



GOVERNMENT OF BERMUDA
Ministry of Education
Department of Education

BERMUDA STANDARDS FOR HIGHLY EFFECTIVE PRINCIPAL LEADERSHIP 2010



BERMUDA STANDARDS FOR HIGHLY EFFECTIVE PRINCIPAL LEADERSHIP

ETHICAL LEADERSHIP

Highly effective principal leaders act with care, integrity, fairness, and honesty with all stakeholders.

TEACHING AND LEARNING

Highly effective principal leaders ensure high quality instruction, rigor and relevance for all students by providing comprehensive support, supervision and monitoring.

CURRICULUM AND DATA

Highly effective principal leaders use understandings of curricula to prioritize high academic and data-driven outcomes that ensure optimal success and growth for each student.

CHANGE LEADERSHIP AND OPERATIONS

Build capacity through change leadership and a powerful shared vision of excellence, managing professional growth and development within the school community.

ORGANIZATIONAL CULTURE AND COMMUNITY

Highly effective principal leaders advocate for high quality learning, reflect on their practice and seek opportunities to grow professionally.

PARTNERSHIPS AND EXTERNAL RELATIONSHIPS

Highly effective principal leaders cultivate strong relationships with community stakeholders that support the school and system's mission, facility, and success of all children.

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INTRODUCTION

In the 21st century, the profile of children in Bermuda's public schools will reflect students who are competent communicators, thinkers and problem solvers who will act responsibly as local and global citizens. These children will be productive, act ethically, and be life-long learners.(Bermuda Public School System Learner Profile).

At the forefront of this vision, school principals will be once again be called upon to lead the nation's schools to excellence. In the adoption of the new Cambridge international curriculum and our own education reform efforts (e.g. 2007 Bermuda Education Review), 21st century leadership competencies will emphasize leadership for change, distributive leadership and supervision for instructional quality. Effective principal leadership of this kind will be a pivotal component in educational change around the world.

The Standards depict a powerful image of the 21st century leader for Bermuda's schools:

The Bermuda Standards for Effective Principal Leadership paints a portrait of school principals that value integrity; are keenly focused on fostering high quality instruction in every classroom, every day, at every level; use data and curriculum in ways that creatively and critically drive student success; build capacity for sustained change within the school community, while promoting cultural pride and wellness; and build strong external relationships and networks.

The Standards for Highly Effective Principal Leadership forms an integral part of the Department of Education's Blueprint for Reform in Education. The Standards represent months of collaboration and development by teams of principals, leadership team members, school leaders and teachers to frame quality leadership for Bermuda's public schools. Special thanks are given to the members and officers of the Bermuda Department of Education, the Bermuda Union of Teachers, and the Association of School Principals.

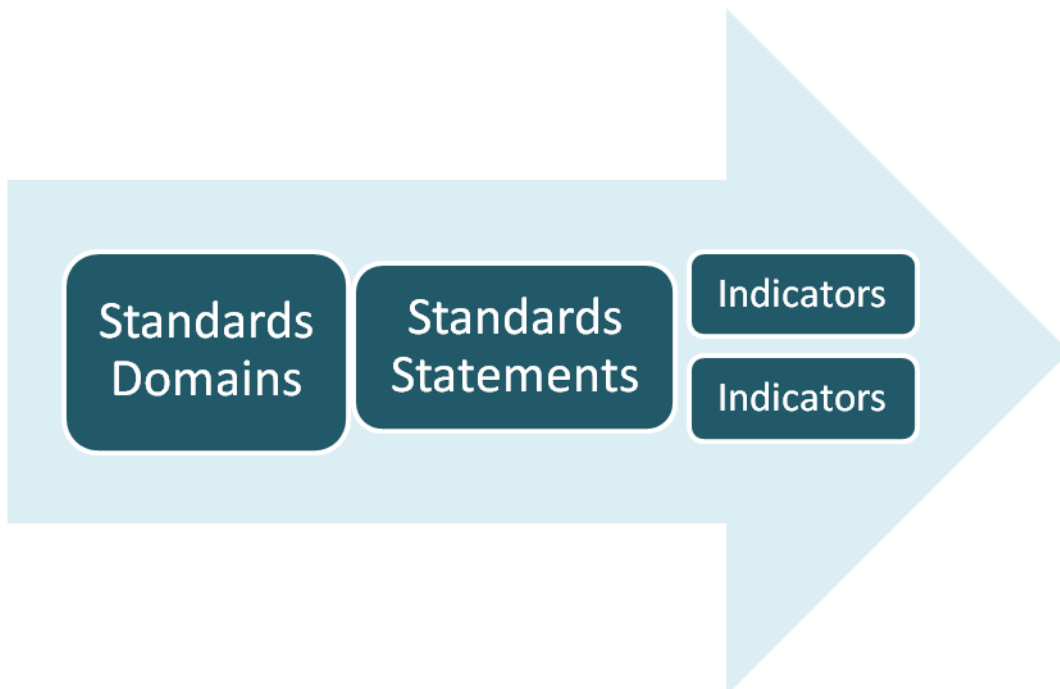
ORGANIZATION

The Standards are organized into six domains: *Ethical Leadership, Teaching and Learning Curriculum and Data, Change Leadership and Operations, Organizational Culture and Operations, External Relationships*

