

MODULE 4 TOPIC 1: School Leadership and Lifelong Learning

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Topic Description

This topic addresses issues related to management, leadership, quality, vision, strategies and learning organisations, subjects not often raised in relation to internal debate in schools. It asks what schools can learn from other organisations from the private and public sectors that are implementing learning principles in their everyday affairs. It is relevant for both teacher training organisations and for the in-service training of teachers as well as giving pointers for all members of society about how they can help in the educational process. It starts with a vision of the challenges which the school of the 21st century will be facing and asks students to construct a vision statement around these challenges. The vision then becomes the basis for lifelong learning strategies with which schools can face a changing future. It continues by discussing the characteristics of a 'learning organisation', normally associated with companies in industry and commerce, but modified to fit the context of the school. It points out that all organisations which intend to survive the challenges to be faced in the near future must become 'learning organisations', no matter which sector they come from.

However these lessons and exercises are the first step towards improving the system to the benefit of everyone there – teachers, admin staff, parents, children and people in the communities where the schools are situated. If we know what we are aiming for then at least we will have a vision of how to make it happen. It is recognised that there will be a certain scepticism, perhaps even cynicism, among those close to the problems of modern day schools. But in this topic we are trying to re-create the idealism and vigour which enthused most teachers to take up the task of creating a better world through education in the first place. Much that is good is going on somewhere in the world and much we can learn from – and some of that is re-created here.)

Topic Objectives

- a) to develop a vision of the key elements of the school of the 21st century and incorporate these into a vision statement
- b) to understand and begin to formulate some of the lifelong learning strategies which will be needed to allow schools to meet a future lifelong learning society
- c) to construct a charter containing a set of principles by which the school can fulfil its commitment to its learners
- d) to present the characteristics of a 'learning organisation' in order to develop understanding of its importance for the future of schools, as well as other organisations
- e) to present Case Studies which allow a deeper understanding of management and leadership and to suggest solutions which improve management development in schools
- f) to construct a charter containing a set of principles by which the school can present itself to the outside world as a 21st century learning organisation.

Lesson 4.1.1: Vision for a Lifelong Learning School

Lesson Objectives

are to demonstrate the differences between 20th and 21st century school education leading to a vision statement which puts the learner at the forefront of the school's mission.

Suggestions for Learning Leaders

1. This lesson should follow the lessons in the introductory module. At least those on the what and the why of lifelong learning should have been experienced and preferably the whole module. Remind your class about these and ask them to articulate what lifelong learning is and why it is important for the 21st century.
2. Hand out the questionnaire in toolbox item 1. If members of the class are not staff in a particular school they should choose a school known to them and answer according to their perceptions. First get them to answer questions 1 to ten in groups of two.
3. Ensure that they have the answers in plenary and then ask the same groups to answer question 11-14 in toolbox 2. Bring together in plenary and compare the answers. Initiate a discussion.
4. Hand out toolbox item 3. Divide the class into groups and give each one of the 5 quotations Ask the class to read the short paper and, again in different groups of two or more, answer questions 1 to 8 in toolbox item . The group should give a short resume of the content to the other groups . Do the same again with items 6-10 changing the groups
4. Have the class complete toolbox item 4 individually. Bring together in plenary and compare answers – this should lead to much discussion.
5. Divide the class into groups of 4 and ask each group to come up with a vision statement for the school – make this a poster session – each group posts up its final version and other groups give each marks out of ten. Reward the best.
6. Hand out toolbox item 4, go through each item and note which groups included it in their own vision statement. You may now wish to develop a common vision statement for the whole class.

Lesson 4.1.2 Strategies for a Learning School

Lesson Objectives

The major objectives of this lesson are to demonstrate that a school has need of a lifelong learning strategy and to discuss what it might contain. Also to construct a charter containing a statement of the school's commitment to its learners.

Suggestions for Learning Leaders

1. Recapitulate Lesson 4.1.1 above. Point out that a vision statement implies that there is some sort of strategy.
2. Hand out toolbox item 5, divide into groups of two and ask for completion of questions 1 to 7 as shown. In plenary go through this exercise with the class. Then in groups ask them to make a list of the principles that their own school should adopt. Compare the results
3. Use the questions on toolbox item 6 to discuss school strategies
4. Ask the class in groups to design a charter for the school which outlines its main values and the role of people and which can be displayed in every classroom. Aim for 10 points. Make this a poster session, each group displaying their points which the others tick, and then all agreeing a single charter.
5. You may wish to show the charter in Toolbox Item 7 and ask the class to do the exercise.

