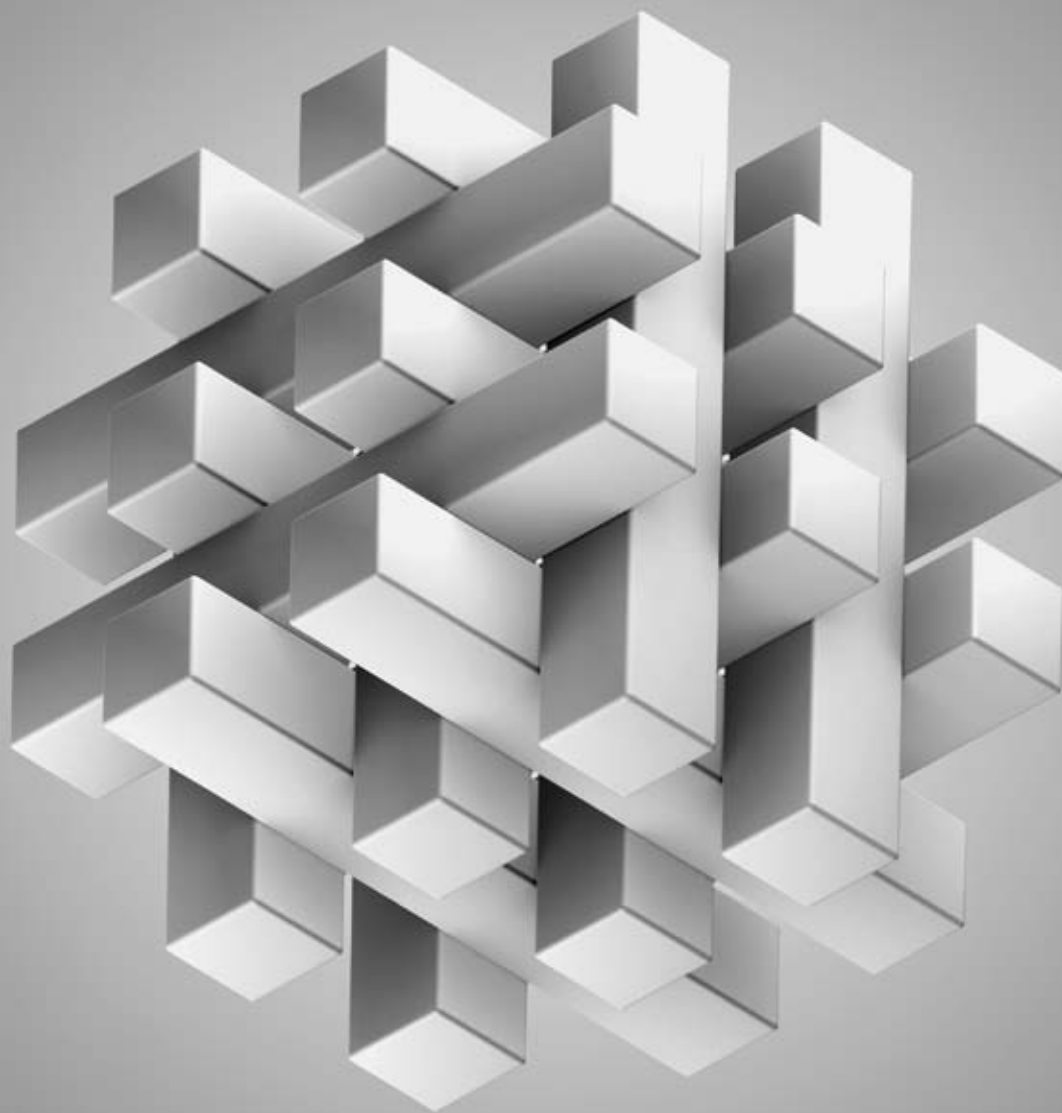




مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



PROFESSIONAL STANDARDS FOR PRINCIPALS

PROFESSIONAL QUALIFICATIONS FOR PRINCIPALS

Principals recruited to manage and lead schools in the Emirate of Abu Dhabi must meet or exceed the following qualifications:

- Masters Degree from a recognised University.
- Recognised Teaching Qualification
- Minimum of 5 years continual teaching experience, preferred 7 years plus, including teaching management experience.
- Recognised qualification in Educational Leadership
- Minimum IELTS (Academic) 6.5
- Bilingual Arabic/English preferred

THE ROLE OF THE PRINCIPAL

The core purpose of the principal is to provide professional leadership and management for a school, and to promote a secure foundation from which to achieve high standards in all areas of the school's work. Therefore the principal is the leading professional in the school. The principal provides leadership and direction, enabling a shared vision for the school, and ensures that it is managed and organised to meet its aims and targets.

To gain this success a principal must establish high quality education by effectively managing teaching and learning to realise the potential of all staff and students. Principals must establish a culture that promotes excellence, equality and high expectations of all staff and students.

The principal, working with others, is responsible and accountable for:

- evaluating the school's performance to identify the priorities for continuous improvement and raising standards;
- ensuring equality of opportunity for all;
- developing policies and practices;
- ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school;
- building the leadership capacity within the school;
- engaging all parents and community stakeholders in the education of students.



PROFESSIONAL STANDARDS FOR PRINCIPALS

The Standards are set in **five areas**

These five key areas, when taken together, represent the role of the principal.

- Leading Strategically
- Leading Teaching and Learning
- Leading the Organisation
- Leading People
- Leading the Community

The following states the professional standards that are the expected competencies for all principals.

The Professional Standards should be used as part of the process in the continual professional development of Principals.

The Indicators are not an exhaustive list. The indicators are to help clarify what should be happening in schools. They illustrate that the professional standards for Principals are having the expected impact.

LEADING STRATEGICALLY

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Qualities Is Committed To:</i></p> <p>A collaborative school vision of excellence and equity that sets high standards for all</p> <p>The setting and achieving of ambitious, challenging goals and targets</p> <p>A collaborative school vision of excellence and equity that sets high standards for all</p> <p>Reflective self-development</p>	<p>The school has a defined vision which</p> <ul style="list-style-type: none"> • is collaborative • guides the teaching and learning process • drives a documented strategic plan • is communicated to build stakeholder understanding and support <p>Evidence of setting and achieving challenging goals and targets:</p> <ul style="list-style-type: none"> • for all students in the learning environment • for the involvement of all stakeholders <p>The school has a defined vision which</p> <ul style="list-style-type: none"> • is collaborative • guides the teaching and learning process • drives a documented strategic plan • is communicated to build stakeholder understanding and support <p>Evidence of a reflective self – development</p> <ul style="list-style-type: none"> • the principal has an individual professional growth plan • uses performance feedback mechanisms to inform improvement • identifies areas for self development • seeks appropriate learning opportunities

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Knowledge</i> <i>Understands:</i></p> <p>ADEC Strategic Plan and how to communicate and implement ADEC’s vision</p> <p>Local, national and global educational trends</p> <p>Strategic planning processes for school improvement</p> <p>Importance of communication both within and beyond the school</p>	<p>The strategic plan of the school is aligned to ADEC’s strategic plan</p> <ul style="list-style-type: none"> • links the vision and the objectives of the school with ADEC • ensures the community understands the strategic plan • shares information with parents and community • explains ADEC’s vision <p>Evidence of understanding local, national and global educational trends</p> <ul style="list-style-type: none"> • establishes open communication and engages parents and community in the school process • connects the school with the local community <p>Evidence of strategic planning processes for school improvement</p> <ul style="list-style-type: none"> • reads and uses current educational research • attends educational conferences and uses the information • seeks professional development on strategic planning of school • schedules classroom observations • includes a professional development plan for teachers • includes a communication policy for the community • holds purposeful regular meetings with parents <p>Evidence of strategies for communication both within and beyond the school</p> <ul style="list-style-type: none"> • communicates procedures with all stakeholders • uses technology in a variety of ways • schedules regular meetings for a variety of purposes

