

Coaching school leadership in Primary Education in Rwanda. Evolutions in Head Teachers' self-assessment

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Abstract

School leadership is identified as a crucial element for improving the quality of education. This article describes a project on school leadership in Rwandan primary education, in which different groups of head teachers received inputs in varying degrees input on school leadership and follow-up coaching by their sector education officers. A self-assessment tool has been developed to map training needs and to measure professional capacity development, addressing eight dimensions of school leadership. By comparing the mean self-assessment scores of about 196 head teachers, over the course of the first year of the project, we identify how the different experimental groups perceive similar training needs, especially on the dimensions of "reshaping conditions for teaching and learning", "enriching the curriculum" and "enhancing teacher quality". However, even at the start of the project, the different experimental groups seem to use the self-assessment tool in different ways. We discuss that further research is needed on the use of the self-assessment tool as measurement as well as capacity development instrument.

Keywords: school leadership; primary education; coaching; self-assessment; capacity development

1. Introduction

In March 2013, Ministry of Education in collaboration with the UK Department for International Development (DFID), formally launched 26 projects supported by the Innovation for Education fund, that are expected to help in promoting the quality of education in the Rwanda. Innovation for Education offers a major opportunity to test new ideas. In addition, those projects that will be identified as effective will either be given more support to carry on or even ways will be found of up-scaling such projects in the Ministry of Education. These pilot projects are being implemented and tested in real practice in classrooms, schools and other education institutions across the country over a two-year period. The 26 projects are linked by a strong focus on evidence collection. Each project collects data to assess the impact that the project is having on children's education. Those findings are judged against the cost effectiveness of the project, and whether it can be scaled up by the Government.

This article gives an introduction to one of these projects and describes the process of collecting evidence and impact assessment: "*Coaching School Leadership to Improve Learning Outcomes*". The project is designed and implemented by the Flemish Association for Development Cooperation and Technical Assistance (VVOB) in Rwanda. The objective of the project is to train head teachers (HTs) on aspects of school leadership. The rationale behind the project is that central to educational innovation and change and improving learning outcomes, is the capacity of the head teacher to lead the school in the related change processes. Of particular interest is the professional development approach that is set up in the framework of the project. In the current situation, HTs are trained by national experts and coached by sector education officers (SEOs) in peer to peer learning modalities. One of the purposes of the study is to test whether this approach is the most effective and efficient way to engage HTs and improve school leadership capacities.

Since the start of the project, self-assessment data from HTs is collected through a "360 degrees feedback and self-assessment tool" (See section 3.2). This self-assessment tool is an important instrument for

HTs to assess progress on different dimensions of school leadership and identify personal professional development resolutions. In addition, in August 2013 a questionnaire was designed to collect self-report data from HTs, teachers and even primary education pupils that are directly or indirectly involved in the project. In this article, findings of these initial measurements are presented with a focus on a description of the original self-assessment by HTs. In the conclusive discussions of the present article we highlight that at the start of the project, HTs perceive room for personal improvement on different dimensions of school leadership.

This article starts with a brief theoretical background on quality of primary education in Rwanda and the role of school leadership, and a description of the VVOB support that focuses on coaching of HTs in different support modalities. After a clarification of the concrete research questions, we describe in more detail the experimental set-up of the study and research methodology. The findings are significant for the target group of the project – the HTs – after which major conclusions and discuss were drawn and further research foci emerged.

1.1. Quality of primary education in Rwanda and the role of school leadership

Following the abolition of school fees and the introduction of public funding, Rwanda has witnessed a large increase in primary school enrolment over the past decade. In 2003, the net enrolment rate in the first year of primary school (P.1) increased dramatically after the abolition of school fees. The primary school net enrolment rate further increased from 86.6% in 2005/6 to 91.7% in 2010/11. Primary completion rates have increased to over 70% (Paxton & Mutesi, 2012). However, the education system continues to face major challenges, including budgetary constraints, and an inadequate quality of education leading to poor learning outcomes. Recent studies of reading and math performance have drawn attention to classroom practices that are needed to support improved acquisition of basic skills in Rwandan schools.