Lesson 4.1.3: The School as a Learning Organisation

Lesson Objectives:

The major objective of this lesson is to demonstrate that, like companies in industry, 21st century schools can also be learning organisations. It aims to provide the learner with the information needed to understand and act upon the principles of a learning organisation.

Suggestions for Learning Leaders

1. Ask the class what they understand by the phrase 'Learning Organisation'. After an initial discussion hand out toolbox item 8, divide into groups of 2 or more and ask them to complete questions 1 and 2.
2. Bring together in plenary and discuss the answers with the class. This should generate much discussion. Ask what action they think should be taken as a result of this exercise. Will it happen?
3. Ask the class to look at toolbox item 9. Ask them first to complete this individually and then to compare their answers with those of their neighbours. Consolidate opinions in plenary.

Lesson 4.1.4: School Management, Leadership and Quality

Lesson Objectives

The objective of this lesson is to demonstrate that, in a 21st century learning organisation, management and democracy are interrelated and to present some Case Studies of how schools have turned themselves round through good management practices. Also to construct a charter containing statements of the school's commitment to the society in which it operates.

Suggestions for Learning Leaders

1. Ask the class what they understand by leadership. What constitutes a good leader? Who in the class is a good leader? Why? Is a good leader a good manager? And Vice-versa. What is the difference?
2. Hand out toolbox items 10 and 11. Divide the class into groups of three to answer read the case studies and then to answer questions 1 to 10 on the questionnaire.
3. Bring together in plenary and discuss the answers obtained. How far are these case studies replicable in their own school's situation. What do the Case Studies demonstrate about leadership and management?
4. Distribute the questions on toolbox item 12. Divide into groups and get them to answer the yes/no questions.
5. Discuss in plenary.
6. Finally divide into groups of 2 and distribute toolbox item 13. They should complete the exercise at the bottom. Review their answers and discuss in plenary.
8. Review the whole topic of management, learning organisations, quality, vision and strategies and ask what they have learned from these lessons. What do they intend to do with this learning?

Toolbox Item 1: Some Information about your School

School

Name:.....

School Address:.....

.....

3. City/Town.....

4. email address:..... website (if any).....

5. What is the total number of pupils at your school?.....

6. What is the approximate annual intake of pupils into your school?.....per year

7. What is the total number of teachers at your school?.....

8. What is the total number of other staff at your school?.....

9. What is the age range of the pupils at your school? From.....to.....yrs

10. What type of school is it? (eg junior, secondary comprehensive, vocational, etc).....

Toolbox Item 2.

Some quotations

The following are quotations from reports, journals and books about the need for lifelong learning in today's world. Please indicate how relevant you think they are to your school.

1= crucial, 2= very relevant, 3= neutral, 4= slightly relevant, 5= not relevant

11	All educational institutions must become Centres of Learning, with the intention of continuously developing their academic staff, their knowledge and teaching methods, and their assessment methods, for the purposes of implementing continuing and recurrent Lifelong Learning across the lifespan. (European Commission, 2001)'					
12	A Lifelong Learning school encourages the positive at all times and sets up structures and procedures which celebrate the fact of human potential and its capacity to expand. It means that the focus of the school's effort has to be to develop self-confidence, self-knowledge and self-management in each individual child so that learning becomes a natural activity throughout their lives. (Longworth - Making Lifelong Learning Work)					

13. Please write down what lifelong learning means to you, as someone working in the schools sector?

14. Please say what you understand by the term "learning city or 'learning town' and how it might affect your school

Toolbox Item 3

WHERE DO THE SCHOOLS FIT INTO LIFELONG LEARNING? AN INTRODUCTION

(From 'Lifelong Learning in Action – Transforming 21st Century Education' (N Longworth))

1. The importance of the schools in the creation of a lifelong learning society cannot be understated. The European Commission's policy paper on Lifelong Learning is quite firm on the matter. 'Fundamentally transform learning systems, including initial education, with a view to making quality learning available to all' it recommends to its member states, recognising the importance of schooling to a lifelong learning policy. And it is right to do so. Here is where learners are at their most impressionable; here is where the values and attitudes that will serve them for life must be implanted; here is where the possibilities for dealing with social inequalities are at their most opportune; and here is where the early warning signs of learning reluctance, demotivation and emotional difficulty should lead to the application of remedial measures. It is where the love or indifference or hate for learning is engendered, affecting an individual's whole future course in life.

