   What progress have I made towards national and school level priorities?

How do I know? What is the evidence?

1	2	3	4
Poor	Average	Good	Excellent

9.4   Analysis of Reflections: information and data

Reflections and information / evidence identified through self-review should be analysed to identify trends and next steps for improvement.

For example:

  i.   What does your data tell you about your effort towards attaining your goals?
  ii.   How have your goals impacted on your teachers, learners and parents?
  iii.   How does your performance compare to last year's performance?
  iv.   What changes have you observed in teacher performance as a result of your leadership?
  v.   What changes have you observed in learners' performance as a result of your leadership?
  vi.   What needs to improve? Why?
  vii.   What are your priorities for improvement

9.5   Recording reflections and evidence:

It is very important that school leaders should know how to write their self-review. The following points may help:

  i.   Use the standards framework and the five domains to support your
          i.   reflections.
  ii.   Be specific and provide examples of your work to contextualize your
          i.   claims.
  iii.   Back up your contributions with evidence and metrics.
  iv.   Accept weaknesses as opportunities for improvement.
  v.   Identify upcoming future challenges within the school.
  vi.   List your accomplishments and prioritize the list of weakness to address.
  vii.   Address those weaknesses that will make the most significant difference to
          i.   your leadership and, therefore, learner outcomes.
  viii.   Formulate a strategy to transform weaknesses into strengths by identifying
          i.   actions to take, timelines and resources.
  ix.   Write out a checklist of your initiatives and your challenges.
  x.   Don't forget to align your review with your school's vision and that of the
  Ministry for Education.

Example 2 - A different style of Self Reflection: this shows a school leader identifying their performance level against three different standards from three different domains. They are also showing how they can evidence their judgement

Domain	Professional Standard	Evidence/ Comments on my performance	My Judgement
Domain 2 Leading teaching and learning	2.1 Pedagogy and Professional Practice	I have read the research evidence and I understand the impact outstanding teaching has on learner outcomes. I understand what action is needed to monitor and improve teaching and learning in my school. There is no systematic programme for monitoring teaching and learning in school, so I do not currently have evidence to make clear judgements about the quality of teaching and its impact on learners' learning. I want to introduced lesson observation, but my feedback processes are not yet good enough.	**Beginner**
Domain 3 Developing Self and Others	3.2 Personal Professional Development	I am very new to this role, I have had some training but it has been theory based not enough practical ideas. I think I would like to go and visit other experienced school leaders and talk with them about what they do in their school, particularly on leading teaching and learning.	**Beginner**
Domain 5 Engaging and working with the community	Partnerships with community, government and stakeholder groups, including NGOs and Civil Society Organisations.	I have been very proactive and invested time to engage with the Parents' Council through consultations on a number of school issues, most recently on learner attendance. I have taken steps to ensure the council is representative of the parent community by involving underrepresented groups and hard to reach parents. Attendance at our meetings is excellent and they provide excellent feedback which I can use in my future planning. I think this is becoming a strength of my leadership	**Proficient**

10 Peer Review, what is it, how to do it?

Peer review is the process of reflecting on the performance of a peer school leader, using the Professional Standards for School Leadership in Nigeria. A peer reviewer should be familiar with the school leader's work and be invited by the school leader to undertake a peer review. The peer review is a confidential process and should focus on aspects of the Professional Standards identified by the school leader. The peer reviewer should record and share reflections in a way agreed with the school leader.

Additionally, school leaders can visit each other's institution to develop themselves further. The school leaders can also establish a forum, like Professional Learning Communities (PLCs), where they can share and discuss their reviews. Sharing experiences and issues in this type of forum can help identify solutions and so develop skilled leaders.

All those participating in the peer review process should maintain confidentiality and the information generated belongs to the school leader being reviewed and it is at their discretion the information is shared.