Scientific evidences, however, continue to indicate that the quality of teaching and the quality of school leadership are the most influential school-related factors impacting on learning outcomes (Day, Sammons, Hopkins, Harris, Leithwood., Gu, Kington, 2009; Day, Sammons, Leithwood, Hopkins, Harris, Gu & Brown, (2010). There are statistically significant empirical and qualitatively robust associations between head teachers' professional values, qualities and strategic actions leading to improvements in pupil outcomes. Even though successful head teachers use the same basic leadership practices, there is no single, best-fit leadership approach: successful leadership is context sensitive (Day et al., 2009). School leadership is also directly tied to head teacher, as the key agent in school whose lead role has an important bearing in promoting change for improvement. It's about heads' ethical values and moral purposes. Leaders of successful schools define success not only in terms of test and examination results, but also in terms of personal and social outcomes, pupil and staff motivation, engagement and wellbeing, the quality of teaching and learning and the school's contribution to the community. Also, successful heads improve pupil outcomes through who they are – their values, virtues, dispositions, attributes and competencies – as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context.

As illustrated in Fig. 1, the head teacher takes the central role in education innovation and change processes in her/his school and influences both teaching and learning quality of respectively teachers and learners in the school. Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership (Day et al., 2009). The sustainable transformation of a school is the outcome of effective leadership. Effective leadership results in the improvement of physical, psychological and social conditions for teaching and learning, raised aspirations of staff, students and communities and the improved achievement of all pupils(Day et al., 2009).

There is currently high-level support in Rwanda for improving school leadership competencies of HTs. For example, the ESSP 2013/14 – 2017/18 includes the following strategic objectives: 90% of assessed head-teachers demonstrate capabilities for school leadership by 2017/18, and all education managers and governance bodies demonstrate required competencies (improved educational leadership and strong management and administrative support services, including policy, financial and human resource management across the system).

In line with the ESSP and in the framework of the IfE program, VVOB designed and implements a project on coaching HTs in primary education (Further described in 1.2). The project aims at improving primary school pupils' learning outcomes, by enhancing the quality of school leadership. This is done through the transformation of practices at different levels. At the level of HTs this project will lead to:

- Enhancement in setting directions, organization design and leaders' trust in teachers,
 - leading to more continuous professional development (CPD).
- Use of data and distributed leadership,
 - leading to a better teacher collaborative culture.
- Higher academic standards, external collaborations and learning opportunities, and assessment for learning,
 - leading to a reduction of staff mobility and absence.
- Higher pupil attendance, higher pupil motivation and responsibility for learning,
 - leading to better pupil behaviour and higher pupil academic outcomes.

In brief, better school leadership leads to improvement of school conditions and better teaching and learning resulting in better pupil learning outcomes.

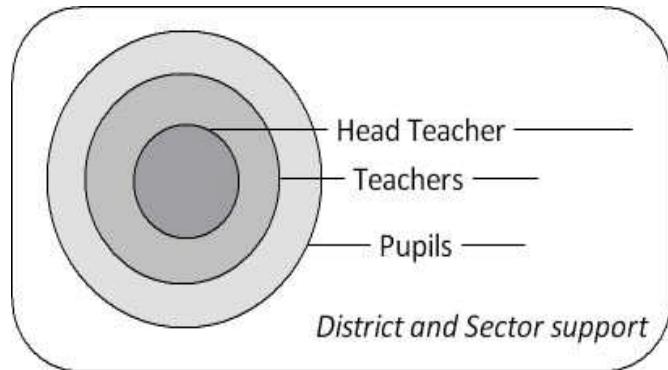


Figure 3: The central role of the head teacher for education innovation and change in schools

1.2. Support program

Reflection on good leadership dimensions

In order to realize a situation in which HTs become determined to engage themselves in a learning process towards more competent ‘effective’ school leadership they were familiarized with the available theoretical knowledge about effective School Leadership, and with eight dimensions of successful leadership identified in the research of Day et al. (2009), i.e. successful leaders:

1. define their *values and vision* to raise expectations, set direction and build trust;
2. reshape the *conditions for teaching and learning*;
3. restructure parts of the *organization* and redesign leadership roles and responsibilities;
4. enrich the *curriculum*;
5. enhance *teacher quality*;
6. enhance the *quality of teaching and learning*;
7. build *collaboration internally*;
8. build strong *relationships outside the school community*.

At the start of the project, participating HTs were asked to complete a self-assessment questionnaire that enabled them to reflect on their own performance on these dimensions of effective school leadership. In a next step, they were asked to draw conclusions for their own learning processes and to formulate their own professional resolutions on improving certain elements of one or more of the eight dimensions. As a follow up, they were asked to develop personal professional plan of action, describing the objectives and path towards realizing those objectives in the coming six months.