2. What happens in the present has an inordinate influence on what happens in the future, as research study after research study shows. And so the 21st century school will have a vision and a strategy for the development of values and attitudes extending well beyond the academic objectives and targets required of them by government diktat. This, will open the school mindset to the influence and ideas of organizations and people outside of itself, just as the child's mind profits from being opened up to a variety of experiences outside of him/herself.

Schools and society

3. Unfortunately, in some countries schools take a low priority in the lifelong learning hierarchy of needs. The lack of a holistic, seamless and integrated education system often leads to such rigid divisions between its components that schools appear to live in a different world from further, higher and adult education. Teachers in schools belong to different unions, attend different courses and operate under different rules than those in other parts of the system. Children in schools are often treated as vessels to be filled rather than candles to be lit, and because there are so many more of them, the per capita resources are much lower.

4. At the dawn of the 21st century, what Longworth has called 'the learning century', few school-teachers are even aware of the existence of the lifelong learning movement, still less that it will affect the ways in which they will work in the future. To be sure the schools work under considerable difficulty. The minds of the young are attacked from every side by a confusing babble of urgent and conflicting voices each competing for attention. Vastly improved communication techniques exploiting basic human psychology increase the pressure. Neither the children, nor even the teachers and parents who nurture them, have been given the training or the skills on how to handle the sort of information overload which afflicts all of us. Television presents children every evening with most powerful visual and verbal stimuli, reflecting the sometimes exciting, often banal and occasionally distressing nature of life itself.

5. It is small wonder that schools experience an uphill fight to grasp the attention of a clientele already punch drunk by information and more exciting vistas. Society expects them to be centres of learning excellence, models of social behaviour and examples of community achievement, almost as if the real world outside – of drugs, of explicit and pervasive sexual titillation, of deprivation and despair – does not exist within their perception. They have not been given the necessary resources and the authority to fulfil that role, either through the constant training and retraining of teachers, or through the increased funding which might enable them to compete with the professional mediemen.

Toolbox item 3 contd

Forward to the Basics

6. In such times of change and constant stress, there is a great temptation for society to withdraw backwards into the old certainties. The back to the basics movements, so popular with governments under fire, surface and resurface each time society needs re-assurance. No matter that the basics are themselves subject to changing times and that the traditional virtues become less relevant or inappropriate. Of course those old stalwarts of the diehard -reading, writing and arithmetic - are still important. Without them children and adults are disenfranchised from learning. But, as Naisbitt says, 'to stop there is to equip children only with the skills of their grandparents. It is like giving them a wrench to fix a computer, There is nothing wrong with a wrench, but it won't fix a computer.'

7. Schools are pressured, often by governments under pressure themselves to demonstrate their commitment to rising standards, to adopt ever more rigid structures, curricula and assessment processes in order to improve measurable literacy rates. Often these seem to work in the short-term. But the in-built failure mechanisms in assessment systems, and increased parental, child and institutional anxiety to avoid them, often have, in the longer term, the opposite effect from what was intended. The objectives become to satisfy the objectives. Children become examination laboratory animals.

8. Learning itself suffers. It becomes a less attractive proposition, no longer spontaneous and enjoyable, more of a chore to be endured than an experience to be enjoyed, and actively switches many youngsters off it for life. Bryce, a research fellow at the Australian Council for Educational Research, challenges this bleak prospect in the name of a new approach. She points out 'many parents have an expectation that their childrens' school experiences will be very much like their own – with imposed discipline, mainly summative assessment and teachers who are remote figures of authority. A lifelong learning approach requires that these perceptions be changed'

9. And yet, although the much longer term may bring a complete re-evaluation of mass schooling as an instrument of education, it is still the primary task of the traditional school to empower its pupils to respond to the modern realities of change, information technology, lifelong learning and the knowledge society. Its focus has to be on the future as well as the present. The means by which this transformation can be accomplished extends far beyond the schools/industry and schools/community real life links suggested in previous and subsequent chapters. Extremely valuable they may be, but they are only one technique among many.