11 Quality Assurance

The Education Quality Assurance Service's framework involves systematic monitoring, evaluating, assessing, regulating and reporting of educational programmes and practices to ensure that acceptable standards are attained and maintained.

It is a dynamic process that provides evidence, guidance and support to school leaders for improving learning outcomes in their school or centre. School leaders should familiarise themselves with the framework. It will provide evidence for school leaders on the work they do in relation to the Professional Standards and identify any areas in which they need support.

12 Monitoring Teaching and Learning

A very big part of the role of a school leader is to lead high quality teaching and learning which leads to improving learner outcomes. To do this the school leader must know the quality of what is taking place in classrooms. This can be done by collecting evidence from the classroom. This will involve lesson observations, learning walks, book looks and learner focus groups. It will also include looking regularly, and over time, at learner data to analyse and evaluate the data. All these activities are a major part of school self-evaluation.

13 School Self-Evaluation

School Self-Evaluation is the detailed analysis of what is happening across the school to find out what is working well, what is not working and, therefore, what actions should be taken

to improve the school's performance. School self-evaluation involves the four key questions.

i.   How good is our school?

ii.   How do we know?

iii.   What is the evidence?

iv.   What are we going to do to make it better?

The following strategies will help the school leader collect evidences for school self- evaluation:

i.   Lesson observations to gather evidence about the quality of teaching and learning.

ii.   Analyses of teachers attendance and time on task.

iii.   A "book look' work scrutiny to gather evidence and create a picture of learning taking place.

iv.   learning walk - planned and targeted walk round the school visiting classrooms, observing a snap shot of teaching.

v.   Analysis of the data of learners' achievements, behaviour and attendance to evaluate progress.

vi.   Analysis of learner data by specific criteria, e.g. gender, special educational needs.

vii.   Focus groups and questionnaires with staff, learners or parents.

viii.   Minutes of the meetings e.g. with the staff, the School Council and Parents' Committee.

School Self-Evaluation (SSE) is an on-going process and should be linked to the cycle of school development planning. The evidence collected through SSE will contribute to identifying priorities for improvement. For example, if concern is expressed about quality of teaching, evidence can be collected through SSE activities like classroom observations, analysis of learner performance data and learning walks. The evidence will enable the school leader to identify, for example, excellent teaching and areas that need to improve. The evaluation of the information collected through SSE can be cross referenced with the Professional Standards and support provided to the school leader to enable them to improve any areas of weakness. This evidence can then help identify professional development activities for the school leader and the wider educational community.

14 Case studies of how the standards might be used.

The Professional Standards for School Leadership can be used across the education community. They can be used by school leaders, those who have responsibility for school leaders' performance, training organisations, those responsible for recruitment and those

who work with schools and school leaders in different capacities.

14.1   Case Study A - Training organisations

Daramola is a training manager for a local training provider. He has been given the task of producing a draft outline of training plans for the next academic year. The training is for aspiring school leaders.

Daramola has heard about the Professional Standards for School Leadership and wonders if that would be a good starting point for his planning.

He decides to visit his local secondary school and meet with the school leader to ask about the standards. The school leader knows the standards well, having been a national trainer, and is able to talk knowledgeably about them.

Their discussions identify certain areas which the school leader believes aspiring school leaders have little or no experience in when they take up their new role. They discuss what a training programme might look like. The school leader suggests that when Daramola has put his outline together he comes back and talks with both the school leader and deputy school leader to get their responses to the plan. When complete, together they will put a plan in place to help the aspirant leader gain more experience.

14.2   Case Study B- Aspiring School Leaders

Ifeanyi Uche is an aspiring school leader, who is hoping to become a school leader within the next 18 months. He has been given the professional standards and he has read through and understands the role expected of him when he takes up the job of leading a school. He decided to use the self-review template in the Guide Document and found there were a number of areas where he had little knowledge or experience

He decides to find a distinguished school leader to mentor him and help him gain both the knowledge and experience he needs to be an effective school leader.