Coaching

In the framework of effectiveness of training the work of Brinkerhoff & Apking(2001)is relevant: the effectiveness of training in terms of sustainability can be explained for 40% by the preparation of the training, 20% by the quality of the trainer and 40% by the follow-up of the training. Essential for the preparation is the alignment of the content of the training with the needs of the participants. Practicing the learned behaviour, getting feedback on this, and reflecting as part of follow-up are all highly contributing to effectiveness and sustainability of training. Although individual coaching is usually the most powerful form of coaching, it is not feasible from the point of view of cost effectiveness and scaling-up. “Intervision” coaching offers a practical alternative(Lingsma & Doorn, 2012).

Taking into account their mandate and their relationship with HTs, Sector Education Officers (SEOs) are considered to be the most appropriate people to guide and support HTs through “intervision” coaching. In the same session during which the HTs were familiarized with the available theoretical knowledge, their SEOs also participated in the session. They were asked to elaborate a plan of action in which they could use “intervision” sessions to assist their HTs in their pursuit to become more competent school leaders. Peer learning or other related concepts such as learning networks, communities of practice, etc, are more and more explored to

promote capacity development in the education sector in Rwanda. It is believed that such learning networks can in an effective and efficient way multiply learning and sustain continuing professional development. The power of ideas within a Professional Learning Network (PLN) is that members of the group engage together in challenging their own practices, so that the understanding of those challenges grows even deeper and is more shared and unified. Through their investigations thus, proposed solutions emerge that are then tested to see if they help (Supovitz, 2006).

One of the important ingredients and key enabler of professional knowledge creation is instructional leadership, both formal and informal (Katz, Earl& Jafaar, 2009). Formal leaders, have amongst others the role to encourage and motivate others, to set a monitoring and evaluation agenda, to share leadership and to build capacity and provide support (Katz et al., 2009). In line with this insight, the SEOs that participated in the project, received an extensive training in a diversity of coaching skills and skills to facilitate as a coach the “intervision” sessions with their HTs. Now on a monthly basis, HTs and their SEOs meet in an “intervision” session in which one or two of the HTs get “intervision” coaching on the implementation of their own plan of action, i.e. on the problems and constraints they are experiencing in their learning process towards becoming more competent school leaders. As such, learning networks were initiated in which the “intervision” methodology was used, with the following characteristics:

- An “intervision” group is a group capable of establishing high level learning from each other, using each other’s experiences, collective reflection on experiences, etc.
- A condition for high level learning for these groups is that they are coached by a competent “intervision” coach.
- A competent “intervision” coach is capable of establishing optimal learning conditions, guarding the learning process and adjusting interventions to the group dynamical context.

SEOs are visited every one out of four “intervision” sessions in order to get feedback on their own performance as an “intervision” coach. HTs and SEOs have a half annual two days reflection session to reflect on progress made, evaluate and if necessary to adjust resolutions and related plans of actions for the next six months. In Table 1 for example, a comprehensive overview of the full professional development and coaching trajectory for HTs is given. However, as it will be detailed in the next section on the experimental set-up of the research project, not all HTs followed the same trajectory.

Table 1: Professional development and coaching trajectory on school leadership (2013-2014)

Time	Activity	Participants ⁹
January 2013	Initial input on (eight dimensions of) school leadership + self-assessment	HT from group A and C; SEOs from group A and B Self-assessment by group A, B and C
January-June 2013	Monthly coaching by SEOs through intervision sessions	HT from group A and B, coached by their respective SEOs
July 2013	Reflection workshop on (eight dimensions of) school leadership + self-assessment	HT from group A and C; SEOs from group A and B Self-assessment by group B, C and D
July-December 2013	Monthly coaching by SEOs through intervision sessions	HT from group A and B, coached by their respective SEOs
January 2014	Reflection workshop and input on Most Significant Change technique + self-assessment	HT from group A and C; SEOs from group A and B Self-assessment by group A and C
January-June 2014	Monthly coaching by SEOs through intervision sessions	HT from group A and B, coached by their respective SEOs

2. Research questions

At this level of project developments, the present study also measures changes in HTs' self-assessment with regards to different dimensions of school leadership, through the following research questions:

- How do HTs assess themselves on different dimensions of school leadership, and which aspects for self-improvement do they identify?
- Is there a significant difference between different groups (according to support modalities – see further details on experimental design)?
- How do different experimental groups evolve in their self-assessment over time?

