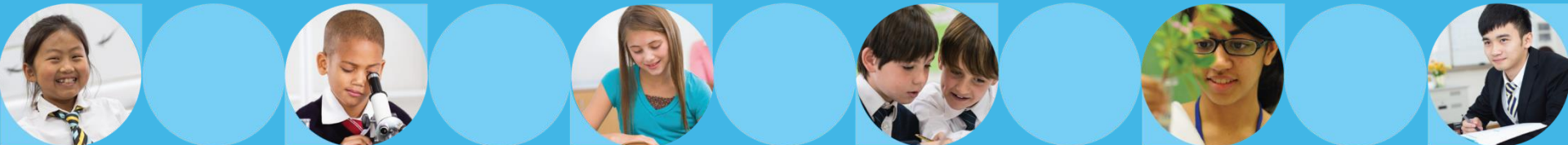


Understanding Cambridge Standards for School Leaders

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Cambridge Schools Conference

Cape Town, March 2019



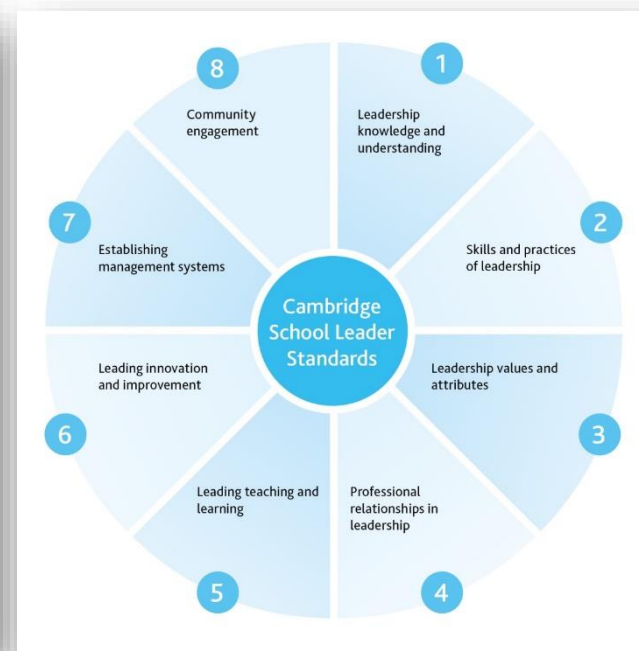
Overview

- ▶ What are the standards and why did we develop them?
- ▶ How can the standards be used by teachers and school leaders?
- ▶ Engaging with the standards
- ▶ Taking the next step



What are they?

The Cambridge Teacher and School Leader standards define the key professional characteristics and practices that teachers and leaders should develop to enable effective student learning in Cambridge schools.



<http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development-qualifications/school-leader-teacher-standards/>

Why? Quality in practice...



But what does
'excellent' look
like?

And how can we
become better?

Why?

What does 'excellent' look like?

