ANTRIEP

SUCCESSFUL SCHOOLS

MODULE 1

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MODULE 4
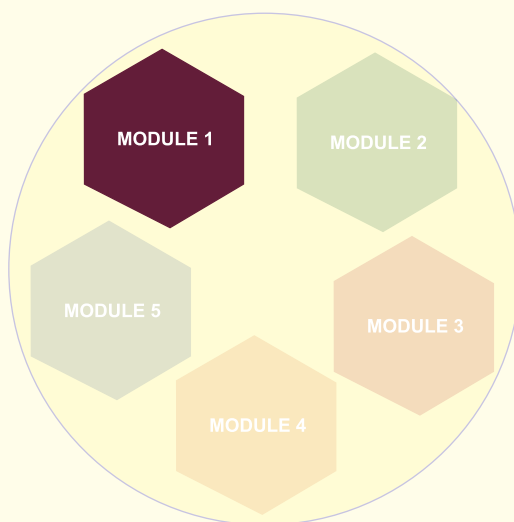
MODULE 3

NUEPA

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

IIEP
International Institute
for Educational Planning

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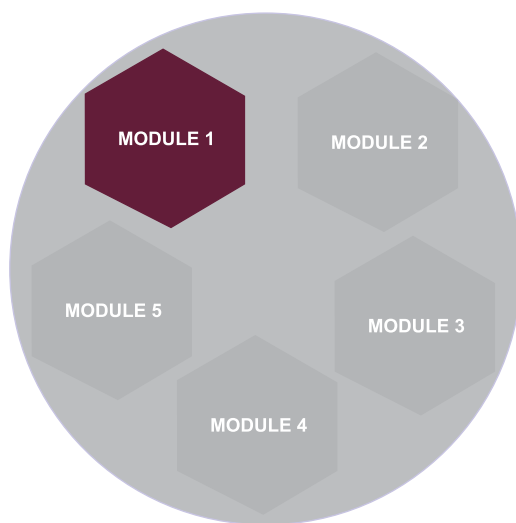Manila

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Foreword

A comparative research study on successful schools conducted under the ANTRIEP in seven countries (India, Pakistan, Bangladesh, Nepal, Sri-Lanka, Malaysia, and the Philippines) showed that heads of schools play a critical role and possess common characteristics though they adopted different strategies in managing schools. Despite significant differences in the context and conditions characterising different schools, managerial skills of school heads emerged as a significant factor contributing to effective functioning of schools. Specifically, possessing a set of core skills of planning and management by the school heads was found to form essential pre-condition for making the schools successful.

As a sequel to this collaborative research on successful schools, a set of five modules on " Making School Successful " have been prepared by a group of experts from ANTRIEP member institutions from India, Pakistan, Nepal, Sri Lanka, Bangladesh, the Philippines, Malaysia and International Institute for Educational Planning (IIEP), Paris through workshops organised in Nepal and Sri Lanka. The five modules cover: (i) Successful Schools; (ii) Managing People at Work; (iii) Managing Student Affairs; (iv) Managing External Relations; and (v) School Development Planning.

Even though each module is an independent unit of learning with appropriate school case study analysis, they are also interrelated. The modules along with the synthesis report underscore the intricacies of school management process. An independent volume is being presented consisting of thirty successful school case studies which form the basis for the Synthesis Report as well as the Modules.

Representatives from ANTRIEP member institutions took keen interest and participated in the collaborative research study on successful schools and preparation of these modules. Dr. Anton de Grauwe from IIEP, Paris and Professor K. Sujatha from NUEPA developed the framework for the modules. Mr. Gabriel Carron provided advice and suggestions. Mr. John Retallick, Former Consultant, Institute of Education Development, Aga Khan University carried out the final editing of the modules.

National University of Educational Planning and Administration, New Delhi, India which is the Focal Point of ANTRIEP has printed the modules, synthesis report and School Cases studies.

We hope these modules will be found useful in training heads of schools by the ANTRIEP member institutions.

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MODULE – 1
SUCCESSFUL SCHOOLS

CONTENTS

MODULE 1

SUCCESSFUL SCHOOLS

Introduction

Welcome to the first module in this series on the management of successful schools. This module will provide you with an introductory understanding of the concept and strategies of managing successful schools. As it is the first of five modules, we aim to give you an overview here and there will be a more comprehensive treatment of the concept and related management practices in the subsequent modules.

Specifically, this module will introduce you to various concepts of successful schools as found in several countries in Asia where case study research was conducted. It will also enable you to analyze the different enabling conditions or factors that make schools successful and given your particular situations and the administrative and cultural settings in which you operate as a school head, this module will assist you in formulating your own enabling conditions to make your school more successful. We recognize that many schools are already successful, so if that is your situation then the understandings you will gain from the module could make it even more so. Moreover, this module will provide you with some insights on strategies and policies that will further improve the enabling conditions you formulated to sustain the gains you have made in your school.

Many of the concepts you will be studying in this module might already sound familiar to you, especially if you are a very experienced school head. However, the value added contribution of this module lies in learning how other school heads in the Asian region apply such concepts in their own contexts, thus broadening the base of your managerial capacity in making schools more successful and in transforming unsuccessful schools.

The module has four units:

Unit 1: What is a successful school?
Unit 2: Enabling conditions for school success.
Unit 3: Strategies to further improve the enabling conditions for school success.
Unit 4: Policies for sustaining successful schools.

Learning Outcomes

At the end of this module, you will be able to:

1. Define a successful school in your context
2. Identify enabling conditions for your school to be successful
3. Suggest strategies to further improve the enabling conditions in your school
4. Analyze policies for sustaining the success of schools.

Throughout this and subsequent modules you will find reflections and learning activities to help you to move from analyzing the case study schools to considering the implications for your own school situation. Essentially, reflections are concerned with 'thinking' and activities are concerned with 'doing'.

