

Leading and Managing a Sustainable School

Strategies for leading a school that produces responsible, active, informed learners who will take action throughout their lives to make their communities, country and planet more sustainable.



A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will say: we did it ourselves. —Lao Tzu

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Introduction

Climate change is one of the planet's major crises, and its mitigation requires increasing numbers of people to work together to take effective action. Education is the key to encouraging more people to adapt their lifestyles to reduce their own carbon footprints and to act with others to create sustainable communities. While governments have a role to play, effective education to mitigate the effects of climate change depends heavily on what happens in schools, and the importance of school leaders in driving the necessary educational change needed cannot be overestimated.

Leadership development is a booming business around the world. There are so many courses and so many theories that it seems difficult for new leaders to know where to begin. However, regardless of the situation, most leadership theories are derived from the same paradigm:

Leadership is about serving others; it is about inspiring others, modelling for others and helping others grow.

This is particularly true in schools, although many school leaders see their role as simply following government educational rules and regulations.

In the latter part of the last century, management was "all the rage", as businesses, in particular, strived for better efficiency and productivity. Education is not business, but many aspects of business management are applicable to school leadership.

Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall. - Stephen Covey

"Management is doing things right; leadership is doing the right things." - Peter F. Drucker

As Covey's and Drucker's quotes indicate, leadership is about vision and direction, while management is concerned with achieving that vision efficiently and effectively. Good school leaders should have strong skills in both areas.

Schools are collections of people, and, in good schools, all of the people are working collaboratively towards the same vision. Leadership is about uniting the school community to work together to achieve this vision. A good school leader must develop effective interpersonal skills, which are built on sound intrapersonal understanding.

The "core business" of every school is student learning – therefore, every action should be about improving the learning of all the Learners in the school. Learning happens through the actions of people, primarily teachers and students, with parents having some influence. School leaders affect student learning through their hiring and management of teachers, their ability to maximizing the resources and facilities of the school and their ability to

support and communicate with all members of the school community, as well as education bureaucrats and members of the surrounding community.

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Taking action

“A journey of 400 miles begins beneath one’s feet” - Lao Tzu¹

Lao Tzu meant that we must start somewhere, anywhere, but we must take that first step. However, *before* we take that first step, we must know where we are going. In the context of a school, this means having a clearly defined vision or mission. Good schools have visions or missions which talk about *the type of Learner the school will produce*. All actions taken must be consistent with the school’s vision and/or mission².

Extending the metaphor of educational change as a journey, change happens step by step – we make small changes, and, if they are successful, we make more small changes. Also, on a journey, there are sidetracks and detours, but we can always get back on the correct path.

The leader chooses a strategy to try, and observes what happens:

What worked? Why?

What did not work? Why?

What can be done to improve the use of the strategy?

Should we use a different strategy instead?

The leader adds new strategies to her/his leadership “toolbox” and gradually transforms her/his leadership and management practices into an approach based on current leadership and management understandings to get maximum results from the human resources and other resources available.

In this handbook, there are suggestions for strategies for building a successful school that is committed to climate change education³ and opportunities for reflection about the strategies. Any strategy can be the starting point – the aim is to include an increasing number of successful strategies in the leader’s “toolbox”. Planning a strategy, doing it, seeing what happens and then improving the strategy begins the cycle of reflective practice. Talking about it with colleagues not only helps embed new strategies, but encourages others to follow suit. Effective change takes time, effort, patience and perseverance, and, importantly, everyone working together towards the same goal.

It is important to note that effective leadership and management is primarily about human resource development, so the reflective process works most effectively as the leader becomes more knowledgeable about herself/himself as well as how to interact positively with others. Watching, listening, reading and seeking out multi-media and other resources to advance understanding of intrapersonal and interpersonal skills are essential for improving leadership and management practices. However, these action will yield little result without reflection and perseverance.

¹ Usually misquoted as “The journey of a thousand miles begins with one step”.

² Hereafter, “vision” refers to a vision and/or mission

³ These suggestions will help the leader of any school.

The following suggested strategies are based on current understandings of good leadership and management. Change can begin with any strategy, from any section.

Plan, do, reflect, improve, repeat

Leadership

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” - John Quincy Adams⁴

In the past, school leadership was seen as following rules and regulations. In a modern school, this is only a part of the leader’s role – the school leader “sets the tone” of the school. The school leader articulates shared goals and then takes the school community towards those goals. In schools, the overarching goal is to provide the best education possible for all students. In schools with a focus on climate change education, the best education must help students develop the personal qualities needed to live a sustainable lifestyle, and to be able to influence others in their communities and their country to do the same. Although students do the learning, how it happens is very much determined by the adults in the school, and beyond.

