

SELF-EVALUATION OF SCHOOL LEADERSHIP

Domains, standards and statements of practice



The Inspectorate School Improvement and Quality Unit

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Self-evaluation of school leadership

1. Introduction

1.1 Context

School self-evaluation was formally introduced in primary and post-primary schools in Ireland in 2012. The Department of Education and Skills published *School Self-Evaluation Guidelines* in that year, to support schools' engagement in school self-evaluation (SSE), with a focus on teaching and learning. The 2012 Guidelines referred to other dimensions of school provision that would over time become areas of focus for self-evaluation. The second dimension referred to was management and leadership, which is the focus of the quality framework set out in this guide.

Teaching and learning constitutes the core work of the school, and teachers continually strive to provide the best possible learning experiences for their students. Teaching and learning will therefore always remain the focus of whole-school engagement in the SSE process. However, research evidence and observation of practice confirm that effective school leadership has an impact on students' learning experiences second only to good-quality teaching. It is for this reason that the Department has developed a self-evaluation framework of domains, standards and statements of practice for school leadership.

1.2 What does school leadership mean?

The consensus emerging from the current literature is that school leadership is defined and demonstrated by its impact on learning. For example, the OECD publication *Leadership for 21st Century Learning* (2013) describes 'leadership focused on creating and sustaining environments that are conducive to good learning' as paramount. This view has informed the recent development of professional standards for school leaders in a number of jurisdictions. It is both powerful and challenging when applied to the development of such standards in the Irish educational context.

In the context of school self-evaluation, the development of these standards is an acknowledgement that effective leadership is essential for schools to be – and continue to be – places where successful learning happens. These standards acknowledge that creating and sustaining successful learning communities requires the skilful direction of action planning for improvement and the skilful management of ongoing change. These skills are defining characteristics of school leadership.

Professional standards for school leaders therefore play a key part in extending and deepening the culture and practice of self-evaluation. They provide a framework to support individual and collaborative reflection, by promoting a shared understanding of what school leadership means and how it is demonstrated. This shared understanding can then inform the design of leadership programmes, and the criteria used to fill leadership positions and to evaluate the effectiveness of school leaders.

In developing these standards, it has been necessary to consider carefully the related concepts of leadership and management. A much-used distinction is that management is 'doing things right' and leadership is 'doing the right things'. However, it is simple common sense to conclude that a combination of these – 'doing right things right' – is required in practice.

This view that successful leaders 'do right things right' provides a sound basis on which to establish guiding principles for effective leadership in Irish schools. Leadership skills are required to create a vision and a shared sense of purpose within a school; management skills are required to provide and

maintain the systems and structures through which the vision and purpose are realised. It is essential that both skillsets be considered at all times as serving the school's core work: learning and teaching.

1.3 Guiding principles for effective leadership in Irish schools

The domains and standards for school leadership are founded on a number of principles about what is required of leaders to ensure effective teaching and learning in schools. These principles are:

- A set of core professional values that includes commitment, trust, care, integrity, social justice and respect for all
- A clear understanding and knowledge of the core work of schools, which is the continuous development of a successful teaching and learning culture
- The ability to manage the school environment, structures and resources in a way that enables the development of a successful teaching and learning culture
- The ability to distribute leadership responsibilities in order to build leadership capacity and effective teams, with a view to sustainability and succession planning
- Recognition of the principal as lead learner who manages the creation, sharing and review of the strategic vision, ethos and aims of the school
- The ability to inspire and create a commitment to constant improvement through modelling and communicating the practice of self-evaluation and reflection

1.4 Who are the domains and standards for?

The domains and standards are intended to fulfil a range of purposes in any context where effective school leadership is a central concern. They provide a shared vision and understanding of leadership throughout the Irish education system, and are intended for:

- trustee and patron bodies who may wish to use them to support the leadership culture in their schools, to inform their recruitment of school leaders and to develop leadership capacity across their school organisations
- boards of management, principals, deputy principals and school leadership teams to enable them to reflect on their own leadership practices, to review practice in light of the domains and standards and to plan for further development and improvement of their practice
- teachers who are currently engaged in, or who aspire to, formal management and leadership roles within schools
- all teachers, to assist them in gaining a perspective on their own leadership roles in the school and how they can develop and expand their leadership skills over time
- professional bodies and educational institutions involved in the design and delivery of programmes for current and aspiring school leaders
- the Centre for School Leadership, as a reference point in its work to promote excellence in school leadership
- the Inspectorate, as a basis on which to develop criteria to support self-evaluation of leadership and management in schools. They will also be used in revising criteria for external evaluation of leadership and management

School leadership manifests itself in varying ways depending on the particular roles and responsibilities of the different bodies, teams and individuals that constitute the leadership structures in Irish schools. The proficient and expert practice described on pages 6 to 13 refers for clarity to specific leadership roles. These roles include 'patron', 'board of management', 'principal' and 'deputy principal'. The leadership and management responsibilities assigned to these roles in the guidelines are informed by the relevant sections of the Education Act (1998), and by relevant circulars.

In addition to these specific roles, the guidelines include some other terms that encompass areas of leadership and management in schools. Schools will vary considerably in the way in which they address these areas of leadership and management, depending on a range of contextual factors. The terms are listed below with a brief explanatory description.

- *Those in leadership and management roles:*
This term typically includes the school patron, the board of management, the principal, and the deputy principal. It is used where the area of responsibility is connected to ownership and management of the school, or to the school's ethos and mission.
- *Other leaders in the school:*
This term includes those with posts of responsibility in specific areas, and those who have undertaken roles related to the school's priorities.
- *Those leading the school self-evaluation process:*
This term refers to individuals or teams with lead responsibility for school self-evaluation of teaching and learning. The individuals and teams involved will vary depending on the current focus of the process in the school, and school context and size.

1.5 A note on school context

The domains set out below are applicable to all schools, regardless of the size of school or the extent of the leadership team. Similarly, almost all of the standards are applicable to each school, regardless of context. In considering the domains and standards, the focus of all those in leadership and management roles will be on school improvement.

School context will be a determining factor, however, in looking at the statements of proficiency. In the case of small schools, for example, it will not be necessary for school leaders to evaluate themselves against each statement. Small school contexts might dictate that only certain statements will be used to evaluate the quality of leadership and management. The emphasis should be on the relevance of the statement to the school, rather than on the number of statements.

Therefore, schools will use each of the domains and standards to reflect on key areas, but will have considerable flexibility in deciding which statements to focus on in evaluating and describing their level of proficiency.

2. Domains, standards and statements of practice for school leadership

Standards for school leadership have been developed in five domains. The standards for each of these domains are stated as the behaviours and attributes characteristic of school leaders in a well-functioning school. For each standard, statements of proficient practice and expert practice are given. The statements of proficient practice describe leadership operating at a competent and effective level. The statements of expert practice describe very effective and successful leadership.

The domains

- I. Leading learning and teaching
- II. Leading school development
- III. Building culture, capacity and teams
- IV. Professional growth and development
- V. Organisational management

The standards

I. LEADING LEARNING AND TEACHING

A well-functioning school requires leaders who:

- create a culture of professional learning that fosters continuous improvement in learning, teaching and assessment as the core functions of the school
- foster the development of the full range of teacher competencies, and work to ensure that teacher professional development leads to improved student learning
- foster a commitment to inclusion and equality of opportunity and develop goals to realise the holistic potential of each student
- develop and implement a system to promote professional responsibility and accountability
- manage the design, planning and implementation of the school curriculum

II. LEADING SCHOOL DEVELOPMENT

A well-functioning school requires leaders who:

- establish and communicate a guiding mission and vision for the school and empower and support others in the achievement of the vision
- engage in a continuous process of evidence-based school self-evaluation and implement strategic action planning for improvement
- build and maintain relationships with parents, other schools, relevant agencies, and the wider school community
- promote communication within the school and manage challenging and complex situations
- manage and lead change to respond to the evolving needs of the school and the changing educational environment

III. BUILDING CULTURE, CAPACITY AND TEAMS

A well-functioning school requires leaders who:

- promote a learning culture that fosters improvement, collaboration, innovation and creativity, and recognises and celebrates individual and collective contributions and achievements
- build teams and empower staff to take on and carry out leadership roles, thus building leadership capacity within the school
- facilitate the development of student voice and student leadership

IV. PROFESSIONAL GROWTH AND DEVELOPMENT

A well-functioning school requires leaders who:

- maintain and further develop leadership competencies and awareness of leadership research through continuing professional development
- recognise the need to manage workload to ensure a sustainable work/life balance
- critique and develop their own practice as leaders of learning
- build professional networks with other school leaders at local, national and international levels

V. ORGANISATIONAL MANAGEMENT

A well-functioning school requires leaders who:

- manage human and physical resources and organisational structures and strategies to create and maintain a learning organisation
- foster ethical standards, implement the values of the school and demonstrate equality, fairness and justice for all
- maintain a climate of security and well-being that enables and supports learning, and ensure the safe functioning of the school on a day-to-day basis
- encourage and facilitate the development of communities of practice in the area of management and leadership

3. The statements of practice

DOMAIN 1: LEADING LEARNING AND TEACHING

Standards	Statements of proficient practice	Statements of expert practice
<p>Create a culture of professional learning that fosters continuous improvement in learning, teaching, and assessment as the core functions of the school</p>	<p>Those with leadership and management roles are supportive of, and are developing, a culture of professional learning.</p> <p>The principal recognises his or her role as lead learner, and is seeking to prioritise it.</p> <p>The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, and to increase students' interest in learning.</p> <p>The principal and other leaders in the school are supportive of new teaching approaches and encourage teachers to share good practice.</p> <p>Teachers increasingly view themselves as leaders of learning with a responsibility to monitor the effectiveness of their practice. They are developing their practice in gathering and analysing assessment data on their students.</p>	<p>Those with leadership and management roles create a very strong culture of professional learning.</p> <p>The principal recognises and prioritises his or her role as lead learner with responsibility to develop, support, and evaluate high-quality teaching.</p> <p>The principal, with those leading the process, uses SSE very effectively to encourage teaching that is engaging and challenging, and to enable all students to become active and motivated learners.</p> <p>The principal and other leaders in the school encourage teachers to develop innovative practices and to share those which have proven successful at improving learning outcomes.</p> <p>Teachers, as leaders of learning, rigorously monitor the impact of new teaching methods on learning outcomes. They gather a rich variety of assessment data, both formative and summative, on each student, and use this data effectively and purposefully to improve students' learning outcomes.</p>
<p>Foster the development of the full range of teacher competencies, and work to ensure that teacher professional development leads to improved student learning</p>	<p>Those in leadership and management roles support teachers' continuing professional development in a range of areas.</p> <p>The principal and deputy principal seek to identify relevant and purposeful professional development opportunities for teachers. They encourage participation as a means of improving teaching and learning.</p> <p>The principal and deputy principal support teachers' participation in professional networks.</p>	<p>Those in leadership and management roles support high-quality teaching by providing for the continuous development of teachers' competencies in subject knowledge, assessment, methodologies, classroom management, and ICT.</p> <p>The principal and deputy principal ensure that professional development is firmly based on action research and is adapted to the identified needs of the school. They maximise opportunities to develop teachers' capacity and competence to improve teaching and learning.</p> <p>The principal and deputy principal support and encourage the active participation of teachers in professional networks to improve student learning.</p>
<p>Foster a commitment to inclusion and equality of opportunity and develop goals to realise the holistic potential of each student</p>	<p>The board of management and principal ensure the provision of a broad curriculum and a variety of learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community.</p> <p>Those with leadership and management roles are committed to ensuring that all relevant school</p>	<p>The board of management and principal foster students' holistic development by providing a very broad range of curricular, co-curricular and extracurricular learning opportunities.</p> <p>Those with leadership and management roles promote an inclusive school community which demonstrably values diversity and challenges discrimination.</p> <p>Those with leadership and management roles ensure that all relevant school policies are firmly</p>