14.3   Case Study C- Those with Responsibility for School Leaders' Performance

Salamatu Dogara is a school manager who needs to appraise the performance of her school leader.

She has heard about the professional standards but has no knowledge of them. She decides to liaise with other school managers on how they use the Professional Standards for School Leadership when working with their schools.

A copy of the Professional Standards is sent to her. She reads and familiarizes herself with

the requisite knowledge of the standards. She asks one of her colleagues who has used the standards many times if she could join her to see how she uses the standards to appraise a school leader. This she did and decides she should find out how much her school leader knows about the standards as she feels she could not start using them for appraisal if the leader has no knowledge of them. She then arranges with her school leader to visit the school, to spend a few hours walking around the school, visiting some lessons, and talking about the standards. Her plan is then to arrange a further meeting to begin the appraisal process.

15   Appendix 1 What is Leading Teaching and Learning (Instructional leadership)

Leading Teaching and Learning is used throughout the Professional Standards for School Leadership rather than Instructional Leadership.   Researchers often use the term Instructional Leadership. Whilst researchers maintain the two terms are similar but not the same, they are frequently used interchangeably. The paragraphs below give more background to instructional leadership, including what it is and why it is important.

What is Instructional Leadership

Instructional leadership is a model for school management in which a school leader works along side teachers to provide support and guidance in establishing best practices in teaching and learning. Instructional leadership has been well researched over recent decades and according to Gumus et al (2018) Hallinger and Murphy's (1985) model is the most frequently cited and has three main components:

   a.   Defining the school mission – school leadersschool leaders to identify and communicate schools' goals;

   b.   Managing the instructional programme - coordinate the curriculum, supervise, and assess teaching and monitor progress.

   c.   Promoting a positive school learning climate - protect instructional time, provide incentives for teachers, promote professional development, maintain academic standards and maintain high visibility.

In Zimbabwe, Sibanda et al (2011) identify five main components of instructional leadership:

   a.   defining and communicating a clear mission, goals and objectives

   b.   managing curriculum and instruction

   c.   supervising teaching

   d.   monitoring learner progress

   e.   promoting instructional climate.

Instructional leadership is NOT telling teachers what to do. It is:

    i.   Leading and managing all matters relating to teaching and learning in the school to improve learner outcomes

    ii.   This includes supporting teachers to improve their performance through professional development, mentoring and coaching

As an international organisation that gathers evidence of education performance from a large number of countries, it is useful to consider OECD's research on instructional leadership. In 2019 it state and FCTd:

"*instructional leadership* generally refers to the efforts of the *principal* to improve the quality of teaching and learning. Expressions like '*leadership for learning*', however, incorporate *wider school leadership* and draw heavily on aspects of instructional leadership".

OECD (Organisation for Economic Cooperation & Development) defines the leadership of teaching and learning through five areas of action:

1.   Focus on learning

2.   Monitoring teaching and learning

3.   Building learning communities

4.   Acquiring and allocating resources

5.   Maintaining a safe and effective learning environment.

In schools where a range of leadership roles exist:

(for example, headteacher, deputy headteacher, head of subjects, head of year)

All roles should focus on instructional leadership / leading teaching and learning

and an individual's focus will vary according to his/her responsibilities and accountabilities.