Becoming the leader of a school is not the reaching of a goal, but the beginning a collaborative journey. The operation of the school is the leader’s responsibility, but she/he cannot do it alone - she/he must empower others to lead. She/he must influence others, so that they follow the leader because they want to – they can see that it is an effective way to provide their students with an education that will fit them for life.

An effective school leader knows her/his school and where it should be going, knows her/his teachers, students, parents and school community members and, importantly, knows herself/himself. She/he understands that others follow willingly if they feel good about the leader and themselves. The leadership tasks become sustainable as others willingly take them on and carry them further.

Leadership is no longer about the authority of a position, but is about the authority of actions and character. Leadership is about getting people to do things that they did not realise they were capable of doing through the leader’s hard work and commitment to a vision of what could and should be.⁵

The major attributes of a modern school leader in a climate change school might be her/his

- provision of clear direction so that the school achieves its stated vision
- knowledge of the school's strengths and what needs to be improved
- actions on the main priorities for improving the school

⁴ U.S. President

⁵ For example, Sivers, D., (2010) *How to start a movement* (Video, with Indonesian subtitles available), http://www.ted.com/talks/derek_sivers_how_to_start_a_movement

- modelling of desired behaviours
- inclusion of others in decision making processes and leadership duties
- understanding of school programs and knowledge of what happens in classrooms
- Understanding of effective learning practices
- understanding of climate change principles and how they might be incorporated into the school's policies and practices
- support for teachers to improve
- ability to build positive relationships with parents and the surrounding community

To begin, it might be useful to carry out a self-assessment, and then reflect on it:

Leadership

Attribute	Possible indicators – What observable actions demonstrate this?	A l w a y s	U s u a l l y	S o m e t i m e s	R a r e l y
Leader's provision of clear direction so that the school achieves its stated vision	<ul style="list-style-type: none"> ● I articulate the school vision in staff meetings and at parent events. ● I break down the school vision for parents, teachers and students so that all school community members understand what it means and what behaviours are consistent with it 				
Leader's knowledge of the her/his strengths and what needs to be improved	<ul style="list-style-type: none"> ● I spend time thinking about what I have done and how effective I have been ● I practise my communication skills with people and take note of how they react ● I have a set of personal and professional goals and check my progress against them 				
Leader's knowledge of the school's strengths and what needs to be improved	<ul style="list-style-type: none"> ● I consult with education officials, teachers, parents and, where appropriate, students about school improvement ● I advocate with government and community to ensure the school has sufficient staff, facilities and resources ● I develop clear strategic plans (long term and medium term) that build on strengths of the school 				
Leader's actions on the main priorities for improving the school	<ul style="list-style-type: none"> ● I take decisive actions to implement the school's development plans ● I evaluate the implementation of school priorities ● I advocate with government and community to ensure the school has sufficient staff, facilities and resources 				
Leader's modelling of desired behaviours	<ul style="list-style-type: none"> ● I model behaviours that support the school vision ● I model behaviours that support government policy ● I model a paradigm of "leadership as service" 				
Leader's inclusion of others in decision making processes and leadership duties	<ul style="list-style-type: none"> ● I meet with teachers to discuss relevant school policy and practices ● I meet with parents to discuss relevant school policy and practices ● I create genuine opportunities for student participation in decision making ● I use persuasion to drive educational improvement, not authority 				
Leader's understanding of school programs and knowledge of what	<ul style="list-style-type: none"> ● I visit classrooms ● I am familiar with government curriculum requirements for each class ● I have discussions with teachers, both formal and informal 				