3. Methodology

3.1. Experimental design and sampling

In an experimental design, three different capacity development techniques or modalities of support for improving HTs' competencies are compared to a control group. The variation lies in the coaching provided to the involved HTs. The HTs are divided in four different groups with different degrees of support:

<u>Group A:</u> Both SEOs and HTs are familiarized with the theory on successful school leadership in a shared four-day workshop. SEOs are trained in coaching in 4 four-day workshops. HTs are coached in monthly "intervision" sessions (at the end of the project 25 times). "Intervision" session are visited 5 times to provide SEOs with feedback. Every six month there is a shared two-day reflection workshop with all SEOs and HTs involved.
<u>Group B:</u> Only SEOs familiarized with the theory. Training SEOs is identical to A. Coaching in "intervision" sessions also identical to A. In the reflection workshops only SEOs participate.
<u>Group C:</u> Only the HTs were familiarized with the theory. SEOs are not trained and don't coach "intervision" sessions. Actually no "intervision" sessions are organized. HTs do participate in the reflection workshops every six months.
<u>Group D:</u> Control group: no training, no coaching.

⁹A detailed description of the different experimental groups A, B, C and control group D is given in the section 3.1. below.

In both conditions where coaching was provided, it was offered on a monthly basis in group-(“intervision”) sessions of about 120 minutes. The coaching focused on the ‘problems’ coming forward from HTs efforts to execute their individual plans of action they made to realize their resolutions based on the self-assessment using the developed 360 degrees feedback and self-assessment tool. All of the coaches are SEOs, who had to have at least a B. Ed were appointed. They were trained in a 4 four-day workshop in the art of coaching, as part of the project.

Since three different capacity development techniques will actually be applied and tested, several options for the innovation exist. The innovation option with the biggest impact on learning outcomes will not necessarily be the most cost effective, as this will also depend on the level of inputs (in terms of time and resources) required to achieve that impact. The most cost effective capacity development technique in terms of impact on HTs and their teachers will then be proposed as the innovation for up scaling.

The project on coaching for school leadership is implemented in 32 sectors out of a total of 416 sectors in Rwanda. These 32 sectors have been randomly selected and assigned to the four experimental groups. However, overlap with other projects in Rwanda on school leadership has been mapped and three sectors have been replaced to avoid overlap and possible contamination. For every group 22 schools were sampled, making sure that every school had at least two P.5 and two P.6 classes. Through these 32 sectors, 32 sector education officers and 196HTs are targeted. Indirectly, 3709 teachers and 12289 pupils in primary education (P5 and P6 only) are beneficiaries of the project.

3.2. 360 degrees feedback and self-assessment tool for head teachers

The 360 degrees feedback and self-assessment tool for HTs was developed in two steps. As the first step, national experts on school leadership in Rwanda, who were involved as training facilitators since the start of the program, were asked to develop indicators of successful school leadership for the 8 dimensions that were identified by Day et al.(2009). In the second step, these indicators were validated by a representation of HTs and SEOs participating in the project. After the validation, a total of 51 indicators remained and rephrased as items for the self-assessment questionnaire tool (See appendix).

The 360 degrees feedback and self-assessment tool were completed at the start of the project, in January 2013, by 106 HTs as self-assessment (response rate of 54.08 %), as well as by a selection of teachers in the selected schools and parents with children in these schools. As such, the tool provides a full picture on the capacities of the HTs from the full range (i.e. 360 degrees) of stakeholders involved in the education of the pupils in the involved schools.

In the current study, only self-assessment data from the involved HTs is analysed. The HTs were asked to identify for each item or indicator to what extent they agreed they were addressing the respective attention points (or indicators) in their current practice as school leader, and this on a scale from 1 – totally disagree to 9 – totally agree. At the same time, it was clarified that the tool served as a capacity needs assessment as well, in the sense that lower scores on the eight dimensions would be addressed in their personal resolutions and capacity

development plans. Due to practical reasons it was not possible to collect self-assessment data from the HTs in control group D.