Effective school leadership is also critical to student achievement

Percentile[1]
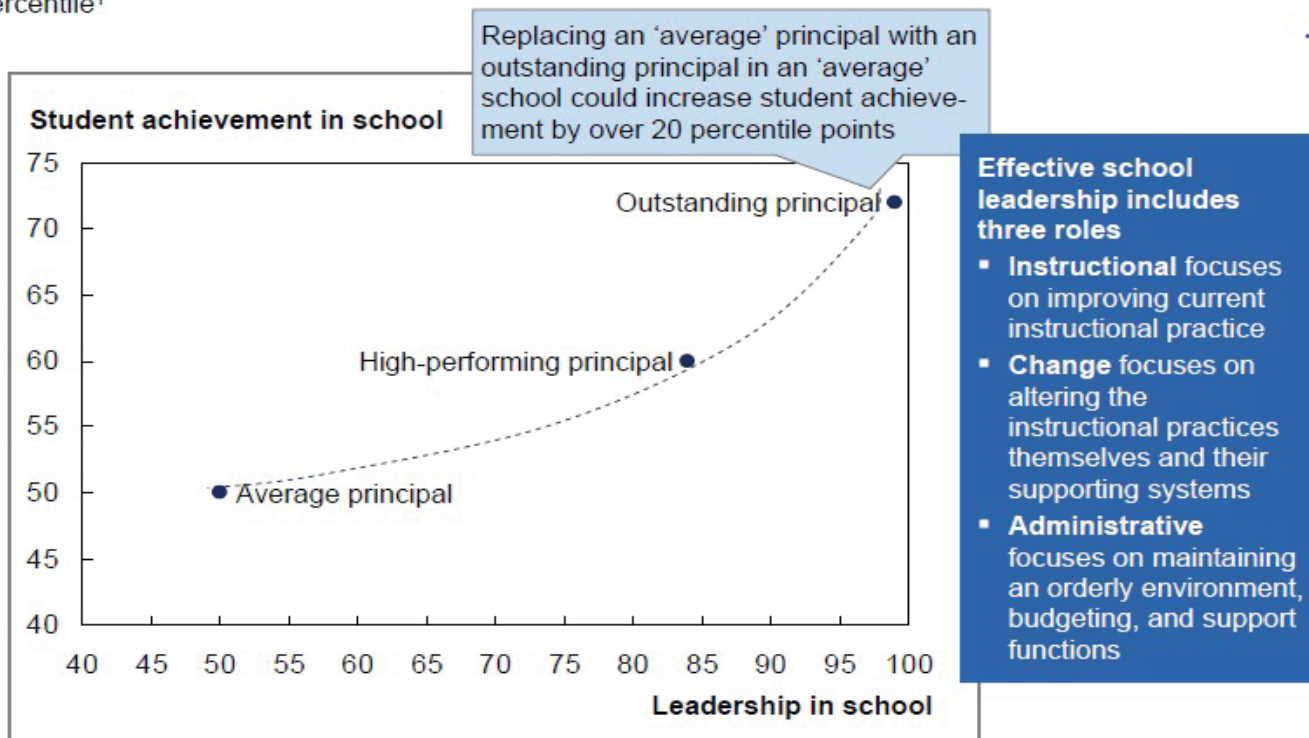
A qualitative study undertaken by McKinsey in 2010 reviewed eight high performing countries and considered the leadership of the top 15% of school leaders in these countries.

The study showed:

"school school leaders in high performing systems devote around **80% of their time** improving instruction (teaching and learning)"

This finding is supported by OECD (2016) who claim from its research:

"instructional leadership actions are amongst the **strongest predictors of (school) performance"**

McKinsey's study found high performing school leaders* focus on ….

Instructional leadership ….. they ….

i.   "walk the school"

ii.   understand what constitutes effective teaching and learning

iii.   spend time improving teaching and learning

iv.   coach and develop teachers

v.   spend time with learners

They also enjoy teaching

*top 15% of school leaders in the system

The evidence is clear – school leaders need to focus on leading teaching and learning in order to improve the quality of teaching and improve learner outcomes in their schools.

But do school leaders across the world put enough focus on Instructional Leadership (leading teaching and learning)?