	<p>policies are inclusive, and are implemented accordingly.</p> <p>Those with leadership and management roles promote equality of opportunity for students in most aspects of school life. They strive to ensure that all members of staff support this ethos.</p> <p>The principal and other leaders in the school have good systems for monitoring students' progress and development. They recognise the importance of systematic monitoring to help students reach their full potential.</p>	<p>rooted in the school's inclusive ethos and are implemented accordingly.</p> <p>Those with leadership and management roles establish clear principles of inclusion, equality and social justice to promote equality of opportunity throughout all aspects of school life. They do so in collaboration with all members of staff.</p> <p>The principal and other leaders in the school ensure the regular and effective monitoring of the academic progress and social development of each student, with the aim of ensuring that students realise their full potential.</p>
<p>Develop and implement a system to promote professional responsibility and accountability</p>	<p>The principal encourages staff to evaluate their own practice.</p> <p>He/she encourages teachers to engage in collaborative review of their practice and its outcomes, in the interests of professional accountability.</p> <p>The principal meets teachers annually to discuss their work.</p> <p>The principal identifies teachers in difficulty, and offers appropriate support. The principal understands his or her responsibility and endeavours to ensure that appropriate action is taken.</p>	<p>The principal expects and facilitates teachers to critically analyse and evaluate their own practice.</p> <p>He/she promotes a culture of collaborative review of teaching and learning practices and outcomes, as part of an effective professional accountability process. He/she does so in an affirming and developmental manner.</p> <p>Within this culture of collaborative review, the principal meets teachers annually to discuss and evaluate their work.</p> <p>The principal, with the board of management, ensures that teachers who are experiencing difficulties are supported effectively, recommends appropriate action where necessary, and ensures that action is taken.</p>
<p>Manage the design, planning and implementation of the school curriculum</p>	<p>The board of management and the principal provide a broad and balanced curriculum. Some more strategic curriculum planning is possible.</p> <p>The principal and deputy principal have a good handle on curriculum-related planning, and ensure that the planned delivery and assessment of learning experiences is of good quality.</p> <p>The principal and deputy principal are committed to ensuring that the school curriculum is implemented in a way that provides valuable learning experiences, and are working to that end.</p> <p>(Post-primary) For the most part, the principal ensures that the timetable allocation for each subject is in line with syllabus/subject specification guidelines and best practice.</p>	<p>The board of management and the principal provide a broad and balanced curriculum, making deliberate and informed efforts to meet the needs of the students.</p> <p>The principal and deputy principal strategically manage curriculum-related planning, and ensure that the planned delivery and assessment of learning experiences is of high quality.</p> <p>The principal and deputy principal work purposefully to ensure that all aspects of the school curriculum are implemented in a way that provides all students with valuable learning experiences.</p> <p>(Post-primary) The principal ensures the allocation of appropriate time for each subject on the school timetable, in line with syllabus/subject specification guidelines and best practice.</p>