To enhance your learning it is important that you allocate plenty of time for reading the modules and completing the reflections and activities. In many cases the activities suggest that you should discuss issues with your colleagues; we highly recommend this so that they too can be involved in the learning experiences in order to join with you in enhancing the success of your school.

Unit 1: What is a successful school?

Based on the case studies of successful schools, the concept of 'success' is more relative than absolute and it is seen as a journey rather than a destination. In other words, what was regarded as a successful school in one country was not necessarily regarded as a successful school in another though one point they had in common was that they were all on a journey of constant improvement. The concept is contextual, which means that criteria used in determining successful schools depend on certain standards formulated by the country's education system and commonly accepted in practice. Thus, criteria used in the research were many and varied; there was no single set of criteria that applied to different country contexts or settings.

Some of the criteria of success that can be gleaned from the case studies are:
- academic achievement
- enrollment and pass percentage in public examination results
- achievement in co-curricular activities
- utilization of resources
- recognition through gaining of awards
- relations and involvement with the community
- innovations adopted or adapted
- openness toward change
- public opinion regarding the quality of the school.

REFLECTION

Carefully consider the above list of criteria of school success. From your experience do you think there could be other criteria that could be added to that list?

Case Study Examples

Similarities and differences amongst the successful schools in the case studies are quite evident. The illustrative cases below will show this so read on and familiarize yourself with the many concepts of successful schools. As you read, consider the various concepts and identify the criteria or standards that appear to be common or not so common amongst the different concepts of successful schools.

Bangladesh
Successful schools in Bangladesh are 'A' graded schools or the best schools measured in terms of such criteria as material conditions, teacher quality (100% of them trained), results of public examination (80%+ success rate for Dhaka, 50% and 65% success rates for suburban and rural schools, respectively), and in the case of private schools, year of accreditation, location (rural or urban), enrolment and management types. Moreover, all the successful schools do have at least 90% promotion rates and drop-out rates are far lower than the national average.

India
In the context of India, successful schools on one hand are those with 100% enrolment in their catchment area, high retention rate, varied and interesting teaching, high pupil achievement, satisfactory school-community partnership including regularity of parent-teacher meetings, continuous comprehensive evaluation and adequate academic support and supervision. On the other hand, successful schools are also those with high academic achievement measured in terms of student performance in the last three years' national examinations, and high performance in co-curricular activities.

Nepal
Successful schools in Nepal are recipients of national awards for outstanding performance based on national examination results.

Malaysia
Similarly, in Malaysia successful schools are recipients of national awards based on the following criteria: head teacher's leadership, positive school climate, variety of challenging learning activities and quality outcomes.

Pakistan
Successful schools in the Pakistan context are those with a satisfied and motivated staff willing to go to school, flexibility and openness to change, effective professional development of staff, a dynamic school culture, curriculum with a view of the world beyond the classroom, a stress-free atmosphere and increased life chances of students.

Philippines
In the Philippines, successful schools are those who have won a national award for being an effective school at the national/regional level competitions or must have been a finalist in the search for effective schools at the national level. Several criteria are used in selecting effective schools; namely, motivation of learners, commitment and competence of teachers, capability and dynamism of school manager, conduciveness of learning environment, and school-community relationship. The concept of successful schools encompasses academic, managerial, school environment and motivational aspects as well as the school's relationship with the community.

Sri Lanka

Successful schools are referred to as 'model schools' by policy makers, Ministry of Education officers including principals and teachers, and by members of the media. These schools have 5 10 years of public standing; in other words, different sectors perceive these schools as different from the rest of the schools.

ACTIVITY 1-1

Take account of the following points:
a.   the above contextual definitions of successful schools;
b.   your reading on what characterizes successful schools;
c.   your management experience as school head or administrator; and,
d.   your own context or setting.

Write your own definition of a successful school here?

_____
_____
_____
_____

Ask a number of your colleagues to define a successful school and discuss your own definition with them. Determine how similar or different your definitions are. Compare your definitions with those drawn from the case studies in the notes above.

It is important to stress here that, in defining a successful school, we do not limit ourselves to examination results. While student achievement is evidently important, other factors also merit attention, which relate more to the school climate, as described above.

Unit 2: Enabling conditions for school success

From the research we have identified four enabling conditions or factors that contribute to school success:

a) School facilities
b) School head
c) Teachers
d) Students.

We will elaborate on each of these enabling conditions or factors.

School Facilities

It is important that a minimum level of essential facilities should be available for a school to be successful, at least for effective teaching and learning to take place and for a congenial physical environment to be present. This is important in order to motivate teachers to work hard and students to perform well, academically and non-academically. Minimum essential facilities include infrastructure such as teaching-learning resources, laboratories, library and other ancillary facilities. But beyond these essential facilities, successful schools ensure the proper utilization of their resources by setting up mechanisms for fixing accountability for their use and maintenance.

Successful schools are those which make possible the improvement of their physical facilities through the concerted efforts of school heads, teachers, parents and the community. Apart from improving physical facilities, these schools pay attention to cleanliness, beautification, prevention of public trespassing, providing a safe playground and ancillary facilities for their staff and students.

Case study examples

India
The head teacher got a classroom rebuilt for use within a few weeks with the help of the community, children and teachers. He requested for voluntary labor and sought assistance in whatever form for the reconstruction of the room. Without any help from the government or other external agencies, the school was able to rebuild the room, and thus teaching and learning did not suffer at all.

Philippines
The principal has made possible a number of physical improvements. There are now more classrooms, a covered court, spacious library, faculty room, science laboratory with microscopes and other devices and a learning resource center. There are now TV sets and videocassette recorders, some computers and an overhead projector used for instruction. Educational video and multiplex tapes for teachers as well as for students are available. The school is one of the sites where ABS-CBN's Educational Television Assisted Instruction and ABS-CBN's Knowledge Channel Programs are made available to students, thereby reinforcing and enriching teachers' competencies in teaching subjects such as Science and Math.