4. Findings and Analysis

Mean scores are used to measure self-assessment of all involved HTs on the different dimensions of school leadership. Analysis of Variance (ANOVA) are carried out to compare mean scores of the different experimental groups and to compare group scores over time.

4.1. Eight dimensions of school leadership

Three measurements took place with the self-assessment questionnaire for HTs, one at the start of the project, in January 2013, a second measurement in July 2013, and a third one in January 2014. The last two measurements took place during the half yearly reflection sessions. However, not all experimental groups participated in the three measurements (See Table 2 below, as well as overview in table 1 above).

To assess the reliability of the instrument, we used the self-assessment data collected from 106 HTs in January 2013. A reliability analysis of the eight scales addressing the different dimensions of school leadership shows that all subscales are reliable, with Cronbach's Alpha values in between .823 and .906 (See Table 3 below).

Table 2: Participation of HTs in 360 degrees feedback and self-assessments on eight dimensions of school leadership

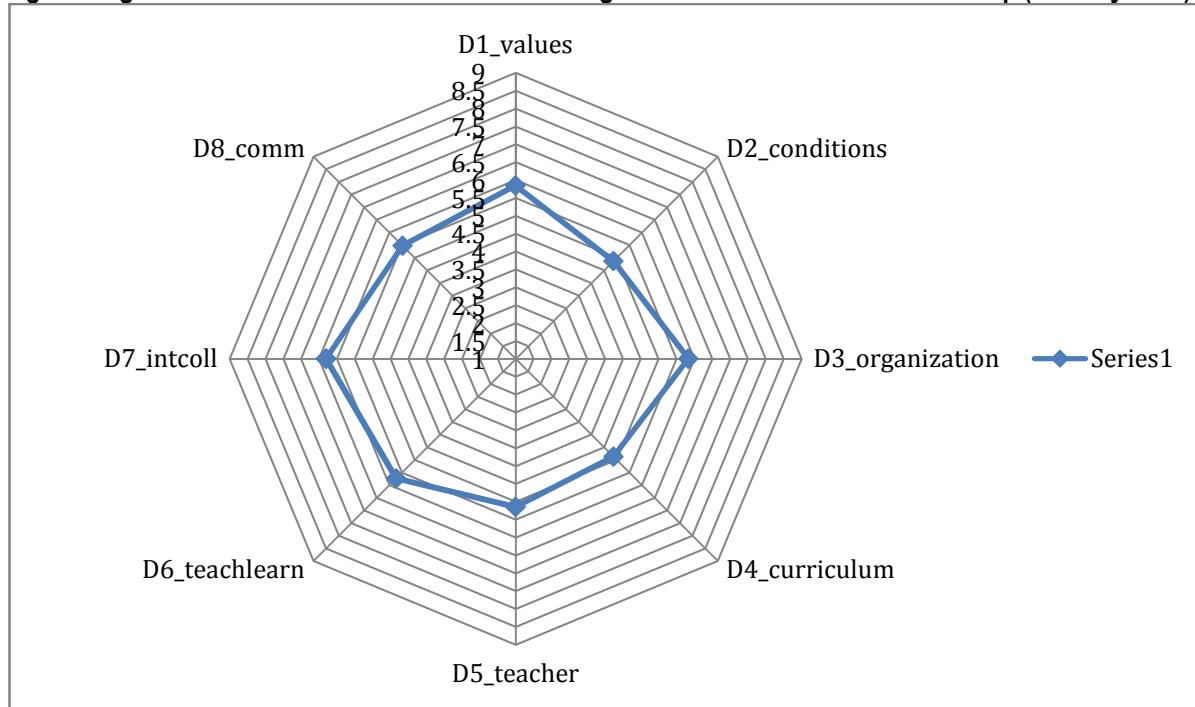
	A	B	C	D	Total
Jan-13	35	47	24	0	106
Jul-13	0	37	33	38	108
Jan-14	30	0	26	0	56

Table 3: Reliability, standard deviation and mean scores on eight dimensions of school leadership

Dimension	Items	Cronbach's Alpha	M	SD
1. Define values and vision to raise expectations, set directions and build trust	11	.902	5.85	1.45
2. Reshape conditions for teaching and learning	10	.867	4.87	1.55
3. Restructure parts of the organization and redesign leadership roles and responsibilities	5	.853	5.83	1.71
4. Enrich the curriculum	5	.786	4.87	1.52
5. Enhance teacher quality	5	.844	5.14	1.73
6. Enhance the quality of teaching and learning	8	.906	5.73	1.52
7. Build collaboration internally	4	.893	6.30	1.53
8. Build strong relationships outside the school community	4	.823	5.48	1.84

For all of these dimensions, the HTs see much room for personal improvement at the start of the project, especially when it comes to "reshaping conditions for teaching and learning (dimension 2)", "enriching the curriculum (dimension 4)" and "enhancing teacher quality (dimension 5)" (See also Fig. 2 below).