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Knowledge</i> <i>Understands:</i></p> <p>New educational technologies, their uses and impact</p> <p>Change processes</p> <p>The need for creativity and innovation</p>	<p>Incorporates new technology in teaching and learning</p> <ul style="list-style-type: none"> • continues to update facilities • encourages the use of technology inside the classroom to enhance the learning process • provides modern technology equipment in the school <p>Evidence to show an understanding of change processes</p> <ul style="list-style-type: none"> • accepts changes models • takes change step by step • Is aware of current educational trends • establishes a “change” committee which includes all concerned stakeholders

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Skills</i> <i>Demonstrates the ability to:</i></p> <p>Turn strategic thinking into action</p> <p>Inspire, challenge and motivate staff</p>	<p>Has evidence of a school improvement plan</p> <ul style="list-style-type: none"> • creates a development plan for the school • shares goals/targets with staff • school plans and action plans are developed and linked to ADEC strategic plan • develops school based projects which support learning targets <p>Provides evidence to inspire, challenge and motivate staff</p> <ul style="list-style-type: none"> • creates motivation chart for school employees • builds good relationships • evidence of all staff is moving together • encourages sharing and support of each other – thinking carefully

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Skills</i> <i>Demonstrates the ability to:</i></p> <p>Model the values and vision of the school</p>	<p>The Principal's actions reflect the values and vision of the school</p> <ul style="list-style-type: none"> • share and include everyone in developing the vision • plans, implements and reviews the values and vision of the school
<p>Anticipate, lead and manage change</p>	<p>Develops plans which initiate change and predict educational trends</p> <ul style="list-style-type: none"> • makes effective use of change theory • principal believes in change and guides and trusts staff • deals with complexity and uncertainty • identifies obstacles and provides alternatives
<p>Acknowledge achievement and celebrate excellence</p>	<p>Recognizes and rewards excellence</p> <ul style="list-style-type: none"> • recognizes staff and students regularly eg. once a month • provides opportunities for recognition of performance in education • celebrates achievement eg. gifts, certificates • gains recognition of success achieved at the school
<p>Make effective use of school improvement processes</p>	<p>School improvement process reflects how the school:</p> <ul style="list-style-type: none"> • gathers analyses and interprets data • uses evidence to identify priorities • plans, implements and reviews action needed to improve • shares and learns best practices from other schools

LEADING TEACHING AND LEARNING

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Qualities</i> <i>Is committed to:</i></p> <p>Ensuring all students receive effective teaching and learning</p> <p>The use of valid and reliable assessment practices</p> <p>Flexibility in teaching to meet individual learning needs</p> <p>Raising the standards for all in pursuit of excellence</p>	<p>Establishes creative, responsive and effective approaches to teaching and learning</p> <ul style="list-style-type: none"> • training and assessing the quality of teaching to develop professional teachers • improving student achievement through use of quality data • monitoring and training teachers in new educational methodology/pedagogy • providing a stimulating educational environment • allowing lead teachers to influence by example <p>Provides evidence of valid and reliable assessment practices</p> <ul style="list-style-type: none"> • using assessment data (EMSA to plan relevant teaching programs • using student and parent feedback • establishing a school assessment policy to raise student achievement <p>Individual needs of students are met</p> <ul style="list-style-type: none"> • developing IEP for underperforming students as well as gifted & talented students • providing special learning opportunities for individual needs • using co operative learning, and differentiated learning <p>Demonstrates and articulates high expectations for both students and teachers</p> <ul style="list-style-type: none"> • by setting realistic goals • regularly informing the community of the goals

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Qualities</i> <i>Is committed to:</i> Continuous learning of all school personnel</p>	<p>Provides evidence that all school personnel are continuously learning</p> <ul style="list-style-type: none"> • provide staff training • research new knowledge and share with others • visit classes and other schools • continuous study • share best practice from other countries