Sri Lanka
The school has a methodical resource management system. There are mechanisms such as delegation of work and use of charts and checklists for resource management. Resources are allocated to separate teachers and students and these are supervised, monitored and evaluated daily by the principal. All the resources are used to the optimum.

In all the above cases, the school head's leadership initiative figures very prominently. Part of their vision and aspiration is to further improve the physical facilities of their schools. They never think the facilities their schools have are sufficient. Continuous improvement of what they already have has always been on their agenda for action.

In sum, successful schools do not only possess the minimum essential facilities needed for a conducive teaching and learning environment; they also manage their use quite well by creating mechanisms to ensure their optimum use while at the same time setting up an accountability system.

School Head

In general, the case studies revealed that successful schools have very experienced head teachers or principals. Most of the school heads had been in the same schools for more than five years. They are more senior and they enjoy wide acceptability from their teachers. Accompanying age and experience of the school heads are post-graduate academic qualifications and in-service management training in national, regional or in some cases international institutions. Such training equips them with a better worldview, wider knowledge and greater competencies along with self-confidence and enthusiasm to practice what they have learned from management theories and principles.

Some of the heads from Nepal and Sri Lanka have had the opportunity to undergo teacher management programmes in UK, Canada, etc. Some of the heads from Pakistan and Sri Lanka and all the head teachers from India and the Philippines had undertaken intensive training programmes on school management. Apart from in-service training programmes, the two women principals from the Philippines are pursuing doctoral level programmes in school leadership and management.

> ### *REFLECTION*
>
> *Reflect on your own career as a teacher and school head in light of the above information from the case studies. In what ways are you similar or different from the heads in the case studies?*

Teachers

Teachers in the successful schools are well qualified. Many are also trained to improve instructional methods which have a direct impact on the quality and outcomes of student learning. The majority of teachers in the successful schools are women. Generally, the teachers in successful schools have high self-esteem; they love their work and are proud of their school. They are ready to accept innovations and change. Teacher turnover is very low and in most of the schools the teachers have been teaching for a long period of time, resulting in strong attachment to and love for the institution. Successful schools create opportunities for teacher learning, staff development or capacity building and enhancing student achievement. This is an integral part of the organizational culture which values learning by both staff and students; one of the core foundations of a successful school.

Case study examples

Philippines

During the case study period, teachers were asked to respond to an instrument measuring their attitude toward change. Results showed that most of the teachers moderately disagree with statements such as "one can never feel at ease on a job where the ways of doing things changed"; "the trouble with most jobs is that you just get used to doing things in one way and they want you to do them differently"; and "I prefer to stay with a job I know I can handle than to change to one where most things would be new to me." This tendency to moderately disagree with these statements shows that the teachers are open to new things and do not feel uncomfortable with change.

Pakistan

The teacher turnover rate is very low. There are teachers who have experience of 35, 30, 28, 26 years, etc. and most of them are alumni of the school. There is one teacher who has been serving this institution since 1951. She is now eighty-two years old and is still teaching English to classes ninth and tenth. "I have been teaching here since 1974, I started my job here and I like this institution very much because I have gotten all my promotions here. Five or six times I have been promoted and I did not go out of this institution. The children here are very good, the atmosphere is very good, and the principal is good." When asked what kept her in this school, she replied, "the atmosphere, the working conditions, the children and my liking for the institution".

India

How much the principal loves students and wants to remain with them can be gleaned from the fact that he was offered a promotion to Assistant Director two years ago, but he declined the promotion. According to him, "once one becomes an Assistant Director, she will be dealing mainly with student files. I do not want to lose contact with the students. I want to remain as a teacher and be with the students".

Philippines

The school head has made school-based teacher training (SBTT) in Mathematics, Science and English an effective mechanism to update the teachers on latest pedagogical trends and developments. For each subject area there is a lead teacher who acts as subject coordinator, whose main tasks include familiarizing subject teachers on competencies to be developed for each grading period and for the whole year. The school has 12 master teachers in different subject areas who serve as consultants and resource persons to teachers on the subject area(s) in which they have experience, they also conduct action research aimed at resolving pedagogy-related problems, oftentimes in direct response to strongly felt needs of teachers.

Pakistan

In-house professional development activities were taken as a mandatory component of school activities. During the academic year about thirty-five sessions were held on generic areas such as scheme of work, lesson planning, reflective writing, cooperative learning, team teaching, peer coaching, action research, etc. and content. To conduct these sessions effectively, a professional development team of five teachers, who have gone through a Visiting Teachers Programme, was formed. Some of the community representatives were also requested to conduct sessions. They have immensely contributed in making the professional development day on weekly basis an integral part of the school activities.

Students

Is there a direct and positive relationship between successful schools and high socio-economic background of students? The case studies do not show that such a relationship exists. In other words, successful schools are not always populated by students from high socio-economic backgrounds. This suggests that schools can be successful irrespective of the socio-economic levels to which the students belong. Much depends on the achievement motivation and self-esteem of the students and their love for their school. This is a function of the congenial environment of the schools and the student-friendly approach adopted by them.

Case study examples

India

A large majority of the students are first generation learners; they belong to low socio-economic status. Despite this handicap, the school had a high percentage pass results in the national examinations at grade 10 during the past three years and at grade 12 in school year 2003.

Philippines

Most of the students in the two schools belong to lower socio-economic status. They are children of ordinary workers or laborers - jeepney and tricycle drivers, ambulant vendors, small store owners,

construction workers, janitors, government employees, and the like. However, the school heads and teachers in these schools have developed through the years a culture of high student achievement in most academic and co-curricular endeavors. Where before some teachers in these schools would send their children to the private Catholic schools because they perceive these schools as more effective than the public schools, including the ones where they are members of the teaching staff, now they are patronizing their own public schools. There is now a change of perception as to the effectiveness of the public schools where they teach vis-à-vis the private schools.

ACTIVITY 1-2

Considering the enabling conditions or factors present in the case studies of successful schools and the conditions obtaining in your school, identify the minimum essential enabling conditions that can make your school successful.