Time Spent by School leaders: Analysis across 48 countries showed:

Administrative tasks and meetings	30%
Leadership tasks and meetings	21%
Curriculum and teaching-related tasks and meetings	16%

65%	of school leaders said they frequently reviewed school administrative procedures and reports.
42%	said often spent time having to sort out problems with the lesson timetables

Studies (Talis 2018) consistently show school leaders / school leaders spend significant time on range of tasks other than instructional leadership:

For example, newly appointed school leaders recorded:

46% time on management 17% on administration and 32% on all leadership tasks, including instructional leadership **(Earley, 2012)**

Evidence from six African countries shows heads devote most of their time to administration and neglect instructional leadership. **(Bush, 2020)**

El Kouki (2020) found in a Tunisian study a gap between the legislation and what school leaders did in practice - due to confusion between the concept of administrative management, leadership in general and pedagogical leadership resulting in insufficient attention given to leading teaching and learning.

Further reading on Instructional Leadership from the British Council which includes a Case study from Nigeria

https://www.britishcouncil.org/sites/default/files/unlocking_a_world_of_potential_report_connecting_classrooms.pdf

What can school leaders do to lead teaching and learning?

i. Have a school teaching and learning policy which includes guidance on lesson planning and monitoring learner progress.

ii. Be visible around the school, visiting classrooms and talking to teachers about their teaching and learners about their learning.

iii. Ensure praise and rewards are focused on learners' learning and teachers' teaching.

iv. Focus agenda items at staff meetings on matters to do with teaching and learning.

v. Have a published calendar of both learning walks (short 10 minutes in a lesson and full lesson observations (observing the lesson from start to finish).

vi. Give accurate and timely feedback to the teachers about their teaching.

vii. Create a team responsible for the monitoring and developing quality of teaching and learning chaired by the school leader.

viii. Organise focus groups with learners to gain a range of feedback e.g. what helps them learn, in which subjects are they making good progress and why.

ix. Survey staff, learners and parents on the quality of learning.

x. Organise a book look, collecting a number of learner exercise books and looking at evidence of progress, marking and feedback.

xi. Analyse class data, identify progress over time and share/discuss findings.

xii. Have a clear programme to help underperforming teachers improve their skills.

xiii. Display examples of good work from learners.

xiv. Involve parents in their children's learning.

16 Appendix 2 Glossary

All learners

To demonstrate inclusion, the expression "all learners" is used throughout the document and refers to the wide range of learners in all types of schools across Nigeria. This includes differently abled learners, for example, those with special learning needs and / or disabilities. When reference is made to parents the word "children" is used.

Authorities

Federal Level

FME Federal Ministry of Education

UBEC Universal Basic Education Commission

NSSEC National Senior Secondary Education Commission

NMEC National Commission for Mass Literacy & Adult Education

State and FCT Level.

State and FCT Ministry of Education

SUBEB State and FCT Universal Basic Education Board

TES COM/ TSB Teaching Service Board /Commission

Centres

In the context of the professional standards a centre is a non-formal learning environment. It is a place of learning for young people and adults who often do not engage with a formal school. The professional standards apply to those who lead the staff and learners within these centres.

Demonstration

Demonstration refers to the work a school leader is required to demonstrate or show in the school. Evidence collected from what a school leader can demonstrate helps determine his or her level of performance in a standard within a domain.

Distributed or Shared Leadership

This type of leadership involves assigning or delegating tasks and responsibilities to the teachers, other staff and community for the development of the school.

Digital tools

A range of digital tools is available to support teachers and all their learners, for example, these can be tools to help create lesson materials, record and manipulate data, accessing research information and manage remote learning e.g. Google Classroom

Emotional Leadership

The ability of a school leader to perceive, understand, control emotions of self and recognise and respond to others' emotions in order to develop a positive relationship is called emotional leadership. The ability to use it is called emotional intelligence.

Entrepreneurship

Entrepreneurship is demonstrated in an individual who has a vision and generates innovative ideas and acts on those ideas which in the case of schools, benefits the school in some way (such as generating better resources, generating income or improving the school environment).

Extra-Curricular Activities

These activities are planned in school often with the help of community and are in addition to the formal curriculum. Examples include sporting activities and family events e.g. presentation evenings, family fun day, school fete.