happens in classrooms	<ul style="list-style-type: none"> ● 				
Leader's understanding of effective learning practices	<ul style="list-style-type: none"> ● I encourage teachers to plan student-centred learning experiences ● I encourage teachers to plan curriculum that relates to students' everyday lives, including climate change and other social and environmental issues ● I encourage teachers to use a range of formative and summative assessment strategies ● I encourage teachers to provide time for meaningful student reflection 				
Leader's understanding of climate change principles	<ul style="list-style-type: none"> ● I keep up to date with climate change issues through television, reading books and magazines, using social media, etc. ● I seek out resources to facilitate climate change education in the school ● I model sustainable actions at school and in the surrounding community 				
Leaders' support for teachers to improve	<ul style="list-style-type: none"> ● I create time for teacher reflection, collaboration and professional development ● I model and encourage professional learning (such as discussing contemporary pedagogy with teachers) ● I regularly visit classrooms ● I have discussions with teachers, both formal and informal 				
Leaders' ability to build positive relationships with parents and the surrounding community	<ul style="list-style-type: none"> ● I have conversations with groups of parents about the school's philosophy and practices ● I have conversations with groups of people from the surrounding community about the school's philosophy and practices ● I work with groups of parents to implement climate change mitigation actions in the school ● I work with groups of people from the surrounding community to implement climate change mitigation actions outside the school 				

The draft *Integrated School Management Framework (ISMF)* identifies 6 requirements for a school that implements effective climate change education:

1. A vision that supports the development of students who are responsible, active and informed throughout their lives.
2. School leadership that plans and implements effective, integrated actions to support the development of students who are responsible, active and informed throughout their lives.
3. Policies and processes that maximizes its use of resources (including human resources) and minimizes waste.
4. Teaching, learning and assessment that is directed towards the development of students who are responsible, active and informed throughout their lives.
5. School leadership that collaborates with the school community and surrounding community to develop policies and practices to mitigate climate change, both within and outside the school.
6. Effective methods of evaluating the progress in achieving the school vision (related to the development of students who are responsible, active and informed throughout their lives).

The school leader plays a role in each of these Requirements. In the pages following, there are suggestion of actions leaders can take for their school to implement climate change

education effectively. Hopefully, these suggestions will also inspire school leaders to consider other actions of their own.

Not for publication

Developing and sharing a vision

Action to be effective must be directed to clearly conceived ends. - Jawaharlal Nehru⁶

Good leadership is about improvement, not preserving the status quo. But, what do we do? In which direction do we go to improve a school? For Indonesian schools, the 2013 Curriculum “aims to prepare the 2013 Indonesian people to have the ability to live as individuals and citizens who are religious, productive, creative, innovative, and effective and able to contribute to the society, nation, state, and world civilization”. This is compatible with the goal of producing students with the personal qualities needed to live a sustainable lifestyle, and to be able to influence others in their communities and their country to do the same. The vision of a school committed to climate change mitigation should have a vision based on both sets of principles.

If there is not, yet, a school vision, then the leader should work with the school committee, teachers and parents to draft one. A good school leader should have a personal philosophy of education that is also consistent with the principles outlined above. She/he must be able to share the school vision with teachers, parents and the wider community and “enrol” them in it. She/he must be able to plan small, achievable steps for the school community to move towards the school goals.

Often, philosophical and educational language is not accessible to the wider community, so the leader must “translate” it into everyday language, and be able to describe the behaviours in the school community that show the progress towards achieving the vision. The example of personal qualities and action from the 2013 Curriculum, given above, is a good start, but, for the purposes of climate change education, “contribute to” needs to be defined in terms of actions leading to sustainability. Working backwards from the desired actions, It is then useful to consider what three or four personal characteristics would lead to this action.

Leaders can

A. collaborate with teachers and parents to develop a clear statement about the type of student that the school wants to produce. This vision needs to consider only two questions:

1. What actions do we want students to take to mitigate climate change when they leave our school?
2. What personal qualities will students need to take these actions?

Check that your vision statement is consistent with Ministry of Education and Culture and Ministry of Environment and Forestry philosophies. It could be helpful to share it with leaders in the surrounding community before publishing the final version.

⁶ First Prime Minister of India

Also, be aware that the more economical with words the statement is, the more powerful it usually is.