DOMAIN 2: LEADING SCHOOL DEVELOPMENT

Standards	Statements of proficient practice	Statements of expert practice
Establish and communicate a guiding mission and vision for the school and empower and support others in the achievement of the vision	<p>The principal has established a guiding mission and vision for the school, which is supported by the trustees and board of management, and shared with the teachers. This mission and vision sets out goals and expectations but may require greater clarity and strategic focus.</p> <p>Staff members assume leadership roles and are generally aware of how their responsibilities connect with the school's mission and vision.</p> <p>The principal takes positive steps to support and motivate staff, and to set high expectations for learners.</p>	<p>The principal has very effectively established a clear guiding mission and vision for the school. He/she does so in collaboration with the trustees, board of management, and teachers. He/she ensures that specific goals and explicit expectations, derived from the guiding mission and vision, are formulated and ensures that they are focused on improvement.</p> <p>The principal clearly communicates the strategic vision to all partners and articulates it in a way that empowers the whole school community to translate the vision into action.</p> <p>The principal inspires and motivates students, staff and the whole school community. He/she sets high expectations for every learner.</p>
Engage in a continuous process of evidence-based school self-evaluation and implement strategic action planning for improvement	<p>The principal and deputy principal recognise the changing learning needs of students and of the school, and have identified areas for development. They are driving action planning for improvement and are developing the structures to make it a whole-school process.</p> <p>Those leading school self-evaluation engage with it as a structured process with a focus on improving teaching, learning and assessment.</p> <p>They endeavour to establish high expectations through the school improvement plan. The plan may require further detail or greater linking between its elements.</p> <p>They are focused on the effective implementation of agreed actions and are committed to measuring their impact.</p>	<p>The principal and deputy principal recognise that a crucial part of their role is to lead and manage action planning for improvement. They ensure that the improvement-focused strategic plan of the school is put into action on a whole-school basis and that the goals are realised.</p> <p>Those leading school self-evaluation engage in a continuous process of evidence-based self-evaluation of teaching, learning and assessment.</p> <p>They ensure that the school's improvement planning is underpinned by a culture of high aspirations for staff and students.</p> <p>They work purposefully and very effectively to ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes.</p>
Build and maintain relationships with parents, other schools, relevant agencies, and the wider school community	<p>The principal and other leaders in the school build good working relationships with stakeholders and the wider community. They value and support partnership with parents.</p> <p>The principal and other leaders in the school have good links with other schools and agencies. These links could be further developed.</p> <p>The principal communicates with parents and other partners through various means. While two-way communication occurs, he/she could further develop the structures that enable dialogue with partners.</p>	<p>The principal and other leaders in the school build and maintain very constructive relationships with parents, all school partners, and the wider school community. They value these relationships as a means of enhancing students' learning opportunities.</p> <p>Those in leadership and management roles build and maintain very constructive and purposeful relationships with other schools and agencies.</p> <p>The principal builds and maintains constructive relationships through effective and regular communication with all school partners using a range of media. He/she seeks and listens to the opinions of others and formally engages in very effective dialogue with partners.</p>
Promote communication within	<p>The principal facilitates good communication and openness in expressing views within the school.</p>	<p>The principal encourages open communication and the free expression of views.</p>

<p>the school and manage challenging and complex situations</p>	<p>He/she provides opportunities for staff, students and parents to express views, and takes their views on board. He/she could further develop the way that such views inform strategic development in the school.</p> <p>The school's leadership and management team recognise challenging situations when they arise, and sometimes anticipate them. They look for solutions and generally resolve matters satisfactorily.</p> <p>They establish procedures for dealing with conflict and, for the most part, are able to follow them through successfully.</p>	<p>He/she provides staff, students and parents with appropriate opportunities to offer their views and opinions. He/she values their views and inputs and ensures that they feed into the strategic development of the school.</p> <p>The school's leadership and management team are alert to potentially challenging situations. They work pre-emptively and effectively to manage them, and adopt a solution-focused approach.</p> <p>They establish and communicate very clearly the procedures for dealing with conflict and follow them as necessary. They successfully implement and monitor agreed solutions.</p>
<p>Manage and lead change to respond to the evolving needs of the school and the changing educational environment</p>	<p>The principal adapts to changes in context or policy environment and manages the implementation of the changes well.</p> <p>Those in leadership and management roles are aware of the school's changing needs, and seek to respond to them.</p> <p>Those in leadership and management roles are aware of educational developments and see their relevance to the school. They seek to use this information constructively.</p> <p>The principal and those leading SSE use the SSE process as a means of managing change with increasing effectiveness.</p>	<p>The principal demonstrates a clear understanding of change processes and approaches the management of change in a collaborative, flexible and sensitive manner.</p> <p>Those in leadership and management roles are alert and responsive to the changing needs of the school.</p> <p>Those in leadership and management roles keep abreast of thinking, developments and changes in the broader educational environment and use this information positively for the benefit of the school.</p> <p>The principal and those leading SSE use the SSE process very effectively to manage the school's response to changing needs.</p>