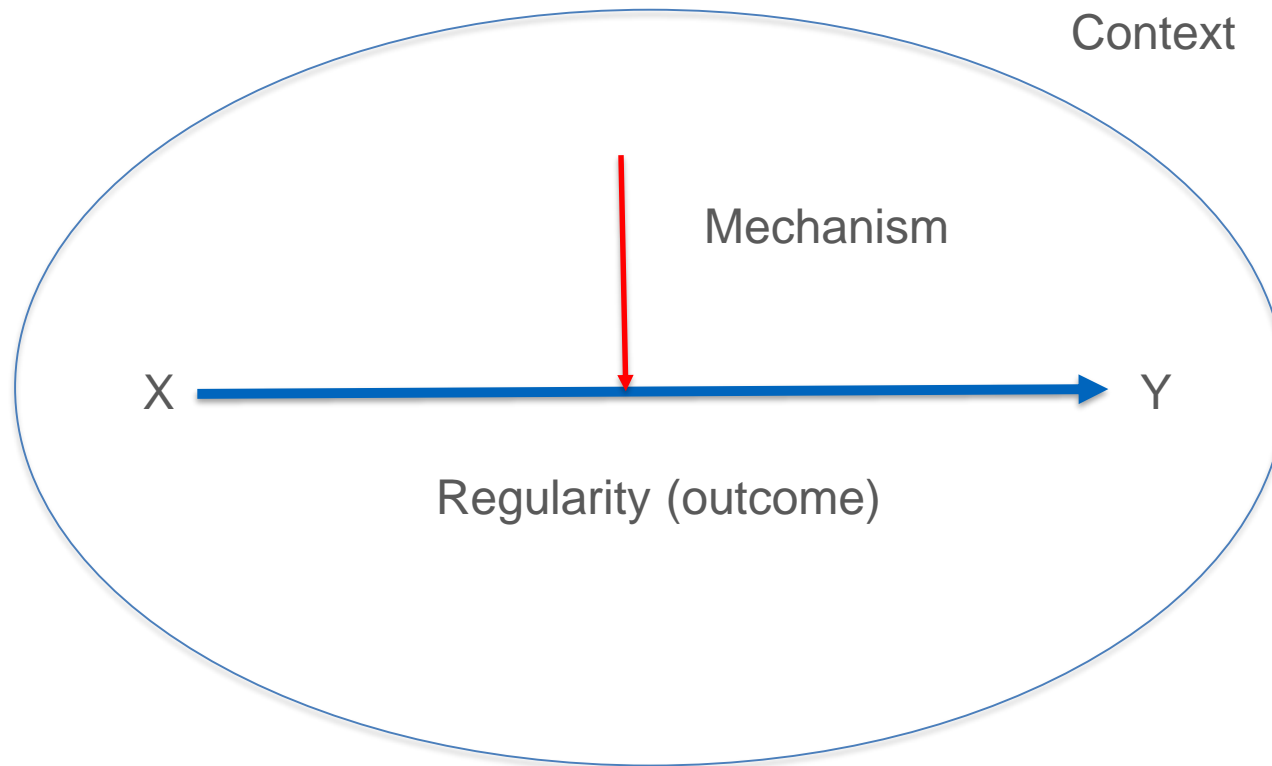
- ▶ The Cambridge Standards for Teachers and School Leaders provide **benchmarks** against which teachers, leaders and their schools can **evaluate** their current practice and plan future development
- ▶ Show how the Cambridge Teacher and Cambridge Leader attributes are **demonstrated in practice**
- ▶ Contribute to the development of a **shared frame of reference** within which we can work to improve the quality of teaching and school leadership.
- ▶ It is critical that **the school tells its own story** about the effectiveness of its leadership and the quality of teaching and learning in the classroom