10. Characteristics of a Lifelong Learning School

What is it that makes a good Lifelong Learning School? How can the human potential of all our children be developed without turning them off the process of learning, and without losing the goodwill and support of the community? How can children be transformed into confident, creative and contributing citizens as adults? How can the habit of learning be instilled so that it becomes an enjoyable and personally rewarding way of passing time throughout life? Such things take time both to prepare and to implement and the process should start as soon as possible.

Toolbox item 4

1	Why does the author believe that schools are crucial to the lifelong learning movement?
2	The 21st century school 'will have a vision and a strategy for the development of values and attitudes extending well beyond the academic objectives and targets required of them by government diktat' What does the author mean by this?
3.	What does the author mean when he says 'vessels to be filled rather than candles to be lit'?
4.	Why does the author believe that teachers are at a disadvantage in today's society?
5	What does he mean by 'Forward to the Basics? What are the new basics?
6	In what sense do 'the objectives become to satisfy the objectives'? Why is this counterproductive?
7	How can the habit of learning be instilled so that it becomes an enjoyable and personally rewarding way of passing time throughout life?
8	How can the human potential of all our children be developed without turning them off the process of learning, and without losing the goodwill and support of the community

Work with one or more colleagues to write a vision statement for your school in not more than 100 words.

Toolbox Item 5

Mawson Lakes school principles

		A	B
1	Ensuring that the principles of early childhood development and a focus on children in the context of their families and the local community, are sustained from birth through the early years of schooling		
2	Building a service that anticipates and adapts quickly and effectively to the changing needs of families and children, including a changing workforce.		
3	Tailoring responses and resources to the needs of individual children and families.		
4	Delivering consistent quality across all settings within the service and a common approach to continuous improvement		
5	Valuing and celebrating the contribution of all partners (families, staff and community) in the early years		
6	Establishing and maintaining clear accountability for performance to our families and the wider community and using evidence as the basis for change.		
7	Showing a willingness to acknowledge that each child has a right to his/her own learning pathway		
8			

Column A: Value of this action 1= Not useful, 2= useful, 3 = Crucial

Column B in my school 1= not doing this, 2= partly doing this, 3= fully implementing this.

Add 1 other principle that should relate to your school.

Toolbox 6

The School's strategy

1. Does your school have a lifelong learning strategy? yes / no/ in plan

If yes or in plan, please answer the following questions

If no plan, please give your opinion about what ought to happen in putting one together.

Some questions about your school's strategy		Y	N
1.	Is this strategy continuously updated ?		
2.	Should it be continuously updated?		
3.	Has the strategy been communicated to parents?		
4.	Has the strategy been communicated to all school staff?		
5.	Is it made available to all who ask?		
6.	Does the strategy make reference to lifelong learning		
7.	Does it include the school's commitment to the community at large		

2. Who has/should have been (in your opinion) involved in putting the school strategy together

	Has	tick	Should have been	tick
	Head Teacher		Head Teacher	
	Deputy Head		Deputy Head	
	Senior staff		Senior staff	
	All the staff		All staff	
	Some pupils		Some pupils	
	All pupils		All pupils	
	Administrative staff		Administrative staff	
	Union Representatives		Union Representatives	
	Parents		Parents	
	Local Council representatives		Local Council Representatives	
	Local company representatives		Local Company Representatives	
	Other – please say		Other please say	