Share your ideas with colleagues and determine your areas of agreement and disagreement, if any. Are there more similarities than differences?

Unit 3: Strategies to further improve the enabling conditions for school success

In this unit we will explore strategies used by the successful schools to further improve the enabling conditions already present in those schools. From this you will be able to devise strategies to improve the enabling conditions in your school. As you study the cases below please recall the different enabling conditions mentioned in Unit 2:

a) School facilities
b) School head
c) Teachers
d) Students.

Participatory management

In many schools, what is core to sustainable improvement is to ensure that everybody shares in the school's transformation. In this regard, it is important that the principal and teachers work together and that all play a role in managing some aspects of the school's functioning, for which they have the capacities.

Case study examples

Philippines
There are several internal supervision mechanisms used by school heads to ensure that their teachers perform their work effectively. First, the school's internal management structure enables the school head to delegate to a large extent the supervision and monitoring of teachers' performance. Each grade level has a grade head teacher tasked with disseminating instruction and information from her

office, consolidating data for the grade level (e.g., student test results, reading and math proficiency, height and weight, etc.).

Second, for each subject area there is a lead teacher who acts as subject coordinator. Their main tasks include familiarizing teachers on competencies to be developed for each grading period and for the whole year, consolidating reports related to the subject area submitted by the grade heads, peer teaching, checking test items prepared by subject teachers and coordinating activities related to the subject area (e.g., Quiz Bee, Math Olympics) along with student participation in subject-related co-curricular activities such as contests and other competitions.

Third, daily lesson plans are required of every teacher and are checked either by the school head, the subject coordinator or the grade level head. Planned and unplanned teacher observations are made by the school head to determine whether a teacher is teaching the subject matter for the day and if so, how effective it is.

Fourth, the school has 12 master teachers in different subject areas who serve as consultants to teachers on the subject area(s) in which they have expertise; they also conduct action research aimed at resolving pedagogy-related problems, oftentimes in direct response to strongly felt needs of teachers.

Fifth, and this is most important for the continuous upgrading of teaching competencies, the school has a very functional school-based training system (SBTS) that addresses common and urgent teaching and learning related needs.

Nepal
Before taking a decision, the head teacher discusses or consults with the teaching staff. This helps in gaining wide acceptability from the teachers being supervised and led. His duty is not to do everything alone by himself, but to inspire and motivate others to help and contribute their share in accomplishing the school's goals and objectives.

Bangladesh
In this particular school, the SMC formed a number of sub-committees for different management areas. Each sub-committee has one of the members of the SMC as the convener. Senior teachers and in some cases assistant teachers comprise the committee membership. In this way teachers are involved in the school management process.

The learners are a part of the management of classrooms and co-curricular activities. There are 3 captains in each group of learners who are selected by the class teachers based on their performance in the internal annual examinations and their leadership competence. These captains assist the teachers in maintaining classroom discipline and organizing co-curricular activities. They inform the teacher and head teacher of any untoward incident or any activity of any learner that is harmful for other learners. In maintaining order and discipline in the school, boy scouts and girl guides assist the teacher-in-charge. They also help in organizing school-wide annual cultural competitions and sports activities. They also help in ensuring the cleanliness of the school.

The head teacher and other teachers feel that this student participation is needed in developing the leadership qualities of learners.

REFLECTION

A more participative and consultative approach to school management is evident in the above 3 cases. Reflect on the following questions:
- *Is there any downside or disadvantage in using this approach to school management?*
- *Do you think successful schools or those aspiring to be successful should consider this approach to school management a 'must'?*
- *What do you think would happen if school heads ignored the practice of this approach to school management? Would successful schools decline and become unsuccessful?*

School Development Plans

Do successful schools have school development or improvement plans? All the case study schools had some form of plan emanating from the schools themselves or in conjunction with the system of which they are a part. The process of plan preparation and the people involved differ among the countries and schools. In countries such as Sri Lanka, Philippines and Pakistan, school level plans are referred to as 'school development plans'. These plans form the basis on which the schools make their statements of mission and/or vision for the school.

In the Philippines, a three-year school development plan is prepared involving the parents, PTCA officers, grade level heads, subject coordinators, property custodians, counselors, officers of the teachers' cooperative and the student council. The vision and goal statement for the school is a product of consensus among the various stakeholders that participate in the planning meetings and workshops.

The process of preparing the school development plan is a rigorous one. The school development plan is fleshed out into annual operational plans, which provide the details of implementation activities. They serve as instruments for mobilizing the various stakeholders to effectively and efficiently perform the specific roles and functions during plan implementation. They are also used as blueprints for monitoring and evaluating school performance (further information on this is provided in Module 5).

Case study examples

Sri Lanka
School development plans are jointly prepared by the principal and the staff. Based on these development plans, annual plans are jointly prepared by principal, teachers, parents and the management committee. These cover both academic and co-curricular activities and other development projects.

India, Nepal and Pakistan
In most cases they prepare school development plans. Through these plans, the schools have devised mechanisms to monitor and evaluate their performance vis-à-vis the objectives and targets the schools themselves set.

Philippines

Like other public elementary schools in the country, the school prepares a 3-year school development plan, the most recent of which is the 2003-2006 Development Plan. The various stakeholders have been involved in crafting the development plan. The school development planning process usually starts with a review of the school's profile - enrollment, performance indicators, staff, organizational structure, facilities and school technology, school program/curriculum, community support, trends and opportunities and problems and issues. From these profiles come the statement of vision and mission, which is translated into goals, objectives/targets in the areas of curriculum, staff management and development, learning environment, resource management and community building.

REFLECTION

Respond to these questions:
- *Do you think a school development or improvement plan is needed for schools to become successful?*
- *Is it always a 'must' that the various stakeholders, even those outside the schools, be involved in the formulation of the plan?*
- *What do you think are the advantages of having a development or improvement plan?*

The matter of school development planning will be treated in much greater detail in Module 5 which is the final module in this series.