Purposes and audiences: school leader standards

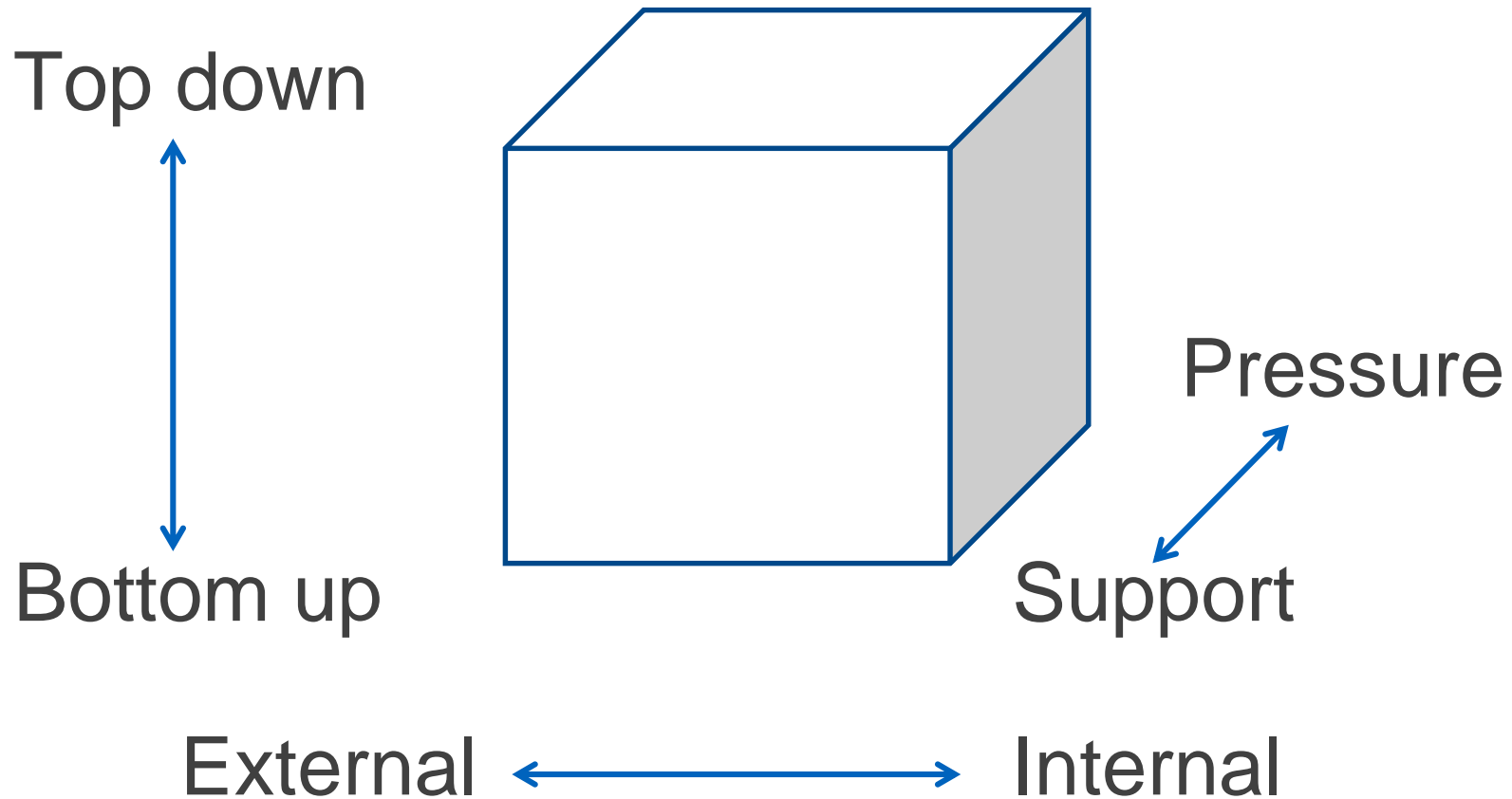
Focus on: bringing about change and improvement to achieve the school's vision and mission.

- ▶ To define the range of characteristics and practices of school leaders needed to effectively provide Cambridge programmes
- ▶ For school leaders to use to confirm successful leadership practice and help determine areas and priorities for their own professional development
- ▶ To inform school boards and governing bodies in their responsibilities and duties for overseeing school leadership
- ▶ To inform the understanding of leadership within the school

Programmes/interventions as a 'theory of change'



Three dimensions of school evaluation



Schatz, M and Steiner-Löffler, U. (1998)

The Cambridge School Leader Standards



Standard 5 – Leading teaching and learning

- 5.1 create positive culture that provides professional support and challenge for teachers; promote individual development and value the achievement of all learners.
- 5.2 lead, motivate and hold teachers accountable for developing effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students, as well as developments in their subject and subject teaching.
- 5.3 promote and model collaboration between individual teachers and teams, to evaluate and share effective practice and to develop curriculum knowledge and teaching skills.

Standard 5 – Leading teaching and learning

- 5.4 establish a culture of high expectations and high reward where exemplary student and staff conduct and commitment to learning is the norm and high achievement is valued and recognised in all aspects of school life
- 5.5 make sure that the school has appropriate policies and procedures in place for monitoring learning and progress at all levels, and that sound assessment data is used in decisions concerning students and in the evaluation of programmes and teaching
- 5.6 value the Cambridge Learner Attributes, interpreting them in the context of the school and its vision, and using them to shape the aspirations of teachers and students.

Discussion: How could you use the Standards?

How?