- B. **develop a list of behaviours** that indicate the successful achievement of the school vision. Breaking down the school vision will give a very clear indication of what sorts of behaviours and actions from the school leaders, teachers, students and parents will be beneficial. Simplifying these into a list and continually promoting them throughout the school community will help strengthen general school improvement.
- C. **use assemblies, newsletters, posters, and other promotional opportunities** to foster behaviours consistent with the school vision. If the school leaders, then the teachers and then the students accept and practise these behaviours as part of their everyday school lives then the school is achieving its vision.
- D. **refer to the school vision** in staff meetings, at professional development activities, etc. Again, modelling that it is the school vision that drives the school, not exam results/academic achievement will facilitate school improvement and will, ultimately, also improve academic achievement.
- E. **encourage teachers** to consider the school vision when planning units of work/topics. The conscious modelling and fostering of good habits of mind in every classroom results in a genuine learning community. Students want to come to school and to classes, and want to do their best.
- F. **refer to the school vision** in parent meetings, community events, etc. “Enrolling” the parents in the school vision has long-term results of improving student learning and behaviour across the school.
- G. **share the vision in the surrounding community.** The leader should take every opportunity to promote the school’s vision with local people. She/he should “enrol” influential community members to help spread the principles of climate change education.
- H. **believe** in themselves and their purpose, and take the rest of the school community with them. Find like-minded educators around the local area, or on line. Share ideas, successes and the not-so-good moments. Focus on what is good and right, not what is easy. Even if everyone else around seems to believe something else, as long as the school is pointed in the direction set by the 2013 Curriculum and climate change principles, it is doing a great job for its students.

Suggestions for resources are at the end of the handbook. Please add your own as you find them.

Reflections:

What did I do?	What happened?	What can I learn from this?/ How can I improve?

Not for publication

Planning and implementing effective, integrated actions

Anyone can hold the helm when the sea is calm - Publilius Syrus^{7*}

Planning and collaboration are essential aspects of school improvement, and success rests entirely on the effectiveness of the actions taken by education officials, school leaders, teachers and, to some extent, parents, to improve student learning. In modern schools, doing things the way they have always been done is not an option. Talking about something is not action, and planning is not action, although both are essential for effective action.

While effective planning is a leadership skill, the effective implementation of that planning requires good management skills. An effective manager has a holistic view of the school - she/he can see the “big picture” and make links between actions that are done, or need to be done. She/he knows the school well and can predict the consequences of actions, both intended and unintended.

Good leaders know that they cannot do everything by themselves, so they share leadership and management tasks with others. They also check that all the school’s stakeholders understand that all actions, particularly “unconventional” actions, are in line with the school’s vision and are intended to benefit the learning of students..

Leaders can

A. **map school practices** for consistency against the school vision and government guidelines. For example, many school visions contain statements along the lines of producing “independent learners” or “life-long learners”. For this to happen, students should become less dependent on teachers and the school as they get older. Therefore, it begins to become obvious which school and classroom practices help in this respect, and which do not. Such mapping is best done as a series of discussions with the teachers, and, if possible, parents.

For a school that implements climate education, every practice must be directed towards sustainability. Every practice must be checked to ensure that it supports the school vision.

B. **develop a medium to long-term plan**⁸ for achieving the school vision. In consultation with senior colleagues and school committee members, the school leader should draft a series of actions and resources that will lead the school towards achieving its vision. Adding timeframes for carrying out these actions and acquiring these resources results in a strategic plan to guide the school’s development. The *ISMF* provides guidance about what needs to be considered.

⁷ Roman philosopher, 1st century, B.C.

⁸ This booklet will use the term “School Development Plan or SDP

- C. **delegate** particular aspects of the school development plan but monitor (and support) people with responsibility for those aspects. Apart from the obvious benefit of sharing the workload, delegating “enrols” others in school improvement, and makes it more likely that they will provide meaningful assistance. It also gives colleagues opportunities for advancing their own leadership and management skills, providing further motivation for their involvement.
- D. **encourage and motivate** people with responsibility for implementing aspects of the school’s development plan. Giving people extra responsibility gives the an understanding of what leadership is about. Good leaders will help colleagues achieve their goals and make positive suggestions about the effort and commitment they have shown, even if the result, at first, is not optimum. Good leaders promote the idea that there are no failures, only learning experiences, in order to get the best from their colleagues.
- E. **consult with teachers and the school committee** about the progress of improvement in the school. Canvassing the opinions of others is essential in leading the school community through the improvement process. It ensures that the leader is aware of the perceptions of stakeholders, even though it may require the leader to adjust her/his approach to change management occasionally.
- F. **check actions** against the SDP. Following the plan is extremely important in improving the school. Getting “off track” can result in the improvement process falling apart. It may become apparent that the SDP might need adjustment, but this should be done with great care.
- G. **consult with education officials** to facilitate the provision of adequate facilities/resources for school operation and school improvement. A major aspect of school improvement, for many schools, is simply having the facilities and resources that they are supposed to have. Interpersonal skills and persistence are often important in advocating for the district, and above, to provide adequate conditions for learning.
- H. **hold formal staff meetings** and parent meetings to discuss/review school policy/practices and/or initiatives/changes⁹. Policies and practices, particularly new ones, are only effective if almost all members of the school community support them. This support is dependent of the school leader persuading the school community that school improvement initiatives will benefit everyone, particularly in the long term. Having well-structured meetings to present initiatives as a logical progression towards a better future is a very effective way to gather support.
- I. **informally discuss** policy/practice issues and initiatives/changes with individual teachers and groups of teachers and parents and groups of parents. The effective school leader should be promoting school improvement in almost every conversation in the school. Targeting influential school community