ICT

Information and Communications Technology refers to hardware and software available to schools to support learners' learning and school management systems. ICT can also be used to refer to a school subject in which learners gain knowledge and skills to use IT facilities.

Inclusion- UNESCO definition

UNESCO believes that every learner matters equally. Yet millions of people worldwide continue to be excluded from education for reasons which might include sex, gender orientation, ethnic or social origin, language, religion, nationality, economic condition or ability. Inclusive education works to identify all barriers to education and remove them and covers everything from curricula to pedagogy and teaching. The following short video under 3 minutes might be helpful.

Inclusion and Education:

https://youtu.be/kEyjlqixq9c?si=iSfiqAF9V_0Tepr0

Knowledge and understanding

Knowledge and understanding are part of each standard within each domain and represent the knowledge and understanding a school leader needs to have to develop the appropriate skills and undertake the role effectively.

Mission

A school Mission statement is the public declaration of what the school does and why it does it. It describes the school's short-term goals to its learners and its community. It is the work that is undertaken daily to help the school achieve its longer-term vision.

NGOs

NGOs are *non-governmental organizations* that function independently of any government. Such organisations are usually non-profit and charitable organisations.

Non-Formal Learning Centres

These are places where young people or adults are provided with learning opportunities. An example would be the provision for young people who are Out of School Learners. The centre will have a leader who is responsible for the learners and the staff and the Professional Standards for School Leadership apply to them.

Norms

Norms are informal, mostly unwritten, rules that define acceptable and appropriate behaviour within a society or group of people. Norms vary across societies according, for example, to historical experiences, values and cultural influences.

Partners

The term partners include any individual or organisation which works together with the school, centre or education community to support and improve outcomes for learners. Partners are different to stakeholders, as stakeholders may or may not play any part in supporting the school or centre but have an interest in the organisation. An example of a partner might be British Council or the World Bank, whilst a stakeholder could be a local

political leader or a church leader

Pedagogy

Pedagogy refers to the method and practices of a teacher. It's how they approach their teaching style, and relates to the different theories they use, how they give feedback, and the assessments they set. When people refer to the pedagogy of teaching, it means how the teacher delivers the curriculum to the class and how learners learn.

Pedagogy includes the quality of the learning that is taking place as a result of the pedagogical actions taken by the teacher.

Professional Learning Communities (PLCs)

Professional Learning Communities are groups of people, school leaders or subject teachers working together for the purpose to achieving desirable outcomes for learners e.g. a group of maths teacher meeting monthly to discuss curriculum and assessment, sharing resources and good practice.

RAG Rating

A RAG (Red, Amber, Green) report is a practical tool for assessing the status of a project or activity that you are managing. This traffic light approach identifies the progress of the project you are working on, Red no progress, Amber some but not enough progress, Green action is complete.

School leaders

The term "school leader" refers to the person who has ultimate responsibility and accountability for the school and should not be confused with other school leaders who, for example, may be responsible for particular subjects or other discrete aspects of school life.

Skills

A skill is an ability and capacity to carry out activities or job responsibilities, building on acquired knowledge and understanding.

Standards

The term standards in this document refers to Professional Standards for

School Leadership in Nigeria.

Stakeholders

These are individuals or organisations who have an investment or interest in the school. Examples of stakeholders are parents, learners, teachers, school owners, state and FCT officials, ministers, community leaders, local NGOs, Trades Unions, local businesses.

Sustainable School Improvement

This term refers to ensuring that improvements made through school development activities are sustained over time and fixed into the school's practice. To achieve this, it is recommended school leaders remain in their schools for a minimum of 5 years.

Sustainable Development Goals (SDGs)

These goals have been introduced by United Nations Organization and are known as SDGs. Only those discussed and made reference to in this document have connections with the school.

Triangulation

Triangulation means to collect data e.g. learner performance data, attendance data, gender comparison data from at least three different sources to test validity and reliability. Triangulation strengthens the power (reliability and validity) of the evidence.