Teacher incentives

Various incentives are provided to teachers in successful schools to encourage their commitment and hard work. Study the following excerpts from the Synthesis Report and analyze the common management practices evident from them.

"I am thinking that we should provide more facilities to teachers so they can teach better. Apart from this, other incentives include provision of further training to update them on current trends and innovations in pedagogy that will make student learning more effective, promotions and other fringe benefits. A much greater incentive is for teachers to be treated with utmost respect".

"Incentives vary among the successful schools; they include both monetary and non-monetary incentives. In Nepal, for example, teachers are paid breakfast allowances. In a school in India, teachers are accorded free lunch. Almost all schools provide awards and certificates of recognition for deserving and talented teachers. A variety of non-monetary incentives are accorded to teachers in recognition for their good academic work including effective linkages with the community and the parents".

Below is a summary of teacher incentives provided by successful schools in different countries:

Teacher incentives

Incentives	Countries
Participation in Decision Making	India, Sri Lanka, Philippines, Nepal, Pakistan
Pedagogical Autonomy & Empowerment	Bangladesh, Pakistan, Sri Lanka, India Malaysia, Philippines
In-service Training	Bangladesh, Pakistan, Sri Lanka, India Nepal, Philippines
Cash	Bangladesh, Sri Lanka, India, Nepal,
Free Medical Facilities	Sri Lanka, India, /Nepal
Promotion	Bangladesh, India
Awards	Pakistan, Sri Lanka, India, Nepal Philippines, Malaysia

Interaction with students

What do successful schools do to make sure students are given their due share of attention? This is an important question because students are the very reason for the existence of schools? Study the cases below.

Case study examples

India
Teachers have been observed accommodating students' needs and wishes. They asked the children what they wanted to do. Some children said they wanted to play; others said they wanted to listen to stories; still others said they wanted to first read. Under these circumstances, teachers requested for a consensus decision on what the children wanted to do or if a consensus is difficult to attain, they impressed to the children the importance of going by the majority decision even if what they wanted is not consistent with the wish of the majority. This has a salutary effect on the learners' motivation to learn.

The head teacher maintains a list of students who are better off academically and those who are weak. Having done this, the head teacher assigns 3-4 weak students to every good student who acts as Sahiyogi Sandarshak (Peer Guide). It is the Peer Guide's responsibility to help the weak students assigned to him in overcoming their learning difficulties. This scheme fosters healthy inter-group competitions, and thus raising the achievement levels of the whole class.

Philippines
Students are involved in various activities of the school. The school has taken the initiative to make the students aware of their rights and responsibilities by integrating them into the curriculum, providing corners in every classroom with posters informing them of their rights and responsibilities. Apart from this, the school does the following in support of the general well-being of the students:

- Adopts a "no corporal punishment policy" in the school. In support of this, teachers are required not to wield a stick when they teach.
- Basic amenities and facilities are provided to the students.
- Opportunities are made available to students in order to develop their special talents and respond to their multiple intelligence needs.

- Parents are regularly informed about the activities of their children in the school.
- A school-based teacher training system (SBTT) has been institutionalized in the school in subjects like Science, Math and English, subjects where students have been found to be weak.

Pakistan

Potable water and furniture for student use have been provided by the school. It provides many and varied co-curricular activities, sports and games to develop holistically the student personality.

Student assessment

All case study schools organize regular student assessment. Results of this assessment together with those from public examinations, are used not simply as a student screening and selection device but also for other important purposes such as to identify students' strengths and weaknesses, and to spot students who may need remedial instruction; to make teachers feel responsible; to build teachers' capacity; to create transparency; and, in some cases, to create healthy competition among teachers or teaching departments.

Student Assessment Practices

Countries	Student Assessment Practices
Pakistan, Philippines, Bangladesh Nepal, India, Sri Lanka	Two-term examinations Annual examinations
Philippines	Four grading period examinations
Sri Lanka, India, Nepal, Pakistan	Monthly tests and unit tests
Bangladesh, India	Class tests for each lesson
India	Weekly tests
All countries	Home work
All schools	Feedback to students and parents
All schools	Remedial teaching/instruction
Philippines	Special test
Sri Lanka, Bangladesh	Special coaching for the talented/gifted

Philippines

Student assessment is an integral part of teaching, without which teachers will not know the extent to which their students are learning. Apart from the assessment made by the teachers themselves, there are student assessments made school-wide and regularly. Graded periodic examinations, four of them every school year, are given to students to determine the learning competencies mastered and not mastered for the grading period. These exams provide feedback to the teachers in regard to what should still be done to improve their teaching approaches, techniques and practices in order to improve student learning. Diagnostic tests in major subjects are given by the school at the beginning of the school year and achievement tests are given towards the end of the school year. This is meant to determine what specific learning competencies for the various grade levels are mastered and not mastered by the students. Based on test results, school-based in-service training programs are crafted by the teachers themselves with the school principal guiding them. These determine which programs

are to be carried out the next school year. The same test results are used for more focused remedial education or catch-up programs for the different subject areas; they are used, too, to identify those students who need help and those who can be of help to other students.

Student assessment in this context is thus aimed to improve the teaching-learning processes rather than to evaluate how well the teachers are teaching. As a result, there is a high rate of acceptance of student assessment results among the teachers, knowing fully well that these results will be used to further enhance their teaching capacity and improve student academic performance. These examinations afford every teacher the opportunity to meet with the parents during the report card day, during which the parents are required to come to school and meet with the teachers, pick up the report card(s) of their respective children, discuss what forms of assistance can be extended to help their children and other measures to make learning more productive, interesting and challenging to students. In principle as well as in practice, every classroom teacher who is also a class advisor will have at least four opportunities every year to meet with every parent of each student under his advisorship.

Teacher and student discipline

Is it possible for schools to be successful without paying due attention to teacher and student discipline? Find out from the cases below.
As you read, look for common factors across the cases of successful schools. Consider also the methods used to discipline teachers. Would you have done the same thing in the same circumstances or something different?