^{9*} Consistent with the school vision

members, and, even, negative ones, for informal conversations can often help. An extremely effective strategy is to get others, who may have a closer relationship with notable teachers and parents, to hold persuasive conversations.

J. **have a student** council that represents the student body and genuinely consult with the student representatives about matters that directly affect students (eg: uniform, lunches, etc.) “Discipline” in good schools is self-discipline of students, who understand that rules are in place for the benefit of everyone. Including teenagers in conversations about matters that directly affect them makes for a harmonious student culture. Young people often have excellent suggestions that may not be readily apparent to teachers and parents.

K. **continue to seek support/resources** for school improvement in the wider community. Even in poor communities, people give education a high priority. Support doesn’t have to be monetary, but might be the volunteering of time and labour, the passing on of skills, etc. Building good relationships with parents and the local community opens up unforeseen possibilities for cooperation in improving learning.

Suggestions for resources are at the end of the handbook. Please add your own as you find them.

Not for publication

Reflections:

What did I do?	What happened?	What can I learn from this?/ How can I improve?

Not for publication

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Not for publication

Collaborating with the school community and surrounding community

What you do has far greater impact than what you say. - Stephen Covey

As Covey writes, our values are displayed by what we do, rather than what we say. Respect is earned through good actions. Good leaders “lead from the front” by modelling what they expect from the rest of the school community. Once the leader has the respect of her/his followers, effective collaboration can take place.

There are a number of obvious advantages of involving others in making decisions. Firstly, people will support something if they have “ownership” of it. Also, other people might have great ideas that have not occurred to the school leader and giving ownership of an idea to its originator helps in allocating workloads. Finally, sharing decision making, and making it transparent, makes for a close-knit school community.

Good schools have effective relationships with their surrounding communities. It is essential that schools which implement climate change education are integrated with their local community because a major aim is to “spread the message”. Therefore, school community members should be highly visible and influential in the local area.

Leaders can

- A. **model** actions that are consistent with the school vision and, therefore, the guiding principles and aims of climate change education. For example, if a school value is to help others, then the school leader should, whenever possible, be out with students in the community, helping, not simply supervising.

She/he should certainly be holding conversations with teachers, students and parents about national and international issues and current developments in climate change mitigation to demonstrate her/his passion. Whatever values are espoused by the school should be embodied in the school leader, as an inspiration to the rest of the school and surrounding community.

- B. **make time for others**, as often as possible. This means being available, and, often, putting administrative work to one side. People will appreciate a leader who values them, and be more likely to actively support initiatives for school improvement.
- C. **offer to help** teachers, students, parents and local community members as often as possible. Being around the school and out in the surrounding area gives the leader an awareness of who needs assistance, and puts her/him in the right space to provide it. Again, people support those who support them.

- D. **have an “open door” policy¹⁰** to the school leader’s office, classrooms and the school. As well as the leader being available, it is beneficial for school and local community members, and others, to be able to see the school operating normally.
- E. **listening**, and taking action about the concerns of others. Most people really appreciate when someone listens to them, even if the other does not agree with them. Listening, and acting on information whenever possible helps build a climate of trust and respect in the school and surrounding community.

Suggestions for resources are at the end of the handbook. Please add your own as you find them.

Not for publication

^{10*} This does not mean that anyone can come and bother a leader or teacher. It means that, at mutually agreeable times, leaders and teachers are available for consultation, and that parents, and others, can visit classrooms as long as they are accompanied and the learning process is not interrupted.

Reflections:

What did I do?	What happened?	What can I learn from this?/How can I improve?