The first standard, *Ethical Leadership*, addresses the moral and ethical behaviors and conduct of highly effective principal leaders. The standard was created in conjunction with, and in full support of the *Bermuda Educators Council Code of Practice*. The second standard, *Teaching and Learning* outlines how effective principals target high quality instruction, rigor and relevance in leadership practice. Another standard, *Curriculum and Data* represents characteristics for highly effective leadership regarding the use of data to transform the curricula experience. *Change Leadership and Operations* details how school leaders build school-wide capacity through change and distributive leadership. Through the standard, *Organizational Culture and Operations*, indicators reveal how organizational health is sustained by the effective principal leader. *Partnerships and External Relationships* provides specificity for the existence and maintenance of strong external relationships essential for growth of the school and children.

The domains are interconnected, interdependent and overlapping. With each domain, standards statements articulate the core of what effective principals know and do. These core competencies are reflective of the school context, national policy and community needs and the learning requirements of children.

With each standard statement, indicators provide specificity on how leaders can reach each standard. They give indication of the kinds of professional actions teachers engage in as they apply their professional knowledge.



DEVELOPMENT

The Standards Working Group for Effective Principal Leadership was comprised of a cross-section of principals, deputy principals, preschool administrators and public sector professionals from across the system. Nomination of members of the Working Group came through recommendations from the Association of School Principals, the Commissioner of Education and Department officials.

The Working Group conducted its first meeting on March 5, 2010 at the Harrington Sound Primary School with the purpose to: (1) Build consensus notions around excellence in principal leadership for Bermuda's Schools; and (2) Create/adapt a set of standards to direct the quality of site/principal leadership in the Bermuda Public Schools.

The Working group reviewed standards established by other jurisdictions/organizations to measure international standards against their ideas and establish draft statements. Countries included represented New Zealand, the United States, the United Kingdom, and Bermuda. Specific standards examined were:

Bermuda Principal Competency Appraisal Form
National Standards for Head Teachers (UK)
NAESP – Standards for What Principals Should Know and Be Able To Do (US)
Florida Principal Leadership Standards (US)
Professional Standards for Primary/Secondary Principals (New Zealand)
Principal Evaluation Rubrics – by Kim Marshall (US)

Draft statements evolved into standards statements and helped to finalize the selection of domain names and categories. In order to establish an adaptation process from the international standards, a working rubric was created to narrow down the work based on measurable impact, clarity and coherence, relevance, transformative impact on leadership and capacity building/sustainability.

1. *Measurable Impact*: If implemented successfully, could the standards lead to improved student, learner-focused outcomes?
2. *Clarity/Coherence*: Are the documents easy to use and clearly communicated? Is the message coherent?
3. *Relevance*: Is the content of the standards relevant in the local and global context of teacher excellence?
4. *Transformation of Leadership*: Does message adoption and implementation have the power to impact the culture of teaching in Bermuda?
5. *Capacity Building/Sustainability*: How do these standards speak to the growth of teachers in the BPSS?

An initial draft of the Standards was disseminated March 26th, with subsequent drafts disseminated and further refined with feedback from group members, the Commissioner of Education, principals and department officers. The final version was approved in principle in August of 2010.

1. ETHICAL LEADERSHIP

Highly effective principal leaders act with care, integrity, fairness and honesty with all stakeholders.

- 1.1. Promotes and upholds the ethics and values of the Bermuda Educators Council's Code of Practice for all educators
- 1.2. Ensures the presence of ethical relations throughout the school consistent with the Bermuda Educators Council's Code of Practice
- 1.3. Models a Code of Ethics embracing diversity, integrity and the dignity of all people
- 1.4. Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
- 1.5. Makes decisions based on the moral and ethical implications of policy
- 1.6. Acts in accordance with Bermuda's legislative provisions

2. TEACHING AND LEARNING

Highly effective principal leaders ensure high quality instruction, rigor and relevance for all students by providing comprehensive support, supervision and monitoring.