Case study examples

India
On the second day of his assumption of the position of Principal of the school, he observed that a teacher came to school late for 10 minutes. The Principal called the teacher and reminded him about his coming late to school and that this should not be repeated. The next day he found out that another teacher skipped teaching during the last period of the day and let the students go home early. On the fourth day, the first teacher above who came to school late by 10 minutes also skipped teaching during the last period and let the students go home early. The Principal called the teacher's attention again and told him that if he repeats it administrative action would be taken against him. A few days later, the same teacher did it again, dismissing his class and skipping teaching during the last period. When the principal came to know about this, he advised the teacher to apply for one-day casual leave, which the teacher ignored. Thus, the Principal was compelled to use an iron hand by cutting his salary for one day, resulting in his service break. Thereafter, things started to change for the better.

Nepal
The school has a system to discourage habitual latecomers and absentees among the teachers. Every minute a teacher is late in coming to or is absent from school is summed up at the end of the month, and the total minutes is deducted from their annual leave benefits. Moreover, the Principal finds time everyday to check on latecomers and absentees among his teachers.

Pakistan

The Principal organized the Discipline Committee of 6 members. One of the major functions of the Committee is to monitor punctuality and absenteeism of teachers everyday. The Committee reports to the principal what classes are not conducted during the day. Based on such report, he is able to institute order and discipline among his teachers, a strategy he believes is important in making his school successful.

India

The school has a very stringent accountability system where a teacher can be meted punishment if his performance as a teacher is much below par. This built-in system brings erring teachers in line.

India

Children are involved in maintaining order and discipline in the school. They move in rows orderly, take care of flower plants, clean the campus; they track student absentees and truants and motivate other out of school children to enroll in the school. The children help in coming up with a dress code and in assisting the teachers to ensure that children attend classes punctually and regularly.

Bangladesh

The practice of monitoring of staff's daily time of arrival and departure from the school has been instituted as mechanism for instilling discipline and order in the school. Teachers have to sign in the attendance register their time of arrival and departure. Everyday, the attendance register is taken to the head teacher who strictly finds out who are the habitual latecomers and early school leavers who do not seek prior approval from him.

Sri Lanka

The school introduced the "bullying and hurting book." It works this way: If a child bullies another child, their names will be recorded in this book. Serious cases of bullying go beyond merely entering the bully's name in the book. The principal questions the bully and the child being bullied and, if needed, he refers the case to the Disciplinary Panel for investigation.

India

A student reported on the misbehavior of other students to the assistant head teacher, who in turn called the misbehaving students and the informer and scolded them for an uncalled for behavior. A few days after, the misbehaving students jointly attacked the student-informer in front of the gate of the school. They cut his cheek with a knife. Immediately, the assistant head called the misbehaving students and their parents for a meeting in the presence of the head teacher, other teachers and the parents of the student-informer. In the meeting, the group unanimously decided to issue transfer certificate to the misbehaving guilty students.

ACTIVITY 1-3

Write a summary of the strategies used by successful schools to further improve their enabling conditions or factors. Limit the strategies to the **school,** the **teachers** and the **students.** Ask some of your colleagues to read the cases and do this exercise and then compare notes.

Strategies related to the school:

_____
_____
_____
_____

Strategies related to the teacher:

_____
_____
_____
_____

Strategies related to the students:

_____
_____
_____
_____

Harmonious Relationships

School development or improvement plans are useful but will not be enough for schools to become successful. Neither will statements of mission and vision, adequate number of teachers or provision of facilities do the trick. As well as these things an important requirement is the development of harmonious relationships among the teachers and their favorable relationships with the students. The following cases will highlight these issues.

Case study examples

India
Teachers were one in saying, "We are happy to be members of the school family. The school provides an atmosphere that serves well to create a feeling of oneness. Each one here has different characters and they may come from different religions. But, still we are all one and we enjoy the company of each other.

India
The joy of teaching in this school is greatly enhanced by the affection and respect teachers receive from students. As one teacher remarked, "they create a situation where you feel you are very much wanted". A lady teacher in the school with her small daughter sought transfer to a school nearer her

husband's place of work and was granted. Before the teacher could transfer to her new post, the girl students of her old school assembled in her house and started crying and begging her not to move to her new post. The lady teacher was very emotionally moved and she got her transfer called off. According to her, "I felt I could be away from my husband who visits me once a week/fortnight, but I can't remain away from these children who need care and love".

Philippines

My teachers and I have emphasized the importance of maintaining a good relationship with our pupils. We want to develop in our students their feeling of importance, love and a sense of pride of their school. We realize this is necessary for them to be able to develop a strong achievement motivation that will translate itself into higher academic and co-curricular achievements.

Pakistan

Teachers have been very empathetic such that instead of labeling the academically poor students as "weak students" they went out of their way to improve their knowledge and skills and help them to develop their potential to the fullest. They treat their students with thorough care, compassion and affection.

REFLECTION

Why do you think "good interpersonal relationships among teachers" and "good relationships with students" are important enabling conditions for school success? Can you explain why they are important?
What does other literature you have read say about the role of favorable interpersonal relationships with teachers and students in making effective schools?

Linkages with System Administration

The provision of overall support for a school is made possible through links with the administration at the system level. These links help schools to obtain the resources for physical development as well as the autonomy needed for the school head to effectively provide leadership for the school. In the case of the school in Bangladesh, the officers from the Education Department frequently visited the school and helped the school in mobilizing community support. In one school in Pakistan, the head teacher has direct contact and access to Field Education Officers with whom he had worked previously, and as a result, he had no problem in getting resources or sourcing funds for school projects. This is also true in the successful schools in Sri Lanka. Some other cases also illustrate this point.

The relationship between successful schools and the offices of the Ministry of Education, which should provide them with supervision and support, is an intricate one. Many successful schools function in the same legal framework as their less successful counterparts. Legally, they do not have more or less autonomy than others. But two factors seem to make a difference, to wit: the use they make of and the benefit they draw from whatever level of autonomy they have and the nature of their relationship with the administration. These two factors are inextricably linked as the following case from Bangladesh shows. When the relationship is a constructive one, the school will be given more freedom and will receive more support in both financial and pedagogical terms.