Not for publication

Not for publication

Leadership of teaching, learning and assessment

In a modern school, an effective leader must be up to date with current pedagogical and curriculum practices. She/he must know about the philosophy behind the 2013 curriculum and any other environmental or social education programs in the school. She/he must have a working understanding of student-centred learning and the “4 C’s” (communication, collaboration, creativity and critical thinking) and how they lead to lifelong learning and action. In a school committed to climate change education, the leader must have excellent knowledge about climate issues and current solutions.

She/he must be able to make judgements about teaching and learning practises and encourage teachers to plan lessons that help the students become responsible, active and informed.

As well, the leader should be building a *learning community*, in which everyone, not just the students, develop their understanding of global issues and how to mitigate them.

Leaders can

A. **visit** classrooms regularly, but at varying times of the school day. In good schools, the school leader is a frequent, interested, friendly visitor to classrooms. She/he can enter classrooms and talk with students about their learning, without interrupting the teaching/learning process. Varying the times of visits allows for better gathering of informal information about what is happening in classrooms.

B. **encourage an “open classroom” approach** so that teachers and students become used to visitors without the learning process being interrupted. In classrooms where learning (rather than “teaching”) is the main focus, students view conversations with visiting adults as routine. In fact, the visitor can often help reinforce learning by asking good questions which encourage students to think about what they are doing and then explain it.

C. **read curriculum documents** and other educational material to gain a sense of what should be taught. What is contained in the curriculum documents is what should be happening in classrooms. The school leader should have a working knowledge of the overall school curriculum and the content of other programs conducted in the school.

D. **read material about modern teaching and learning** to gain a sense of how teaching and learning should happen. There are many excellent videos, websites and publications about how students should, and should not, learn¹¹.

E. **use the internet** to stay up to date with contemporary educational developments. Amongst the cat videos and celebrity gossip on the internet are some wonderful articles

¹¹ Some will be documented in the

and videos about effective education. Some of them are mentioned at the end of this handbook. Searching for resources can be facilitated greatly by following the Facebook pages and Twitter feeds of progressive educators, schools and organisations.

F. **conduct formal meetings/professional development activities** related to the principles/aims of education. There are still many, many people in the world who view education as the transmission of knowledge, from the teacher to the students. Making modern pedagogical expectations explicit, and “mapping” school teaching/learning strategies should provide direction for the professional development of the whole teaching group, and that of individual teachers.

G. **have informal discussions** with individual teachers and/or groups of teachers about their teaching/learning practices. Encourage teachers to take control of their own professional growth, but give them the time and resources to do it. Help teachers identify things they can do to plan and conduct engaging classes, and support them in implementing new strategies, especially if they do not seem to work immediately.

H. **attend teacher planning meetings.** This not only helps the leader better understand what is happening in classrooms, but can motivate teachers if they feel that their leader is taking an active interest in their professional work.

I. **organise on-going professional development** of teachers about student-centred learning and teaching mixed-ability classes. Traditional teaching methods will rarely lead to success for all students. Classes need to be engaging and based on real life. They need to allow children to discover things at their own pace. This does not take much in the way of resources, but it is very challenging for the educational paradigms of many teachers and school leaders. Conversations about *ways for individual students to learn*, rather than how they should be taught are essential. Information technology allows for many, many resources for modern teaching, learning and assessment to be tapped.

J. **encourage and support** teachers to plan interesting, relevant lessons that engage all students¹². This facilitates a vibrant student culture in which everyone wants to continuously learn.

Suggestions for resources are at the end of the handbook. Please add your own as you find them.

¹² “From Teaching to Learning” Handbook that accompanies this Handbook is a good resource with which to begin

Reflections:

What did I do?	What happened?	What can I learn from this?/ How can I improve?

Not for publication

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Not for publication

Management of facilities and resources

Using resources efficiently and effectively is a major goal in any organisation. It is vital in a school committed to climate change education.

Acquiring physical resources, and then encouraging others to reduce, reuse and recycle as often as possible are essential actions. Leaders who are observant and creative can make a very important difference to the way her/his school gains and uses physical resources and provide excellent role models for the rest of the school community and the wider community.

The teachers and other staff in a school are the school's human resources, and must also be employed efficiently and effectively. Unfortunately, too many governments and businesses use "efficiency" to mean cutting back on human resources. In the context of a school, using human resources efficiently means gaining the goodwill of colleagues, and motivating to do their best work, for the common goal of producing responsible, active, informed students.

Leaders can

A. **advocate** with education officials so that there are sufficient, adequate facilities (including functioning toilets, drinking and washing water and boundary fencing) to run the school's programs. It is very difficult (although not impossible) to run a good school without adequate facilities, particularly those that impinge directly on student well being. Work with local education officials to rectify this.