- 2.1. Ensures high expectations and standards for the performance of all teachers and staff
- 2.2. Promotes, participates in and supports ongoing professional learning linked to student progress
- 2.3. Demonstrates instructional leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of Bermuda's curricula
- 2.4. Ensures staff members engage in professional learning to establish and sustain meaningful teacher/learner relationships with all students
- 2.5. Ensures that the review and design of school programs is informed by school-based and other evidence
- 2.6. Maintains a professional learning community within which staff members are provided with feedback and support to align their professional practice with established teaching standards
- 2.7. Analyzes and acts upon school-wide data to maximize learning for all students, with a particular focus on students with diverse and exceptional needs
- 2.8. Provides opportunities for teachers to observe peers and provide peer feedback to improve instruction

3. CURRICULUM AND DATA

Highly effective principal leaders use understandings of curricula to prioritize high academic and data-driven outcomes that ensure optimal success and growth for each student.

- 3.1. Develops and demonstrates skills in evaluating curriculum, instructional strategies, educational products and resources
- 3.2. Aligns curriculum, instruction and assessment processes to promote effective student performance
- 3.3. Creates a school environment that is comfortable using data
- 3.4. Ensures that all school teams use data to drive instruction which leads to optimal student performance
- 3.5. Uses data on grades and other variables to monitor and advance continuous improvement toward academic goals
- 3.6. Promotes a variety of data as diagnostic tools to assess, identify and apply instructional improvement
- 3.7. Ensures each school data team invests in reaching measurable, results-oriented goals
- 3.8. Maintains high standards for implementing internationally recognized curricula, which includes the Cambridge International Curriculum

4. CHANGE LEADERSHIP AND OPERATIONS

Highly effective principal leaders build capacity through change leadership and a powerful shared vision of excellence, managing professional growth and development within the school community.

- 4.1. Distributes leadership to build shared responsibility and capacity for school improvement
- 4.2. Strategically identifies areas for school improvement and develops and implements plans to change educational activities and programs to impact student learning
- 4.3. Exhibits leadership that results in the effective day-to-day operation of the school
- 4.4. Operates within the parameters of the Education Act, Policies and Procedures manuals and The Collective Bargaining Agreement
- 4.5. Effectively manages and administers the facilities and budget to provide a healthy and safe environment to foster student learning
- 4.6. Effectively supervises and supports personnel with a focus on maximizing the effectiveness of all staff members
- 4.7. Identifies and organizes professional development needs of teachers and staff
- 4.8. Uses highly effective communication with all stakeholders
- 4.9. Customizes the educational vision to reflect the particular needs of the school and its community

5. ORGANIZATIONAL CULTURE AND COMMUNITY

Highly effective principal leaders create a healthy climate of high achievement, respect, healthy well-being and community and cultural pride.

- 5.1. Promotes an inclusive and equitable environment which acknowledges and respects diversity
- 5.2. Promotes a culture where staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning
- 5.3. Promotes and advocates the system vision and goals by focusing on student learning
- 5.4. Endorses respectful interactions with adults and students
- 5.5. Promotes Bermuda and its history by ensuring that it is evident in the school culture
- 5.6. Ensures an environmentally clean, safe, learning-focused school
- 5.7. Manages conflict and other challenging situations effectively and actively works to achieve solutions
- 5.8. Involves families, school staff, students and the community to create and maintain a positive learning environment
- 5.9. Establishes and supervises programs and activities that promote healthy, social, emotional and intellectual growth for students in alignment with Department of Health policies
- 5.10. Boosts morale and sense of efficacy by getting colleagues to celebrate individual and system achievements

6. PARTNERSHIPS AND EXTERNAL RELATIONSHIPS

Highly effective Principal Leaders cultivate strong relationships with community stakeholders that support the school and system's mission, facility and success of all children.

- 6.1. Nurtures positive relationships with the school's local community
- 6.2. Rallies the community to create shared responsibility for student and school success
- 6.3. Articulates the school's vision, mission and priorities to the community
- 6.4. Mobilizes the resources of families, businesses and community members
- 6.5. Ensures that students and families are connected to the health, human and social services they need to stay focused on learning
- 6.6. Actively fosters relationships with the Ministry of Education and other schools and participates in appropriate professional networks
- 6.7. Demonstrates concern for the image of the school via impressions created by students, faculty and support staff and manages these impressions and public information about the school
- 6.8. Communicates effectively with various cultural, ethnic, racial and special interests groups in the community

2010 STANDARDS WORKING GROUP FOR HIGHLY EFFECTIVE PRINCIPAL LEADERSHIP

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