- ▶ School develops instruments and practices to evaluate current performance – but Cambridge can provide guidance.
- ▶ The instruments that schools use to measure teacher and school efficacy should be *owned by the school* – but Cambridge can provide guidance.
- ▶ Design interventions based on the outcomes of such evaluations
- ▶ Then measure the impact

Also:

- ▶ Incorporate into teacher evaluations and job descriptions
- ▶ Share with parents

Activity Self-evaluation

1. Take some copies of the Cambridge School Leader Standards RAG grids (Standards 1-8)
2. For the Standard, indicate the extent to which leadership in your school is at:
 - ▶ **Red** = little or no evidence that this is happening in your school
 - ▶ **Amber** = some evidence of it happening in your school
 - ▶ **Green** = lots of evidence that it is happening in your school
3. Share your results with colleagues on your table or sitting next to you. Do any patterns or similarities emerge? Anything surprise you?

Self-evaluation

STANDARD 5

Leading teaching and learning

5.1 create a positive culture that provides professional support and challenge for teachers, promote individual development and value the achievements of all students			
<i>Ask yourself and your team:</i>	R	A	G
<ul style="list-style-type: none"> • Do you have a common language for describing good teaching and learning practices? • Do you give learning a high profile asking students, teachers and yourselves: <ul style="list-style-type: none"> ○ <i>What are we doing?</i> ○ <i>What are we learning?</i> ○ <i>How do we know?</i> • Does every meeting agenda include a good practice requirement? • Do you take every opportunity to 'walk the talk' and develop quality conversations with students about their learning? • Do you celebrate the success of students and teachers? 			
<i>How do you feel you are doing overall?</i>			

<i>How do you know?</i>
<p>e.g.</p> <ul style="list-style-type: none"> • you use staff bulletins to promote and celebrate best practice; you use assemblies and other large group gatherings to celebrate success and to promote choices, expectations and approaches to learning • you have classroom posters and notice boards across your school that state expectations and ask key questions of students e.g. posters on every classroom door ask "What have you learnt this lesson?" • you use meetings to show and share best practice by sharing students' work and celebrating 'teacher champion' practice at the beginning of each meeting • you approach what learners should see, hear and feel when they enter your school and classrooms by thinking and acting collectively and cohesively about the school as a whole and its parts (e.g. subjects, departments, years).

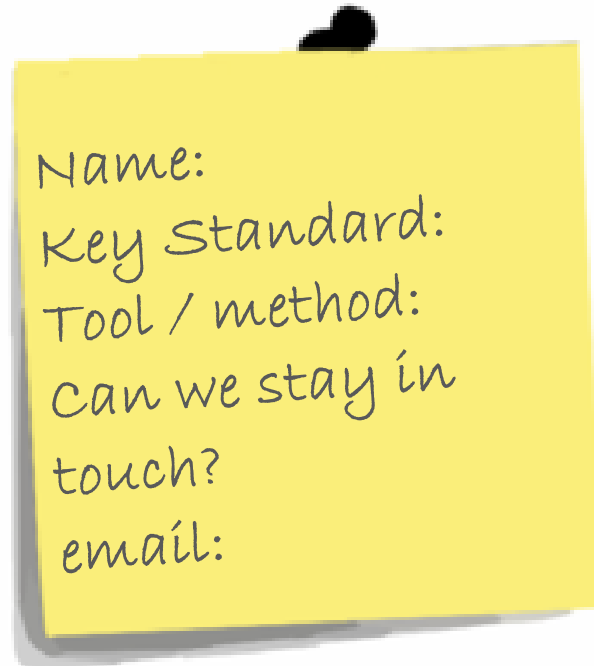
Activity *Utilising the Standards*

We are going to think about how the Standards could be used in classrooms. Either:

1. Devise a tool that school leaders could use, based on the Standards 'wheel', to gauge their professional development needs.
2. Devise a tool that school leaders could use, based on a segment or segments of the wheel, to understand the impact of the school on its stakeholders (i.e. parents, teachers and students).
3. Devise a tool that school leaders could give to parents, based on a segment or segments of the wheel, to help them understand the level of community engagement.

Next Steps

- ▶ How will you take these ideas forward?
- ▶ Use the resources in our growing toolkit
- ▶ Share best practice



<http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development-qualifications/school-leader-teacher-standards/>