THE SCHOOL LEARNER’S CHARTER

1	EVERY LEARNER IN OUR SCHOOL IS GIVEN THE OPPORTUNITY TO LEARN AND TO DEVELOP THEIR OWN POTENTIAL		
2	EVERY LEARNER IS TREATED EQUALLY IRRESPECTIVE OF CREED, ETHNIC BACKGROUND, AGE, NATIONALITY, ABILITY, APTITUDE OR GENDER		
3	EVERY LEARNER IS A VALUED CUSTOMER WHOSE INDIVIDUAL NEEDS TAKE FIRST PRIORITY		
4	EVERY LEARNER HAS THE RIGHT TO GIVE INPUT INTO EVERY ASPECT OF THE SCHOOL’S STRATEGY		
5	IN OUR SCHOOL THE BENEFITS OF LEARNING THROUGHOUT LIFE ARE ACTIVELY AND VISIBLY PROMOTED AT ALL AGES		
6	EVERY LEARNER’S INDIVIDUAL LEARNING STYLE IS RECOGNISED AND CATERED FOR IN OUR SCHOOL		
7	ALL CHILDREN WITH LEARNING DIFFICULTIES RECEIVE EXPERT HELP		
8	EVERY LEARNER HAS ACCESS TO MODERN RESOURCES FOR LEARNING AND EXPERT HELP TO USE THEM FULLY		
9	SUPPORT AND GUIDANCE SYSTEMS, INCLUDING ACCESS TO LEARNING COUNSELLORS, ARE IN PLACE AT ALL STAGES OF LEARNING		
10	AS FAR AS POSSIBLE, ALL LEARNERS ARE GIVEN OWNERSHIP OF, AND CONTROL OVER, THEIR OWN LEARNING		

Put a mark in the third column denoting whether or not your school implements this item 1= not done, 2=partly done, 3= fully implemented

In the fourth column put a mark denoting your own opinion of the item. 1= not useful 2= desirable 3= Crucial

Toolbox Item 8: The School as a Learning Organisation

The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and the well-being of people. We are experiencing a paradigm shift. The evidence suggests that the development of 'learning organisations' is not merely desirable, but essential to the survival of organisations in the next century. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper. (Ball – 'action agenda for lifelong learning')

The quotation above comes from an Action Agenda for bringing lifelong learning to organisations. Learning Organisations are mostly associated with industry in order to operate in the most efficient way. But, as the quotation above suggests, they can be relevant to public sector organisations as well, including schools

Here is another, similar quotation

'Educational organizations are not generally accustomed to the idea of learners as customers. But when the focus is on the needs and demands of the learner in order to promote a more personal commitment, this is what they become. They are accountable to the learner as customer (Longworth 'Lifelong Learning at Work')

The actions on the next page are generally acknowledged to be the main characteristics of a learning organisation. They have been adapted for schools.

In column 3 Please put a tick or a cross against each item – the tick expresses how much you feel the statement is relevant to your school.

In column 4 please insert a mark for your opinion on the relevance of each 1= crucial, 2= very relevant, 3= some relevance 4= little relevance, 5= no relevance

The School as a Learning Organisation			
1	Pro-actively puts the needs and requirements of every learner at the forefront of its strategies and policies		
2	provides the support structures to enable pupils to develop their full potential		
3	Provides the support structures to enable all members of staff to achieve their full potential as teachers		
4	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality		
5	Is Non-hierarchical - Decision-making is handed down to, and acted upon at, the most appropriate point in all parts of the school		
6	Applies a sophisticated reward system to all people in the school		
7	Treats each person in the school with equal respect		
8	Welcomes feedback on all matters, acts upon it and always replies to it		
9	Operates a sophisticated confidential system of airing grievances with no comeback to the complainant		
10	Encourages everyone to contribute to policy-making. Suggestions always replied to.		
11	Displays prominently in all classrooms and buildings the value of learning and encourages learners to make the most of it		
12	Provides everyone with a personal daily, weekly and monthly Learning target		
13	Every member of staff has been on a quality improvement course and is constantly trying to improve performance		
14	Gives everyone a hand in defining the mission of the school and is given a copy of the mission statement		
15	Everyone knows, and acts upon, the school's strategy for the present and the next five years		
16	Operates an externally validated organisational quality standards policy outside of examination results?, Investors in People (UK)?		
17	Makes every effort in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities		
18	Requires formal feedback from the students on the learning content and the performance of the teacher in every lesson and on every course		
19	Holds frequent meetings in which everyone, including pupils, has a say		
20	Encourages creativity and innovative ways of learning		