Case study examples

Bangladesh

Due to its strong connection with the upazila (sub-district), district and divisional education offices, actors in the school enjoyed a significantly higher level of autonomy and thus, the school authority was able to take new initiatives. Major decisions for school improvement at the policy level come from the Assistant Director in the divisional office, but the implementation depends on the head teacher and the staff. Actually, due to the special interest by the AD, the other officials at lower levels also pay attention to this school. Without such a heavy support from the upper administration it would not be possible for the community people to think of their school development.

Among the new initiatives which the community and the school staff took, are: arrangement of morning and evening shifts, appointment of volunteer teachers and collection of local resources. These would not be possible without support from the administration. With support from the divisional AD, a good Upazila Education Officer (UEO) was appointed and similarly a good Assistant was given responsibility of the cluster where the school is located. Three good teachers including the head teacher were transferred to this school. Such an arrangement created a very good opportunity to improve quality of the School. The school authority could easily reach to the higher authorities as and when necessary.

The School is being visited again and again by the higher officials. Number of visits to this school was higher than any other school in the upazila. For instance, The UEO and the AUEO visited this school once a month from July 2003. Moreover, the divisional AD was present 2/3 evenings each week there in the school. The District Primary Education Officers of some of the districts also visited this school for several times. During their visit both UEO and the AUEO observed classroom teaching and had discussion with the teachers.

Philippines and Nepal

The good relationship the school head has with the administration (the division office) has resulted in this school being awarded innovative projects to try out or implement. In most cases the school has become the site for pedagogical experimentation, bringing good name to the school and making the teachers develop that sense of pride for their school. At the same time, this has enhanced the confidence level of the teachers in trying out new projects aimed at improving student performance.

India

The school has shown a very good model of management of academic and pedagogical activities. The school has had a very strong, vital and organic linkage with the district. This has helped in effectively managing the academic aspects of the school through capacity building programmes, school visitations and lesson plan development. Moreover, this has made possible the special nurturing of the school, the head teacher and teachers by providing on-site support to them in order to improve school performance.

Linkages with the Community

Strong school-community linkages are often determined by the amount of effort the school head and teachers devote to make this a reality. Also significant here are the structures established to ensure a more collaborative working relationship between the school and the community. It is unlikely that a school will ever become successful without a functional working relationship between these two partner institutions. Head teachers and teachers who go out of their way to ensure that they work hand

in hand with parents, community leaders and local government officials find their schools endowed with resources that satisfy the enabling conditions needed for the school to become successful.

When schools involve themselves in community development activities, they can be transformed from just recipients of community support into providers of support to the community. In such schools the relationship between the school and the community becomes two-way, a reciprocal or mutual relationship as you will see in the following cases.

Case study examples

Philippines
The school has also been involved in community development undertakings, making it responsive to the needs and problems of the locality. For example, it has its own Home Bio System Program where it promotes ecological and environmental awareness by mounting workshops for parents, training them to produce organic fertilizers out of plant wastes, fish gills and food leftovers, etc. It makes available to the community and the parents its school science and herbal gardens, showcasing different plant varieties, including herbal plants for treating common illnesses in the community, and a butterfly sanctuary. It also has its non-formal education programs for out-of-school youths and adults, training them to be more productive citizens. Livelihood skills training programs such as dressmaking and tailoring, culinary arts and food preservation have been made available to parents and community members served by the school. Recently, it worked in collaboration with the local office of the Philippine National Police (PNP) in Davao City in training policemen who are or who will be deployed in the depressed and disadvantaged villages of Davao province to become literacy trainers who will assist the local village schools in mounting literacy training programs for the illiterate and semi-literate out-of-school youths and adults.

Sri Lanka
The Principal has forged a close relationship with the community by familiarizing them with the school mission, vision and goals. The community has been involved in the decision making and internal management of the school. In turn, the community has provided the school material and technical assistance; it conducted teachers' day, organized health clinics, maintained children's park and water supply system, and provided equipment to the administrative unit.

Bangladesh
The school-community relationship has been quite strong such that the community has gone beyond simply providing occasional and temporary relief to the school and taking part in the day-to-day management of the school. The community has provided the school academic support, making available the services of volunteer teachers. The community has also supported income-generating activities of the school such as the fishponds.

REFLECTION

Given the context and administrative and cultural settings in which your school operates, what strategies do you think would be most effective in linking your school with the system administration and with the community? Consider strategies given in the cases you have read as well as others that may occur to you. Write notes here.

Strategies to effectively link the school with the administration:

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_____
_____
_____

Strategies to effectively link the school with the community:

_____
_____
_____
_____

ACTIVITY 1-4

Given the above strategies

· *adopted by successful schools to further improve the enabling conditions or factors related to school facilities, teachers, students and head teacher; and,*
· *the conditions obtaining in your school; and,*
· *the practices of successful schools in your own context or setting,*

suggest your own strategies to further improve the enabling conditions or factors in your school. Write notes here and then compare notes with your colleagues/school heads who are also studying this module.

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Unit 4: Policies for sustaining school success

Sustaining the gains made by successful schools is both a problem and an opportunity. Why is this so? It is a problem because school heads who are instrumental in making schools successful do not stay in their respective schools forever. Some will get transferred to other schools, others will get promoted to higher administrative positions and still others will just fade away from the limelight, electing to play a more passive and subdued, rather than an active and dynamic role in the school. However, it is an opportunity since it provides a means by which those who shape education policies at the system level can craft more creative ways to continue or sustain the gains made by successful schools.

Policies at the system level

Policies on recruitment and selection of school heads should go beyond age, experience and seniority factors. Selection criteria should put more emphasis on variables such as:

- traits or characteristics such as risk-taking capability and commitment
- democratic ethos, empathy, interpersonal relationships or social skills
- postgraduate academic qualifications and managerial skills
- ability to source funds for the school
- rationality, leadership capability, moral rectitude and teaching competency should be taken into account as well.