DOMAIN 3: BUILDING CULTURE, CAPACITY AND TEAMS

Standards	Statements of proficient practice	Statements of expert practice
<p>Promote a learning culture that fosters improvement, collaboration, innovation and creativity, and recognises and celebrates individual and collective contributions and achievements</p>	<p>The principal and other leaders in the school foster a culture in which learning flourishes. They lead the school community to continuously strive for excellence by setting high expectations for students. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.</p> <p>The principal and deputy principal collaborate well, and encourage collaborative work.</p> <p>They encourage innovation and creativity. They recognise the value of individual and collective contributions and achievements.</p>	<p>The principal and other leaders in the school foster a culture in which learning flourishes. They lead the school community to continuously strive for excellence by setting high expectations for students. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.</p> <p>The principal and deputy principal collaborate visibly and effectively, and foster collaboration among colleagues.</p> <p>They actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and achievements.</p>
<p>Build teams and empower staff to take on and carry out leadership roles, thus building leadership capacity within the school</p>	<p>The principal understands the importance of the quality of leadership and management for organisational learning within the school.</p> <p>He/she encourages teachers to take on leadership roles and to lead learning, and is willing to distribute significant leadership responsibilities.</p> <p>The principal encourages the formation of teams to address school priorities. He/she understands the potential for building leadership capacity, and seeks to develop this.</p> <p>The principal provides a mentoring programme to support teachers in new roles.</p>	<p>The principal recognises and affirms the defining role of the quality of leadership and management for organisational learning within the school.</p> <p>He/she empowers teachers to take on leadership roles and to lead learning, through the effective use of distributed leadership models.</p> <p>The principal encourages teamwork in all aspects of school life. He/she creates and motivates staff teams and working groups to lead developments in key areas, thus building leadership capacity.</p> <p>The principal provides and manages an effective mentoring programme both to support teachers in new roles and to develop the leadership capacity of mentors.</p>
<p>Facilitate the development of student voice and student leadership</p>	<p>Those in leadership and management roles ensure that the student council is democratically elected.</p> <p>They ensure that the student council is included in decision-making processes.</p> <p>The school ensures that students understand the roles and responsibilities of the student council.</p> <p>Those leading the SSE process recognise the importance of listening to the student voice. They are developing ways of consulting students on their own learning.</p>	<p>Those in leadership and management roles ensure that the student council is a democratically elected body, representative of the whole student population.</p> <p>They ensure that the student council plays an active role in decision-making and policy development, and is a catalyst for change.</p> <p>They support students in taking leadership roles by providing relevant training and opportunities to lead school practices.</p> <p>Those leading the SSE process actively facilitate the development of the student voice. They consult students on teaching, learning and assessment practices.</p>

DOMAIN 4: PROFESSIONAL GROWTH AND DEVELOPMENT

Standards	Statements of proficient practice	Statements of expert practice
Maintain and further develop leadership competencies and awareness of leadership research through continuing professional development	<p>The principal and deputy principal engage in continuing professional development relevant to their leadership and management roles.</p> <p>They seek to apply the understanding they acquire in a meaningful way to their practice as school leaders.</p> <p>They are aware of current educational trends and have considered the possible implications for their work as school leaders.</p>	<p>The principal, deputy principal, and other leaders in the school actively maintain and further develop their leadership and management skills and understanding.</p> <p>Their continually developing understanding of leadership and management demonstrably informs their practice as school leaders.</p> <p>They are very aware of current educational thinking and its implications for effective leadership and management of teaching and learning.</p>
Recognise the need to manage workload to ensure a sustainable work/life balance	<p>For the most part, the principal, deputy principal and other school leaders attend successfully to their own wellbeing.</p> <p>They respond well to pressing responsibilities and demands.</p> <p>The principal prioritises and delegates responsibilities well for the most part. Some rebalancing of responsibilities is possible.</p> <p>He/she is establishing systems and structures to meet the priority needs of the school.</p>	<p>The principal, deputy principal and other leaders in the school demonstrate awareness of the need to take care of their own physical, mental, emotional and spiritual wellbeing, as well as that of others.</p> <p>They respond proportionately and constructively to pressing responsibilities and demands.</p> <p>The principal prioritises and delegates responsibilities appropriately and strategically, thus ensuring a sustainable balance between personal and work life.</p> <p>He/she ensures that systems and structures are in place to meet the priority needs of the school.</p>
Critique and develop their own practice as leaders of learning	<p>School leaders engage consistently in personal self-evaluation against relevant professional standards.</p> <p>They question their practice through processes of personal reflection. They are willing to work on areas of their practice that require improvement.</p>	<p>The board of management, principal and other school leaders regularly review their own and each other's professional practice and development through the school's rigorous self-evaluation processes.</p> <p>They develop self-awareness by regularly questioning their own practice through personal and collaborative reflection. They identify and work on areas of their practice that require improvement.</p>
Build professional networks with other school leaders at local, national and international levels	<p>The principal and deputy principal engage in professional dialogue with their peers at various levels on an ongoing basis. They seek to apply what they learn to their practice.</p> <p>The principal and deputy principal contribute to the professional learning community of their peers.</p> <p>Those with leadership and management roles avail of the support of national bodies that support the development of effective management and leadership practices.</p>	<p>The principal and deputy principal actively involve themselves in professional associations for school leaders and managers at all levels, up to and including international level. They demonstrate learning from these associations in their practice.</p> <p>The principal and deputy principal support the professional development of their peers, and make a purposeful contribution to the professional learning community.</p> <p>Those with leadership and management roles engage purposefully with the national bodies that support the development of effective management and leadership practices.</p>