In a Learning Organisation the customer's needs always come first. On a scale of 1 to 5, please say to what extent the school regards the following as customers: 1= very much customers of the school whose interests must be taken into account to 5= school has no interest in satisfying these

Who are the school's customers?	
The Children	
The Teachers	
The Parents	
The School Governors	
The local education authority	
The Government	
Members of the community where the school is situated	
Other? Please say below	

Toolbox item 10 – 2 Case Studies

Case Study 1

Speke Garston's 'Investment in Excellence' programme can be instructive as a means to stimulate the continuous improvement and adaptation process of teachers. The Pacific Institute, a privately funded educational leadership organization, was funded by the European Social Fund and the UK single regeneration budget to develop appropriate new industry-based approaches to education to an area of South Liverpool with high levels of unemployment, social deprivation and teacher turnover. 75% of the staff volunteered to attend two full weekend seminars run by the institute in which the motivational difficulties of the three key elements – pupils, teachers and parents - were confronted head-on, solutions identified and special training given.

The programme concentrates specifically on the underlying negative self-perceptions of parents and pupils and ways of breaking down of the 'us and them' syndrome which can be a major barrier to improvement. It is designed to help both staff and pupils face challenges, develop motivation and self-belief and to see their own development as a positive and continuous process.

Early results from the project show encouraging signs. Continual re-inforcement of good behaviour replaces negative reaction to poor behaviour and activity. Year 10 and 11 students who are in danger of underachieving are encouraged to stretch themselves at weekend residential courses. The school promotes a 'can-do' culture. Some teachers say that they have 'had their lives changed' by the process and feel much more confident in their relationships with pupils. Examination results have improved at the top of the school and those pupils who have been through the programme are seen as much more developed. But the major insight to be gained from this, assisted by the input from industry, is the need for continuous improvement for every person in the school.

Case Study 2

A second example comes from Australia. Kormilda College is a low-fee paying school in Darwin, in the Northern Territory of Australia. It has an interesting mix of pupils between those from the local community and those from indigenous, mainly aboriginal, backgrounds. 300 are boarders and 500 are day students. Lambert, Willis and Sleep report that, within the first two years of working at the college all staff - teachers, management, residential staff, administration and grounds and maintenance staff – are taken through a four-day self-management and leadership skills course in a resort away from the pressures of everyday school life. It is designed and delivered by college staff, in association with management consultants brought in from the outside, to develop both theoretical and practical skills and understandings about effective team leadership and team membership.

At the same time a similar course emphasising leadership and self-management has been developed for all students, so that every person connected with the school is pulling in the same direction. Following each stage, the students are required to participate in leadership activities in some aspect of academic, sporting, leisure or community life.

In addition to this, there is an on-going teacher development programme to enable them to address the issues of 21st century education with maturity and wisdom. Outcomes-focussed education, what the college calls 'teaching for learning', ensures that learners are empowered to learn by the use of lifelong learning tools and skills. Teachers work constantly in teams, trialling and drafting their own ideas through circular and cyclical processes of review, development, implementation and transition.

There are frequent workshops with outside experts to avoid the inward-looking approach that so often besets educational organizations. Key people are targeted to attend courses, and to run the workshops themselves for all staff on their return. Such dedication to the concept of excellence means that both staff and students are never satisfied with the status quo. They constantly seek to improve it through new ideas, new approaches and new projects, which is how any learning organization must operate in this world of constant change.

Toolbox Item 11 : Management and Leadership

Some questions about the Case Studies

1	How many days management training does each teacher in your school get on average per year?
2	Has your school ever carried out any concentrated management courses as at Speke Garston?
3	What percentage of your parents and pupils have 'negative self-perceptions'?
4	To what extent is there an 'us and them' attitude in the school?
5	What in your opinion were the 3 key elements turning round the school at Speke Garston? a) b) c)
6	What do you understand by a 'Can-do' culture
7	Why do you think that continuous improvement is necessary in this situation?
8	Are outside consultants important for changing mind-sets? Why?
9	Extract 5 key points from the Kormilda College Case Study which do not happen at your school. a) b) c) d) e)
10	What have you learned from these 2 case studies that you would like to see applied at your school?
11	any other comments?