Fig. 2: Diagram of head teachers' mean scores on eight dimensions of school leadership (January 2013)



4.2. Comparing groups

A crucial finding is that already at the start of the project, in January 2013, analysis of variance (ANOVA) shows significant differences in the mean scores on these dimensions between the different experimental groups (see table 4), with group A (trained HTs, coached by trained SEOs) scoring significantly lower than group B and especially group C (trained HTs, no coaching).

Table 4: Comparison of mean scores on dimensions of school leadership (self-assessment) between experimental groups A, B and C (January 2013)

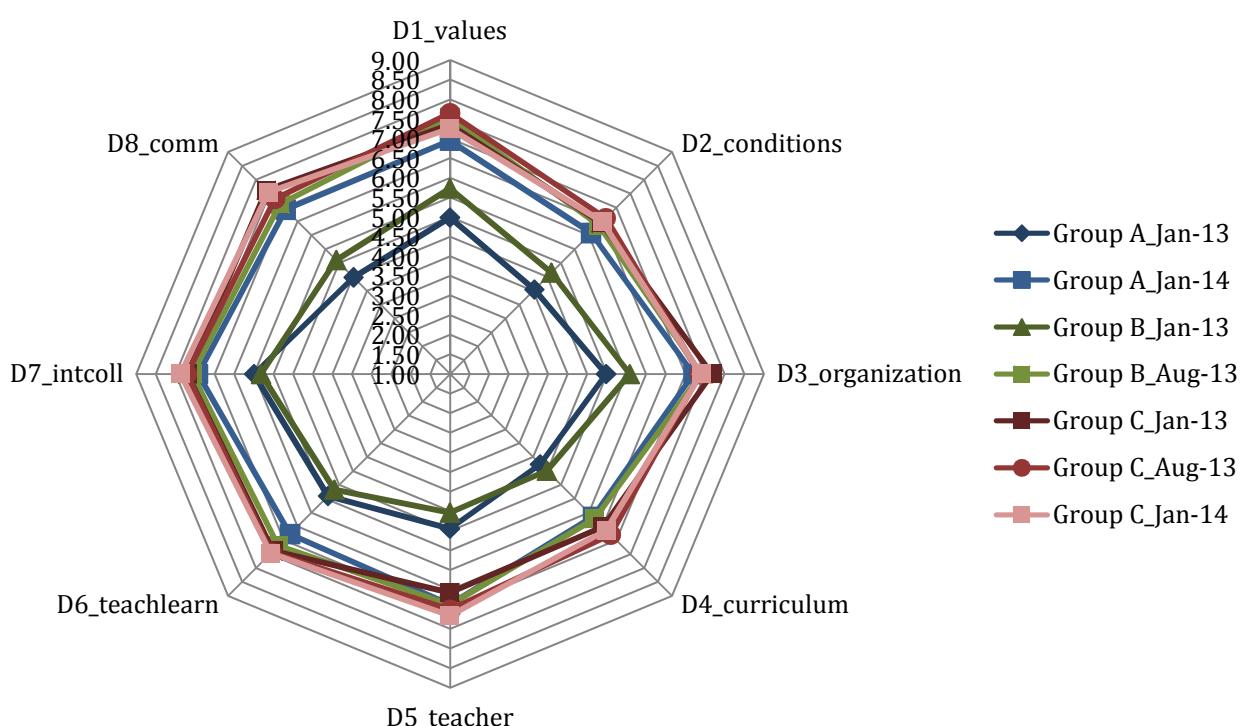
8 dimensions of school leaderships(See appendix 1)	Jan-2013			
	Group A	Group B	Group C	Sig.
D1	4.99	5.73	7.35	<0.01
D2	4.04	4.66	6.45	<0.01
D3	4.98	5.59	7.68	<0.01
D4	4.26	4.49	6.51	<0.01
D5	4.95	4.54	6.58	<0.01
D6	5.40	5.17	7.38	<0.01
D7	6.00	5.82	7.70	<0.01
D8	4.48	5.10	7.63	<0.01

While HTs from group A and also B go through a tremendous and significant change in how they assess themselves on the different dimensions, as also illustrated in table 5 and fig. 3, this change is non-existent in group C. However, in January 2014, HTs from group C assess themselves still significantly more positively than HTs from group A.