DOMAIN 5: ORGANISATIONAL MANAGEMENT

Standards	Statements of proficient practice	Statements of expert practice
<p>Manage human and physical resources and organisational structures and strategies to create and maintain a learning organisation</p>	<p>The principal works well with the board of management to create and maintain a learning organisation that delivers good learning experiences for all students and staff.</p> <p>The principal leads and manages the organisational structures in the school effectively.</p> <p>The principal and the board of management constantly monitor the use of budgets, personnel, and other resources and direct them towards identified learning priorities.</p> <p>The principal and deputy principal manage human resources well, seeking to maximise students' learning opportunities. They deploy teachers with a view to making good use of their specific strengths and skills.</p> <p>The board of management maintains the building and grounds to a good standard. It ensures the provision and maintenance of teaching aids and equipment to a good standard.</p>	<p>The principal works very effectively with the board of management to create and maintain a learning organisation that delivers high quality learning experiences for all students and staff.</p> <p>The principal very effectively leads and manages the organisational structures in the school.</p> <p>The principal and the board of management constantly monitor the use of budgets, personnel, and other resources to ensure that they are closely aligned with identified learning priorities and the school's strategic plan.</p> <p>The principal and deputy principal manage human resources very effectively to ensure the maximum impact on student learning. They deploy teachers strategically to make the best use of their specific strengths and skills.</p> <p>The board of management maintains the building and grounds to a very high standard. It ensures the provision and maintenance of teaching aids and equipment to a very high standard to enable their optimal use.</p>
<p>Foster ethical standards, implement the values of the school and demonstrate equality, fairness and justice for all</p>	<p>The board of management and the principal ensure that school policies are based on principles of justice and fairness.</p> <p>The principal and deputy principal display mutual trust and respect. They foster a positive school climate and encourage respectful interactions at all levels within the school community.</p> <p>The principal and deputy principal act in accordance with the values of the school, and strive for fairness in their dealings.</p> <p>When required, the board of management and the principal are prepared to challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p>	<p>The board of management and the principal ensure that the values of the school are clearly enunciated and enshrine equality, fairness and justice for all students and staff.</p> <p>The principal and deputy principal model and develop a strong culture of mutual trust, respect and shared accountability. They foster a very positive school climate and encourage respectful interactions at all levels within the school community.</p> <p>The principal and deputy principal carry out their duties in a demonstrably fair manner and in accordance with the values of the school.</p> <p>The board of management and the principal challenge actions, behaviours and practices that do not accord with the school's ethical standards.</p>
<p>Maintain a climate of security and well-being that enables and supports learning, and ensure the safe functioning of the school</p>	<p>The board of management and the principal maintain a climate of security and well-being in the school. They are committed to safeguarding all students, staff and visitors to the school.</p> <p>The board of management fulfils the SSE requirement to complete the legislative and regulatory and policy checklist on an annual basis.</p> <p>The board of management and the principal understand the school's responsibilities for child</p>	<p>The board of management and the principal maintain a climate of security and well-being in the school. They develop and implement clear policies to ensure the safety and security of all students, staff and visitors to the school.</p> <p>The board of management fulfils the SSE requirement to complete the legislative and regulatory and policy checklist on an annual basis.</p> <p>The board of management and the principal fully understand the school's responsibilities for child</p>