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Knowledge</i> <i>Understands:</i> ADEC Curriculum Standards</p> <p>Strategies for improving achievement</p>	<p>Shows understanding of ADEC’s Curriculum Standards</p> <ul style="list-style-type: none"> • knows the curriculum standards • leads teacher to understand the curriculum standards • uses the standards knowledgeably when observing, assessing and discussing with teachers • strategic plan addresses needs of all students <p>Understands strategies for Improving achievement</p> <ul style="list-style-type: none"> • ensures consistent and school-wide focus on student achievement, using data and benchmarks to monitor progress of each student’s learning • develops a school strategic development plan • community and parents are aware and informed of student achievement • creates a clear and specific budget which is tied to school aims • develops an annual action plan for higher student achievement • develops a variety of testing tools to be used for a variety of reasons • uses assessment data as a tool to inform teaching and learning which leads to improvement • encourages teachers to change strategies to meet student needs

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Knowledge</i> <i>Understands:</i></p> <p>The development of a culture that motivates students to learn</p> <p>Models of learning and models of teaching</p> <p>The use of technologies to support teaching and learning</p> <p>Strategies for ensuring access, inclusion and diversity</p> <p>Strategies for developing effective teachers</p>	<p>Understands the importance of a learning culture</p> <ul style="list-style-type: none"> • assists and counsels teachers in instructional improvement • has a policy for awards/celebrations. • plans for assessment • uses exam results to plan for students • develops surveys for assessment of strategies <p>Understands models of learning and models of teaching</p> <ul style="list-style-type: none"> • Introduces new pedagogical teaching models • Introduces different learning styles information <p>Implements technology to enhance and extend learning experiences for students</p> <ul style="list-style-type: none"> • models the use of technology • provides adequate services to maintain technology in the school • encourages teacher use of technology in classroom <p>Understands strategies for access, inclusion and diversity</p> <ul style="list-style-type: none"> • there is a school policy which acknowledges access, inclusion and diversity for all students • the need for a variety of approaches to cater for the needs of all students • welcomes and includes those students who do not meet the norm • Seek assistance to meet the needs of those with health, physical or learning disabilities <p>Understands the importance of developing effective teachers</p> <ul style="list-style-type: none"> • has a planned appraisal process and sets school goals to be achieved • uses continuous professional development through staff meetings • encourages teachers to share resources and knowledge with colleagues

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Skills</i> <i>Demonstrates the ability to:</i></p> <p>Organize the delivery of curriculum, with clearly defined expectations for student learning</p>	<p>Provides evidence of the ability to organize the delivery of curriculum, with clearly defined expectations for student learning</p> <ul style="list-style-type: none"> • student centered learning • prepares a clear plan to implement the curriculum and review the specific results • teacher record through standardization (standards are already communicated) • principal disciplines on attendance • using brainstorming sessions to develop activity charts for the school (mapping process) • ensures that the policies and systems align to support learning
<p>Access, analyze and interpret student data</p>	<p>Accesses, analyzes and interprets information</p> <ul style="list-style-type: none"> • in depth analysis of student results • involves staff in the analysis and interpretation of data • distributes analysis to all staff • various assessments are used • survey for students and parents feedback • there is a data base of current and previous student analysis • there is an action plan for students based on the data analysis
<p>Monitor and evaluate teacher performance</p>	<p>Teachers are appraised</p> <ul style="list-style-type: none"> • building teachers' commitment to the learning process • a schedule of classroom visits is delivered and feedback follows • evaluates and reviews classroom practices • promotes improvement strategies through action plans • establishes timelines and targets for staff growth and professional learning • there is an improvement plan for each area in the school

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Skills</i> <i>Demonstrates the ability to:</i></p> <p>Acknowledge excellence and challenges poor performance</p> <p>Models of behavior and attendance management</p>	<p>Acknowledges excellence and challenges underperformance of staff</p> <ul style="list-style-type: none"> • ensures a culture of challenge and support in which all staff can achieve success and become engaged in their own learning • there is an individual professional growth plan for all staff • principal is a role model • plans a clear process of acknowledgement and challenge for staff – an appraisal process policy <p>Implements strategies which engages students in high standards of behavior, motivation and attendance</p> <ul style="list-style-type: none"> • has behavior/attendance policy, shares it and gives responsibility to parents