Toolbox Item 12

B. Some General Questions about your school

1	In any school there are bound to be conflicts. Has the school developed separate specific strategies for resolving organisational conflicts	Y	N.
1.1	For and between pupils?		
1.2	For and between staff?		
1.3	For and between staff and external people		
1.4	Between pupils and staff		
2	Has the school informed all pupils & staff of these conflict-resolution procedures?		
3	Has the school initiated a programme of total quality management in respect of learning and school development?		
4	Is there a leadership development strategy at the school?		
4.1	For administrative staff?		
4.2	For pupils		
4.3	For teachers		
5	Do the following democratic procedures exist in the school?		
5.1	Class Councils		
5.2	A school council comprising teachers and pupils		
5.3	A school council comprising pupils only		
5.4	An open-door policy by all staff		
5.5	An open door policy by the head		
5.6	Frequent debates about school policy involving pupils		
6	Standards and quality. Does the school operate a written and displayed internal standards policy for the following		
6.1	Behaviour of pupils		
6.2	Dress of pupils		
6.3	Dress of staff		
6.4	Behaviour of staff		
6.5	Behaviour of Visitors to the school		
	Bullying of children		
7	Does the school follow an externally generated quality standards policy by any of the following		
7.1	The local authority		
7.2	An official quality standards agency		
7.3	A Trades union		
7.4	Any other organisation (please state).....		

Of course management and leadership cover much more than the questions we have asked here. However other issues related to this will be raised during the rest of the course

18. In the meantime, we welcome your opinion. If you have any comments to make at this stage about leadership and/or any aspect of the points raised in this lesson, please put them here.

Toolbox Item 13 – A School Charter

	THIS IS A LEARNING SCHOOL		
	WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE WELL-BEING OF OUR STAFF AND STUDENTS, OUR SURVIVAL AS A LEARNING PROVIDER AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW		
	We declare that we will invest in Lifelong Learning within our school by:		
1	DEVELOPING PRODUCTIVE PARTNERSHIPS WITH THE OUTSIDE COMMUNITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL		
2	AUDITING THE LEARNING REQUIREMENTS OF STAFF AND STUDENTS FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING		
3	SUPPORTING LEARNING FOR STAFF AND STUDENTS THROUGH MODERN LEARNING GUIDANCE AND COUNSELLING SERVICES		
4	SUPPLYING LEARNING AS FAR AS POSSIBLE ACCORDING TO THE LEARNING STYLES OF THE LEARNERS THEMSELVES		
5	STIMULATING DEMAND FOR LEARNING INTERNALLY THROUGH INNOVATIVE COMMUNICATION STRATEGIES AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM		
6	STIMULATING DEMAND FOR LEARNING EXTERNALLY BY HELPING TO DISCOVER THE LEARNING REQUIREMENTS OF PARENTS AND PEOPLE IN THE COMMUNITY IN WHICH WE EXIST, AND HELPING TO PROVIDE THE SUPPORT AND LEARNING TO SATISFY THEM		
7	ENABLING THE APPROPRIATE AND EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES THROUGH NEW INVESTMENT AND A VIGOROUS STAFF TRAINING STRATEGY		
8	MOTIVATING STAFF AND STUDENTS TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY TO SUPPORT THE LEARNING OF OTHERS AND TO CARE FOR THE ENVIRONMENT		
9	ENCOURAGING THE DEVELOPMENT OF PERSONAL LEARNING ACTION PLANS BY STAFF AND STUDENTS		
10	RESPECTING ALL PEOPLE AS VALUABLE AND VALUED INDIVIDUALS IRRESPECTIVE OF RACE, BELIEF, ABILITY, GENDER OR NATIONALITY		
11	HELPING MORE PEOPLE LEARN BY ENSURING THAT ALL STAFF ARE KEPT UP TO DATE WITH MODERN KNOWLEDGE OF HOW CHILDREN LEARN		
12	CELEBRATING AND REWARDING LEARNING AND ACHIEVEMENT BY PROMOTING FREQUENT EVENTS OPEN TO ALL		

In the 3rd column put a mark from 1-3 where 1 = not relevant 2= desirable, 3 = highly desirable
 In the 4th column put a mark 1= we don't do this 2 we partly do this 3= We do this