Table 5: Comparison of mean scores on dimensions of school leadership (self-assessment) over time

	Group A			Group B			Group C			
	Jan-13	Jan-14	Sig.	Jan-13	Aug-13	Sig.	Jan-13	Aug-13	Jan-14	Sig.
D1_values	4.99	6.95	<0.01	5.73	7.54	<0.01	7.35	7.65	7.26	0.34
D2_conditions	4.04	6.08	<0.01	4.66	6.37	<0.01	6.45	6.62	6.49	0.85
D3_organization	4.98	7.21	<0.01	5.59	7.41	<0.01	7.68	7.37	7.40	0.62
D4_curriculum	4.26	6.15	<0.01	4.49	6.22	<0.01	6.51	6.79	6.63	0.74
D5_teacher	4.95	6.88	<0.01	4.54	6.89	<0.01	6.58	7.01	7.16	0.35
D6_teachlearn	5.40	6.77	<0.01	5.17	7.20	<0.01	7.38	7.44	7.47	0.95
D7_intcoll	6.00	7.43	<0.01	5.82	7.57	<0.01	7.70	7.71	7.88	0.74
D8_comm	4.48	6.93	<0.01	5.10	7.13	<0.01	7.63	7.31	7.55	0.59

Fig. 3: Change in perception on dimensions of school leadership over time



These findings lead to more questions than that they provide answers at this moment. In the conclusion and discussion section of this article, we elaborate and provide some hypotheses as well as suggestions for further

research on this, especially on the use of the self-assessment tool as a capacity development tool and measurement or assessment instrument.

5. Conclusion and discussions

In this article, descriptions are made of the state of mind of HTs at the start and beginnings of the IfE project on coaching school leadership in primary education in Rwanda. In the framework of the project, three experimental groups of HTs have to different extents been exposed to input trainings on different dimensions of school leadership and have in varying degrees been coached by their respective SEOs. The rationale or theory of change behind the approach is that trained and coached HTs will influence the practice of their teachers and that in turn, teachers will influence learning outcomes of their pupils in primary education.

The findings of this study are limited to an assessment of the self-reported state of mind of HTs. To measure the perception of HTs and teachers involved in the project, a self-assessment tool on school leadership dimensions has been developed. Self-report data is collected from the different experimental groups.

Related to head teacher's perception on their own performance on different dimensions of school leadership, mean scores on these dimensions – as presented in the 360 degrees feedback and self-assessment tool – show that before the start of the project, most HTs perceive room for professional improvement, especially when it comes to "reshaping conditions for teaching and learning (dimension 2)", "enriching the curriculum (dimension 4)" and "enriching teacher quality (dimension 5)". Remarkable however, is the significant difference in how the different experimental groups completed the self-assessment tool. It seems that HTs from group A, who have been trained together with their SEOs and who knew they would be coached by these SEOs, are somehow more self-critical or might feel controlled when completing the self-assessment tool. It might be that there was a lack of trust, making HTs from this group more careful in the assessment of their personal school leadership capacities. In comparison, HTs from group C, who have been trained but do not receive coaching from their SEO, score significantly higher throughout the first year of the project, or in other words, might be less critical towards themselves and show no evolution or reflective process. For HTs of group B, who have not been trained, but who are being coached by their SEOs, the mean scores on the self-assessment tool are somehow in between the mean scores for group A and C.

These findings make clear that the 360 degrees feedback and self-assessment tool should not be used as a tool to measure the capacities and training needs of HTs on aspects of school leadership. On the other hand, the tool seems to be useful as a capacity development tool, especially when the conditions are there for continuous self-reflection, as is the case for experimental group A and B. At the same time, the tool can be seen as a barometer of the atmosphere and relationship of trust between a trainee (the head teacher) and her/his coach (the SEO). These assumptions have to be tested carefully and additional, qualitative data has to be collected to find out exactly how involved HTs complete the 360 degrees feedback and self-assessment tool, how the tool is used as a capacity development tool and how the use of this tool as well as the relationship between trainees and coaches evolves over time.