LEADING THE ORGANISATION

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Qualities</i> <i>Is committed to:</i></p> <p>Shared leadership, management and decision-making</p>	<p>Provides teachers and students opportunities to lead</p> <ul style="list-style-type: none"> • establishes effective working groups • organises groups from staff parents and students (lead teachers, co coordinators, student council, parent council) • provides working groups with motivation and support. • delegates decision making to the working groups. • encourages and provides time for all groups to communicate in the organisation • guides good financial management • distributes leadership roles and responsibilities according to working groups competency • monitors group feedback
<p>The equitable management of staff resources</p>	<p>Provides stakeholders roles in the decision-making process that promotes a culture of participation, responsibility and ownership</p> <ul style="list-style-type: none"> • Through encouragement and acknowledgement of contributions • Sets clear goals and guidelines for all groups • Resources are reviewed to improve the quality of education for all students
<p>A culture that promotes self motivation</p>	<p>Principal models the culture and implements an evaluation system that provides for the professional growth of all personnel through</p> <ul style="list-style-type: none"> • a culture of team work and sharing • connection to community, colleagues, sponsors and parents council to share in school projects • staff goal setting at the beginning of each year • reviewing the goal setting twice annually

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Qualities</i> <i>Is committed to:</i></p> <p>Provision of a safe, secure and healthy school environment</p> <p>Collaboration with others in order to strengthen the school organizational capacity</p>	<p>Provides a safe, secure and healthy school environment by</p> <ul style="list-style-type: none"> • developing policies, clear and fair so everyone understands • encouraging and acknowledging all members of the school community • creating a School Health and Safety team to oversee the school <p>Shows collaboration with others in order to strengthen the school organizational capacity by</p> <ul style="list-style-type: none"> • planning and participating in staff team building • working beside all groups in the school • feeding back to each group after reading records of all meetings

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Knowledge</i> <i>Understands:</i></p> <p>ADEC organisational structure</p> <p>The importance of two-way communications processes</p> <p>Principles and models of school self-evaluation</p>	<p>Shows an understanding of ADEC's organizational structure</p> <ul style="list-style-type: none"> • communicates using the correct channels <p>Communicates effectively with ADEC</p> <ul style="list-style-type: none"> • reads emails/letters/faxes daily, and answers all messages <p>Provides evidence of models of self evaluation and teacher performance</p> <ul style="list-style-type: none"> • encourages the use of continuous self evaluation and feedback for teachers • prepares a plan for the development of teachers • principal uses a variety of self reflection models

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Knowledge</i> <i>Understands:</i></p> <p>Principles and strategies to enhance school improvement</p> <p>Planning and implementing change</p> <p>Informed decision-making</p> <p>Financial planning and budget management</p>	<p>Enhances school improvement by</p> <ul style="list-style-type: none"> • evidence based plans, policies and procedures • studying and understanding standards for teachers • reads and reflects on a variety of plans, policies and procedures for school use <p>Provides evidence of planning and implementing change</p> <ul style="list-style-type: none"> • encourages a innovative curriculum plan to be implemented by teachers and students • effectively promotes change to the school community • seeks information from key groups (students, parents, teachers) • publicizes policies <p>Provides evidence of informed decision-making</p> <ul style="list-style-type: none"> • ses external reports i.e. PENTA, EMSA to make school based decisions • reviews educational initiatives from other parts of the world <p>Provides evidence of sound financial planning and budget management</p> <ul style="list-style-type: none"> • management systems, processes and structures work effectively • uses and intergrates a range of technologies effectively and efficiently to manage the school