	protection and health and safety matters and communicate these effectively.	protection and health and safety matters and communicate these very effectively.
Encourage and facilitate the development of communities of practice in the area of management and leadership	<p>The school patron supports the board of management and the principal in developing their leadership and management capabilities.</p> <p>The principal and deputy principal participate in local communities of practice to improve their leadership and management skills.</p> <p>The principal and deputy principal support the development of communities of practice within the school that foster management and leadership skills.</p>	<p>The school patron demonstrates active support for the board of management and the principal in developing their leadership and management capabilities.</p> <p>The principal and deputy principal actively participate in local communities of practice to improve their leadership and management skills.</p> <p>The board of management, and the principal and deputy principal encourage and support the development of communities of practice within the school that foster management and leadership skills.</p>

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4. How the domains and standards might be used

While teaching and learning are always the core work of schools and the single most important determinant for successful student outcomes, they do not exist in a vacuum. We know that an environment that supports continuing learning and self-reflection in these areas is essential for student success. We also know that one of the key determinants in ensuring and sustaining good teaching and learning in schools is effective leadership. Finding the best ways to support effective leadership is therefore an imperative for our education system.

These domains and standards have been developed to support a wide range of partners across the system to facilitate and ensure effective school leadership is a hallmark of our schools and of the Irish education system. Some of the key uses of the domains and standards are identified below.

Reflection

A key element in the behaviour of effective leaders is the ability to reflect on their practice and improve as a result. This may involve self-reflection where leaders question their actions and examine the impact of those actions as a way of improving both. It may also involve structured reflection with others in seeking to enhance leadership in their school. These domains and standards can be used:

- as a tool for leaders' own self-reflection and as a support in the development of their own leadership capacity
- to provide a structure for peer-reflection within schools and also between leaders in different schools through clustering opportunities
- as a talking point to generate discussion and analysis of leadership within the school community
- as a planning tool for leaders and those aspiring to leadership positions for their own professional development

Identifying, developing and sustaining leaders

Individual schools, and the wider education system, have considerable interest in identifying, developing and sustaining both the current and next generations of school leaders. The domains and standards provide a framework through which:

- key stages in the development of leaders can be mapped out at school and system level
- schools and the system can gauge the appropriate supports and experiences needed in advancing the skillset of leaders and potential leaders
- experienced leaders can provide advice and guidance for new and emerging leaders within schools and in the wider education system

Recruitment

The recruitment of principals and other school leaders is one of the most challenging tasks that trustees, boards of management and school principals face. This is an unavoidable truth because their decisions have the potential for long-term impact on teaching and learning in their schools. The domains and standards provide support in this endeavour by:

- highlighting the skillsets and elements of good practice which are central to good leadership in the education system
- providing clarity and consistency in any consideration of candidates across sectors, trustee bodies and boards of management
- ensuring potential leadership candidates, and those recruiting candidates, have a clear understanding of the position and responsibilities of school leaders in our education system

Professional development across the system

Support for principals is currently offered by a wide range of bodies including Department support services, third-level institutions, professional associations, and management and trustee bodies. It is important that a common understanding of high-quality leadership permeates all of these. To this end the domains and standards will support these bodies in:

- developing professional development courses with a consistent view of what makes for high-quality leadership
- evaluating the strengths of current courses and exploring opportunities for further development
- considering demands from current and aspiring school leaders in the context of current leadership challenges

Transparency, accountability and improvement

Given the vital role leadership plays in supporting teaching and learning, there is a need for great clarity regarding what happens when leadership is working well. These domains and standards provide:

- clarity regarding what good leadership looks like and the various areas where its impact should be felt
- consistency in appraising leadership strengths, but also a means of identifying areas for leadership development
- a transparent guide to support leaders in being accountable to their communities
- a personal roadmap towards improvement