A policy to provide intensive and comprehensive training to prepare would-be school heads and those already in the service is in order. The recruitment and selection criteria or standards for school heads must be translated into school management and leadership competencies and then included in the training programmes. Similarly, the inculcation of certain critical attitudes and values needed for effective school management such as authority delegation, responsibility, accountability and empowerment should find their way into such capacity building programmes.

Moreover, a policy should be pursued on the grant of incentives, whether material or psychic or both, to intensify the making of successful schools. This grant will spur other schools desiring to be successful to work doubly hard to gain the title of 'successful school'. The successful schools will not rest on their laurels; rather, they will continue to work even harder to preserve the gains already made.

Even more importantly, a policy on making available the minimum essential enabling conditions for schools to become successful should be implemented on a wider scale and not on a selective basis in favor of urban schools and against rural schools. In this way, a critical mass of successful schools, both in rural and urban centers, will be created system wide. This will positively influence other schools in the education system to aspire to become successful and will bring about a truly effective and massive reform effort.

ACTIVITY 1-5

Based upon your own observations of education reform efforts to improve the quality of basic education in your own country, what system wide policies (other than those mentioned above) will have greatest positive impact on efforts of the schools to become successful?

Give at least two policies and compare notes with colleagues. How similar or different are the system wide policies you have identified?

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_____
_____
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_____
_____

School level policies

Just as there are system wide policies that sustain the growth of successful schools, there are school level policies which school heads should formulate and consistently implement to ensure that the gains made by their schools to become successful are sustained until such time as success becomes an integral part of the school's culture. With success already internalized by the school's key stakeholders, they will not rest on their laurels. Rather they will continue to aspire for greater success, for success begets further success.

First, school heads should make it a policy that their schools, particularly their teaching and non-teaching staff, should at all times work in close partnership and collaboration with the parents and the community in regard to curricular and co-curricular aspects of the education of their wards.

Second, school heads should provide a certain degree of empowerment, autonomy and academic freedom to teachers or school faculty so that as a collectivity they can make their own decisions on what to teach, how to teach and what resources should be tapped to be able to teach more effectively. They can be held accountable for results. Without empowerment or autonomy, teachers will continue to act as dependents and will perpetuate a 'culture of dependency,' a complete departure from the practice of successful schools where participative decision-making by the faculty is the common rule rather than the exception.

Third, a school policy on effective and efficient use of existing school resources, however meager they may be, should be observed at all times by teachers, students, school heads, etc. Success of schools is determined not so much by magnitude of resources available to schools but by effective and efficient use of such resources.

Fourth, higher student academic expectations should always be encouraged and be made a goal of every teacher as a matter of school policy. The reason for this is that student academic expectations largely determine student achievement motivation, which in turn determines student academic performance. As a minimum, to make this an effective policy, teachers themselves must have higher academic expectations of their students. Teachers' academic expectations of students have an influence on students' academic expectations.

Fifth, order and discipline in school should be a basic concern of every school aspiring to become successful or even by those schools that are already successful. School heads should formulate order and discipline rules and guidelines concerning proper teacher and student behaviors. These rules can be effectively formulated and implemented if this is done in consultation with those who are affected by the rules and guidelines.

Sixth, school heads should initiate with their teachers a policy that will establish more needs-based and competency-focused school based in-service training for them. This is apart from the in-service training provided by the administration above the schools, e.g., district and division offices. Such a policy when implemented with support from teachers and the school heads themselves will have greater impact on school success because it will be specifically addressed to strongly felt needs of the schools, teachers and students.

REFLECTION

With regard to formulation of school level policies, how do you see your role as school head? Do you see your role as the primary formulator from whom all policies emanate or as the primary facilitator/orchestrator/conductor in policy formulation or both? In what specific situations do you see your role more as a policy formulator or more as a policy facilitator? Interact with your colleagues and find out areas of agreement and disagreement? Try to arrive at a consensus

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ACTIVITY 1-6

Choose three policies from your school and analyze them in light of the points made above on school level policies for sustaining school success. Make notes here and discuss your ideas with colleagues.

1. _____
_____
2. _____
_____
3. _____
_____

Conclusion

In this module we introduced the concept of successful schools. We did that through a number of case studies which have shown that the criteria of success vary from one country and context to another. We considered the conditions or factors that enabled our case study schools to 'take off' and become successful and also the strategies that may be used to further improve those enabling conditions. Finally, we looked at the type of policies at system and school levels that are appropriate for sustaining school success.

Through the case studies, reflections and activities we trust that you have been able to decide for yourself what constitutes school success in your context and begin to use some of the strategies to enhance the success of your school. In the next module we turn our attention to one of the most important factors in school success and that is the effective management of teachers and support staff.

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The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), which currently brings together 20 Asian institutions from Australia, Bangladesh, China, India, Indonesia, Malaysia , Nepal, Pakistan, the Philippines, South Korea,   Sri-Lanka and International Institute of Educational Planning/ UNESCO,Paris. The ANTRIEP offers an innovative answer to the question of how to strengthen national capacities in training and research in educational management. Without capacity-development, policies and programmes to improve the quality of education will have little chance of survival, let alone success. In its fourteen years of existence, the ANTRIEP network has grown to be a concrete and creative example of South-South co-operation.

The overall objective of the network is to create synergy between the participating institutions to enable them to respond better to the growing and increasingly diversified needs for skill development in educational planning and management in the Asian region. The network has organized several high-level policy seminars, its members have collaborated in research and training programmes and the Focal Point – National University of Educational Planning and Administration (NUEPA) publishes a regular bi-annual Newsletter.

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Making School Successful

Module 1: **Successful Schools**

Module 2: **Managing People at Work**

Module 3: **Managing Student Affairs**

Module 4: **Managing External Relations**

Module 5: **School Development Planning**