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Skills</i> <i>Demonstrates ability to:</i></p> <p>Manage finances and human and physical resources</p>	<p>Manages the school's finances and human resources effectively and efficiently</p> <ul style="list-style-type: none"> • the school has a plan to manage budget • plans the budget annually • writes and implements a school improvement plan (S.I.P.) • consults with staff regarding their needs • implements successful performance review processes with all staff • ensures that the range, quality and use of resources is monitored • shows that sustainable policies and procedures have been established for staff, students and parents in all areas of school life • regularly reviews policies and records review date
<p>Establish and sustain policies and procedures</p>	<p>Manages and organizes the school environment effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety requirements</p> <ul style="list-style-type: none"> • creates teams e.g. finance and then holds the teams accountable • creates and follows the job description of all staff
<p>Delegate responsibilities effectively</p>	<p>Manages work load effectively to achieve visions and goals for the school</p> <ul style="list-style-type: none"> • assigns responsibilities to others to assist in running the school effectively • delegates leadership roles in the school • communicates clear timelines for all to follow • organises and prioritises tasks
<p>Anticipate and solve problems</p>	<p>Anticipates and solves problems by</p> <ul style="list-style-type: none"> • regularly reflecting on school events and daily procedures • planning effectively using risk analysis strategies

PROFESSIONAL STANDARDS FOR PRINCIPALS

Leadership Competencies	Indicators (with some examples)
<p data-bbox="165 293 592 389"><i>Professional Skills</i> <i>Demonstrates ability to:</i></p> <p data-bbox="165 421 632 495">Think creatively and communicate effectively</p> <p data-bbox="165 804 662 884">Build a school culture that promotes learning</p>	<p data-bbox="834 421 1410 495">Provides evidence of creative thinking and effective communication</p> <ul data-bbox="834 517 1426 745" style="list-style-type: none"><li data-bbox="834 517 1426 589">• creates and publishes unique vision and mission statements that promote learning<li data-bbox="834 595 1426 667">• thinks of alternative strategies and actions to enhance the school<li data-bbox="834 674 1426 745">• communicates to staff and school community in many ways <p data-bbox="834 808 1398 884">Provides evidence that the school culture promotes learning</p> <ul data-bbox="834 907 1374 1135" style="list-style-type: none"><li data-bbox="834 907 1374 936">• supports and deploys staff appropriately<li data-bbox="834 943 1374 972">• designs job descriptions for all school staff<li data-bbox="834 978 1374 1050">• writes down expectations for the students' learning<li data-bbox="834 1057 1374 1128">• analyses students results which leads to evaluating teachers



LEADING PEOPLE

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Qualities</i> <i>Is committed to:</i></p> <p>Developing a shared purpose and direction for the school</p> <p>Building and sustaining effective teams</p> <p>Shared leadership</p> <p>Facilitating productive and positive work relationships</p> <p>Rigorous professional development for self and staff</p>	<p>Shared vision communicated to staff, students and community</p> <ul style="list-style-type: none"> open door policy allows all to be involved in committees <p>Policies and procedures encourage development of effective teams across and within the school</p> <ul style="list-style-type: none"> encourages and creates a system where teachers are given the opportunity to work in groups with a specific goal <p>Mentors qualified professional staff who are capable of fulfilling assigned roles and responsibilities</p> <ul style="list-style-type: none"> uses the knowledge and skills of staff to enhance the work of the school <p>Evidence of facilitating productive and positive work relationships</p> <ul style="list-style-type: none"> provides a culture that enables regular opportunities for professional dialogue <p>Leads, facilitates and actively participates in continual professional development programmes</p> <ul style="list-style-type: none"> professional development for teachers occurs on a regular basis attends and/or delivers a relevant professional development programs