On the other hand, more research needs to take place on how school leadership capacities can be measured and how self-assessment can be used as part of a capacity development approach.

Appendix: Indicators of effective school leadership (on 8 dimensions)

1.	Successful school leaders define values and vision to raise expectations, set directions and build trust
1.1.	The HT initiated the definition of school vision mission and values
1.2.	The HT shared vision, mission and values with other partners for example by posters
1.3.	The HT organizes opportunities to create ownership over the school vision, mission and values among the school community for example. by open days, meetings, competitions, public talks
1.4.	The HT has developed planning documents, (such as strategic plan, operational plan, budget, school calendar)
1.5.	The available planning documents are in line with the vision and mission and values
1.6.	The HT assures the implementation of plans
1.7.	The implementation of the plan is followed by monitoring and evaluation
1.8.	The HT expects from both teachers and students in the school excellent performance
1.9.	The HT has a strong sense of moral responsibility and belief in equal opportunities for all learners
1.10	The HT adjusts his/her actions to the context of the school
1.11.	The HT establishes a solid atmosphere of trust among all members of the school community
2.	Successful school leaders reshape conditions for teaching and learning
2.1.	HT facilitates teachers to access updated information through constant trainings
2.2.	HT provides ICT facilities to teachers
2.3.	HT provides ICT facilities to students
2.4.	The HT is supporting and making available additional funds that improve teaching and learning conditions
2.5.	The HT provides favourable conditions for in-school conflict management
2.6.	The culture of rewarding and awarding is operational
2.7.	The staff room is available in our school and accessible for all staff members
2.8.	The HT caters for students with Special Educational Needs
2.9.	There is a well-equipped and safe girls' corner in our school
2.10.	The school's physical environment is conducive for teaching and learning to take place
3.	Heads restructure parts of the organization and redesign leadership roles and responsibilities
3.1.	HT sets up management committee and relevant sub-committees
3.2.	Teachers are active members of the management sub committees
3.3.	Students/ pupils are represented in the management of the school and they understand their role
3.4.	The school has prefects (student council)
3.5.	Parents play an active role in the school management
4.	Successful school leaders enrich the curriculum
4.1.	HT organizes pedagogical meetings to discuss issues related to the curriculum and solutions are suggested (HT identifies gaps in the curriculum)
4.2.	The school support innovative initiatives to enhance English language skills as medium of instruction and learning

4.3.	HT devises strategies to raise awareness on cross cutting issues (HIV/AIDS, Environment, Peace, Gender)
4.4.	Students borrow books from the school library
4.5.	Students read books in the school library
5. Successful school leaders enhance teacher quality	
5.1.	The HT has developed a staff development plan that is reflected in the school budget
5.2.	The HT promotes a team working spirit
5.3.	The HT provides and supports motivational opportunities (for example. Lunches, accommodation, funds, study facilities)
5.4.	The HT has established an evaluation system of the quality of teaching that provides constructive feed back
5.5.	The HT has established a psycho-social support system among staff members
6. Successful leaders enhance the quality of teaching and learning	
6.1.	HT encourages peer learning and self-reflection among teachers
6.2.	HT encourages appropriate teaching methods in our school
6.3.	HT visits teachers in their classrooms to provide them with feedback on their performance
6.4.	Teaching aids are available and used effectively in our school
6.5.	HT facilitates the use of local concrete teaching aids in our school
6.6.	HT facilitates study trips for teachers and/or students in our school
6.7.	The timetable is elaborated in close collaboration between HT and teachers
6.8.	The deployment of teachers takes care of specialization
7. Successful school leaders build collaboration internally	
7.1.	HT encourages meetings to discuss staff's well being
7.2.	staff members views are considered by the HT while making decisions regarding the school
7.3.	The HT nourishes positive relationship with and among members of the board, pupils, parents and teachers through proper communication
7.4.	HT is emotionally responsive to the needs of pupils and staff
8. Successful school leaders build strong relationships outside the school community	
8.1.	The HT engages the local community in school activities
8.2.	The HT mobilizes staff members and learners to take part in Umuganda with the local community
8.3.	The HT exhibits fine personal qualities
8.4.	The school's reputation is well known as excellent

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