Values

Values are beliefs and principles that guide people's behaviour. Values are influenced by norms, cultural beliefs and attitudes.

Vision

Vision in this document refers to the vision of the school. Every school has its own vision and this is developed collaboratively with the help of school staff and community. A vision state and FCTment describes a school's high-level goals for the future.

17 Appendix 3 Template for Self-Review

Professional Standards for School Leadership Self Review: sample template Nigeria 2023

Name of School Leader

School

Date:

DOMAIN 1: Promoting School Improvement and Innovation

1) Make a judgement as to which level you believe best fits your performance.

Domain 1	LEVELS			
	Beginner	Proficient	Mentor	Distinguished
Standards				
Strategic vision, mission plans and policies				
Evidence informed practice and educational research.				
Improvisation and Creative use of resources (e.g. human, financial, buildings, environment				

2 EVIDENCE: How do I know? Explain in not more than two bullets related to the 3 standards of DOMAIN 1: **Promoting School Improvement and Innovation**

Strategic vision plans and policies. * *
Evidence informed practice and educational research. * *
Improvisation and Creative use of resources. * *

3.What do I need to develop in order to improve my practice?

Explain in not more than two bullets each related to the 3 subdomains of Professional Knowledge

Strategic vision plans and policies.
*
*
Evidence informed practice and educational research.
*
*
Improvisation and Creative use of resources.
*
*

4.Recommendations for Action:

What should I do next to improve my practice? Write not more than 3 bullet points.

1.
2.
3.

18   Appendix 4 Peer Review Template

As a peer working with a colleague, to discuss their work and the performance you are in a unique and trusted role. You are able to provide them with a safe environment to speak openly and frankly about their strengths, the weaknesses their hopes and aspirations. It is a great opportunity through the discussion with a peer for a school leader to develop both professionally and personally. A peer review is confidential and the school leader must have control over the outcome and any documents produced as a result of the review. The school leader will decide if the information generated from the review should be shared more widely.

A simple method of peer review which can sometimes be helpful for the school leader is to undertake the self-review and then use the information as a basis for discussion with their peer reviewer.

The peer reviewer may ask the school leader to have certain relevant information available for their discussion.

Examples:

i.   School Improvement plan

ii.   Recent school self-evaluation document

iii.   Latest learner data for one or more-year groups

iv.   Minutes of leadership team meetings

v.   Attendance data of staff

vi.   Attendance data of learners

vii.   Summary of the quality of teaching and learning

viii.   Provision of CPD for school staff

ix.   Their personal CPD record

An example of a peer review meeting is given below:

The review meeting should take place somewhere in the school that the school leader will not be disturbed.

Peer Review Activity	**Name of Peer Reviewer** **Date**

The Peer Reviewer suggests; "Let us walk round the school together and talk me through the things you are most proud of this year."

The things I am most proud of this year are;

Return to the meeting room, Looking at **Domain 3 Leading Teaching & Learning**, talk through the strengths of teaching and learning in your school and areas needing development.

The strengths of teaching & learning
The areas needing development
What are your action points for the next 12 months?

Thinking about the Professional Standards for School Leadership which domain is your strongest one, which domain is your area of weakness, talk me through the evidence you have to support your views.

My strongest domain and why I think it is strong

Evidence to support my view

What are the three targets you would like to set yourself for the next 12 months, what do you want to achieve and how will you measure the impact?

Targets I would like to work on in the next 12 months

Target 1

Target 2

Target 3

19 Appendix 5 References for Further Reading

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**this publication has a number of case studies from a range of countries, including Sub Saharan Africa, with numerous references for follow up reading.

A GUIDE ON PROFESSIONAL STANDARDS FOR SCHOOL LEADERSHIP IN NIGERIA FOR BASIC AND SECONDARY EDUCATION

Federal Ministry of Education

TRCN