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Knowledge</i> <i>Understands:</i></p> <p>Interpersonal relationships and their value in the school environment</p> <p>Adult learning and models of continual professional development</p> <p>How to promote individual and team development</p> <p>Ways to build and sustain a learning community</p> <p>How to sustain school improvement</p> <p>Impact of change on people and schools</p>	<p>Has staff with diverse skills strategically placed in flexible teams for short and long term projects</p> <ul style="list-style-type: none"> • regular staff feedback and input provides updated information on staff skill sets • communicates change to the stakeholders <p>Shows an understanding of adult learning and models of continual professional development</p> <p>Shows an understanding of how to promote individual and team development</p> <ul style="list-style-type: none"> • promotes networking opportunities globally & locally • performance development plans for the staff demonstrate the importance of professional growth <p>Evidence is present which indicates how to build and sustain a learning community</p> <ul style="list-style-type: none"> • quality educational performance is supported by documented evidence <p>Develops effective staff induction, professional development and performance review for all</p> <ul style="list-style-type: none"> • promotes a sense of pride within the school and throughout the community • survey for parents about the performance of the school is used to support targeted professional development • continuous monitoring and evaluating of the educational process <p>Evidence is present which indicates that change is understood and accepted</p> <ul style="list-style-type: none"> • develops individual professional development plans • builds a system of motivational opportunities • all staff actively involved in pd programs • conflict resolution processes in place and used when required • professional development is ongoing and rigorous in both delivery and follow-through

Leadership Competencies	Indicators (with some examples)
<p>Professional Skills Demonstrates the ability to: Use conflict resolution strategies effectively</p>	<p>Treats people fairly, equitably, with dignity and respect</p> <ul style="list-style-type: none"> • shows fairness and respect when dealing with people • effective policies guide required actions in conflict situations • sets up procedures to deal with conflicts within the school in order to resolve any problems • leads meetings which follow procedures and help resolve the problems • understands major reasons for the problem and is able to work with school based teams to resolve concerns
<p>Self-initiate and be autonomous</p>	<p>Develops and maintains a culture of high expectations for self and others</p>
<p>Motivate, develop and empower individuals and teams</p>	<p>Delegates meaningful tasks to individuals and teams resulting in effective planning and results</p> <ul style="list-style-type: none"> • acknowledges responsibilities and celebrates achievements of individuals and teams • facilitates a team approach to lead people to change and improve the school • encourages positive performance and has procedures in place to avoid negative performance
<p>Collaborate and use networking abilities within the school and community</p>	<p>Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities</p> <ul style="list-style-type: none"> • enhances the profile of the school in the community • involves parents in school planning • involves community and organisations in school planning

PROFESSIONAL STANDARDS FOR PRINCIPALS

Leadership Competencies	Indicators (with some examples)
<p>Professional Skills Demonstrates the ability to:</p> <p>Give and receive positive and negative feedback as necessary</p> <p>Lead change in the organisation</p>	<p>Develops schools policies and procedures to recognise/notice good work</p> <ul style="list-style-type: none">• school has a motivation policy that has been implemented• gives feedback/reports in confidence <p>Is able to lead change</p> <ul style="list-style-type: none">• ensures people understand change, the need for change and the process of change• plans for improvements• creates a school development plan update



LEADING THE COMMUNITY

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Qualities</i> <i>Is committed to:</i></p> <p>Maintaining effective communication with all stakeholders</p> <p>Collaboration with people within the school community</p> <p>Developing productive partnerships with external agencies, industry and commerce</p> <p>Liaise with agencies, organisations and ministries for well-being of students and families</p>	<p>Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders</p> <ul style="list-style-type: none"> • prepares and holds regular meetings for the parents • reports to parents on student achievements • parent council – have regular meetings • maintains effective communication e.g. e- mail/ SMS, phone calls etc • regular meetings for all parents <ul style="list-style-type: none"> - updated on website - invitation to school events - celebration card : eg. Eid Mubarak card <p>Fosters collaboration with community stakeholders to support student learning</p> <ul style="list-style-type: none"> • promotes understanding community to help solve problems • participates in community events • uses parents’ skills and talents : e.g. Careers evening <p>Provides evidence of productive partnerships with external agencies, industry and commerce</p> <ul style="list-style-type: none"> • establishes connections • establishes transparency at school level to enhance communication and development • Seeks opportunities for joint project and/or sponsorship <p>Liaises with agencies, organizations and ministries for well-being of students and families</p> <ul style="list-style-type: none"> • effective transition of students between grades, cycles and other institutions

