

AISH



STANDARD #3

Human and Organizational Development

Impact Examples (blue text)

(For goal-setting, select one or two that are most relevant for your context.)

Human and Organizational Development

The Head of an International School enacts legal and ethical practices to safeguard students' well-being and sets high levels of performance in staff so that each student can attain academic success.

ETHICAL & INSPIRATIONAL PRACTICES

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“... working together to improve learning.”



a) Ensures that recruitment and retention practices are in alignment with the school's mission, vision and values, and reflect the school's unwavering commitment to child protection.

- Comprehensive child protection policies and procedures have been developed and there is evidence provided of adherence.
- A standing committee (e.g. health and safety) exists and there is a record of actions taken as a result on issues of child protection and other safety issues.
- An annual school-wide child protection plan is regularly updated.
- A code of conduct for acceptable and unacceptable behavior is in place and there are examples of actions taken in response to inappropriate behavior.
- Recruitment practices are consistently implemented and reviewed including candidate profiles, reference checks, referee verification, criminal background checks, internet checks, review of sex offender registries, and interview and advertising practices.
- Community connections that can help the school have been established so that resources are available in times of crisis.
- Recruitment and orientation materials communicate clear and honest expectations regarding employment at the school, as well as a description of the school's organizational culture.

b) Provides, participates and personally leads, professional development guided by principles of learning so that staff continues to develop their knowledge and skill, working together to improve learning.

- Principles of learning have been established and they are discussed, understood and promoted by the staff.
- A professional development plan, in alignment with the school's annual goals, guiding statements and staff appraisal procedures, results in improved staff and student learning.
- Meetings for the year are planned with a focus on student learning. There are examples of how past meetings have contributed to improved teacher and student performance.
- The Head plays a significant role with professional development in the school and is perceived as a learning leader.
- Professional development is provided for non-teaching staff in the school's mission, vision and values, which links staff contribution to student learning.
- An organizational culture focused on student learning and well-being exists, and there are numerous strategies that the Head of School uses to actively promote the culture.

c) Utilizes performance standards for staff with ongoing coaching, mentoring and feedback to evaluate impact on learning, and to build a school of empowered leaders.

- There is a shared understanding of a written staff appraisal system based on standards, reflection, goal setting and aligned professional development.
- The appraisal process and tool includes the school's beliefs of growth and development. An alternative pathway exists for staff that may require further support to meet standards or a process for "managing out."
- Principals and other evaluators and coaches do checks for consistency such as watching and discussing videos of teaching.
- All new staff are supported for their first year through a school-wide mentoring program. The system is revised according to feedback.
- Plans for teachers who are not meeting standards are linked to gains in student learning with notes of progress.
- A staff survey is administered with questions of efficacy and empowerment. The Head uses the results to set goals for improvements.
- Structures and processes are in place to enable the Head to identify and nurture potential leadership capability amongst staff members.
- Exiting staff is surveyed regarding the effectiveness of structures and processes in place that have empowered them as leaders.

International Task Force on Child Protection (ITFCP): Recommended recruitment and screening practices for International School recruitment. June 2016

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Photograph by Tim Dorn

Collaborative Climate

d) Creates a climate that supports collaboration focused on improving learning.

- Team/staff/leadership meeting agendas indicate regular collaborative discussions that are focused on learning.
- Staff engages in purposeful, collaborative discussions including such activities as analyzing data, goal setting and monitoring learning results.
- Team goals that will lead to measurable impact on student learning are aligned with the school's guiding statements, the annual school goals and the school-wide professional development plan.
- There is a detailed pathway in the staff appraisal process to support staff that exceed/meet standards or to 'manage out.'
- Orientation materials and agenda for new staff indicate that time is spent on mission/vision/values and a focus on improving learning.
- An annual survey for the school community has been designed to obtain data from different sources on whether the school has a collaborative focus that leads to improvements in student learning.
- There is a shared definition and understanding of what collaboration looks like at the school with examples of practices that have resulted in improved student learning.
- There is evidence from others that the Head of School has initiated and maintained a culture of trust within the school.
- Practices to monitor staff well-being and job satisfaction are present within the school, and actions, if needed, to remedy.

e) Energizes staff to examine, practice and innovate to maximize the effect of their teaching on all students.

- The alignment of initiatives, strategies, programs and events with the mission and vision is articulated and the impact of the activity is analyzed.
- A log of innovative ideas for improving learning is maintained and their effect reflected upon.
- There are celebrations of new teaching strategies tried and the resulting learning gains.
- Structures and processes are in place for staff cultivating reflective practice e.g., a meeting once a quarter with groups of teachers to connect innovative teaching practices with alignment to the school's learning principles, guiding statements and annual school goals.

f) Creates a diverse, high-performing, collaborative leadership team in order to make good decisions and advance the mission and vision of the school.

- A journal entry or coaching conversation indicates analysis of one's leadership team according to diversity, team effectiveness and/or student performance. Goals and a recruiting plan for future position openings exist that reflect intention.
- The leadership team utilizes various tools to increase self-knowledge and knowledge of each other. The findings are used to analyze team strengths and weaknesses and set goals for greater effectiveness.

- The leadership team utilizes a process observer or coach to provide feedback on group process, team development, conflict resolution skills, collaboration and team roles. The feedback results in the team setting and maintaining goals for high performance.
- A log of decisions made by the Leadership Team during the year is analyzed according to advancing the mission and vision of the school.
- The leadership team has reached written agreements regarding what decisions the team makes, what decisions are made by divisions or departments, and what decisions are made by the Head of School. The team also understands the role it plays in consultative decisions and has time and a process on agendas to discuss significant issues. The team has an understanding of what constitutes a good decision and systematically uses the guiding principles of the school as the touchstone.
- Surveys and interviews with leadership team members indicate that they feel supported and coached by the Head of School to advance the mission and vision and increase their leadership capabilities



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