PROFESSIONAL STANDARDS FOR PRINCIPALS

Leadership Competencies	Indicators (with some examples)
<p data-bbox="167 304 547 398"><i>Professional Qualities</i> <i>Is committed to:</i></p> <p data-bbox="167 427 719 501">Involvement of parents in support of the school</p> <p data-bbox="167 757 751 831">Incorporating national heritage and culture into the fabric of the school</p>	<p data-bbox="834 427 1418 461">Parents are involved in supporting the school</p> <ul data-bbox="834 483 1390 712" style="list-style-type: none"><li data-bbox="834 483 1390 555">• establishes open and honest communication with wider community<li data-bbox="834 562 1390 633">• develops the school vision, student learning and project initiatives<li data-bbox="834 640 1390 712">• parents are involve in school programs eg. in classroom support, libraries, career evenings <p data-bbox="834 757 1409 831">Builds a school culture which reflects the rich national heritage of the community</p> <ul data-bbox="834 853 1434 1122" style="list-style-type: none"><li data-bbox="834 853 1434 887">• community awareness campaigns<li data-bbox="834 893 1434 927">• exhibition of traditional games, hobbies etc<li data-bbox="834 934 1434 1005">• creates a programs that guild national heritage – holds workshops and creates teams<li data-bbox="834 1012 1434 1046">• cultural examples in the curriculum<li data-bbox="834 1052 1434 1086">• celebrates National Day<li data-bbox="834 1093 1434 1122">• all subjects address heritage in the curriculum plan



Leadership Competencies	Indicators (with some examples)
<p data-bbox="165 300 584 389"><i>Professional Knowledge</i> <i>Understands:</i></p> <p data-bbox="165 423 671 497">The importance of current issues and trends in education</p> <p data-bbox="165 864 668 938">The benefit of using local community resources</p> <p data-bbox="165 1391 660 1507">Work of agencies, organizations and ministries and the opportunities for collaboration</p>	<p data-bbox="834 423 1382 497">The school introduces the community to current issues and trends in education</p> <ul data-bbox="834 519 1350 788" style="list-style-type: none"> • conferences • workshops • newsletters • parent councils • community debates • focus groups etc • principal leads professional development <p data-bbox="834 864 1418 1025">A wide range of community-based learning experiences are evident and maintains a database of contacts and opportunities within the wider community</p> <ul data-bbox="834 1048 1406 1317" style="list-style-type: none"> • connects the school with home and communities • shares information • learning experiences for students are linked into and integrated with the wider community • contacts the communities – visits and shares information <p data-bbox="834 1391 1449 1592">Accesses services provided by other organisations and ministries and demonstrates leadership and communication with the community as ambassador and employee of ADEC</p> <ul data-bbox="834 1615 1386 1883" style="list-style-type: none"> • seeks sponsors and support for the school • encourages lectures/workshops from community groups • students regularly have field trips • invites people from different organizations - educational trips, workshops/lectures • organises trips for the local community

Leadership Competencies	Indicators (with some examples)
<p><i>Professional Skills</i> <i>Demonstrates the ability to:</i></p> <p>Form valuable community partnerships to support the school</p> <p>Listen, reflect upon and act upon community feedback</p> <p>Use strategies which encourage parents to participate and support their student's learning</p>	<p>Connecting the school with the community</p> <ul style="list-style-type: none"> • develops a good reputation so that the school can secure community support • involves parents at all levels and the school achieves transparency through its work • develops a database of organizations or professionals who can assist students • shares ideas and experiences with other schools and community <p>Acts upon community feedback</p> <ul style="list-style-type: none"> • Gather feedback from parents and community on a regular basis <p>Partnerships with parents are positive and open, encouraging dialogue and participation in the education of all students</p> <ul style="list-style-type: none"> • handbook for parents with information on curriculum, assessment etc. • invitations to parents and the community to participate in school programmes and events • includes parents and organizations in school celebrations and events



**Abu Dhabi
VISION 2030**

ADEC
Strategic Plan
2009 - 2018

Educational Leadership

Student Outcomes

Professional
Standards
for
School
Leaders

Performance
Developmet

Teaching
&
Learning

Performance
Developmet

Professional
Standards
for
Teachers

The Framework for Leadership in Schools