It is also essential that there are sufficient, adequate resources (including technology resources and internet access) to run the school's programs and adequate books and basic sources of information to support the different subjects in the curriculum. At the very least, children need books and stationery with which to write, and textbooks. Other resources, such as library books, internet access and computers and/or mobile devices are also essential.

Never give up.

B. **work with stakeholders** to plan for the facilities and resources needed for school improvement. Involve all school community members in discussions about the importance of these facilities. Parents, teachers and even students can have creative ideas about how to garner extra resources for better student learning. Sometimes, even in poor communities, it is possible to construct necessary facilities, and, often, labour is the main requirement for repairing and maintaining them.

C. **construct schedules** for cleaning and maintenance around the school, including a process for monitoring the schedule. This includes a system for teachers and students to report anything that needs repair/replacement. When resources are scarce, they need greater care. It is useful to have a "zero tolerance" approach to lack of care of resources.

Involve teachers in drawing up a code of professional responsibility for resources, with agreed consequences, and involve students in one that applies to them.

Staff who maintain and repair the facilities, particularly toilets and washing areas, need to be motivated and committed. Taking an interest in them, talking about how they can do their jobs well and having a system for their work will help them do a good job. Again, a free meal every now and then, if possible, and genuine gratitude for jobs well done cannot be overestimated.

D. show that they value teachers and other staff by

- complementing them on their work
- finding out something about their colleagues as people, not just workers
- providing ongoing training
- conducting team-building activities
- being their colleague, not just their leader

E. have regular maintenance checks on facilities and equipment and ensure that repairs are carried out immediately. Repairing facilities quickly shows that they are important to the school leader and, by extension, the school. This modelling encourages teachers and students to take immediate, appropriate action when they perceive a problem.

F. carry out a comprehensive risk analysis of the school facilities and immediately rectify any problems identified by the risk analysis. This is best done with input from teachers, parents and, even students. Aspects of the school such as electrical wiring, gas bottles, open water sources, etc must be considered. All risks must be rectified immediately

G. walk around the school for regular spot checks. Again, the benefits of being out and about affect many areas of the school. Seeing the state of the facilities and resources first hand allows for better monitoring of the work of support staff.

H. ensure that, if the school has internet access the staff member(s) responsible for it are responsive and resourceful. Support staff must be committed to providing the best service possible for learning, rather than making their jobs easy. If the school has good technology resources, the leader must have sufficient “technology awareness” to notice problems with computer and internet resources.

I. encourage all stakeholders to “own” the school and to respect the facilities and resources. Expect teachers and students to keep rooms clean and well-maintained, and to report anything that needs repair. When it is “our school”, everyone looks after it. It helps to remind the school community at assemblies, meetings, etc. but, again, actions are important. The school leader who helps with painting a classroom on the weekend, or who picks up rubbish to put in a bin during a walk around the school is far more effective at enrolling people in looking after the facilities than someone who simply tell them what to do.

J. **involve all school community members** in keeping the facilities and resources in the best possible condition. Encourage parents and community members to periodically assist with repair/maintenance work. When the community give their labour and expertise, a facilities budget goes much further. Providing lunch, snacks and drink can turn such activities into a celebration of collaborative achievement.

K. **be resourceful** when required in obtaining facilities and resources. For example, for technology resources “Bring Your Own Device” (BYOD) can be the cheapest option¹³. Involving other school community members, especially students, can result in innovative and relatively cheap solutions to lack of technology resources.

Suggestions for resources are at the end of the handbook. Please add your own as you find them.

¹³ Some schools do not have BYOD because of fears that the school cannot control their use - such schools could consider that teaching children responsible, safe use of the internet is a worthwhile lifelong attitude and skill.

Reflections:

What did I do?	What happened?	What can I learn from this?/ How can I improve?

Not for publication

Evaluation

The ability to sum up a situation and take effective action to improve it is an essential skill for school leaders.

The first part of developing this skill is to be reflective, to be able to step back and think about what you are doing and what are the consequences for you, and, in particular, other people. The next step is to encourage others in the school community to self reflect. This results in a community in which everyone is committed to lifelong learning and care of others and the planet.

The second aspect of evaluation is to be able to track how the school's plans for action are going, and to take action to ensure that they result in effective actions.

The third, and very important aspect, is to realise that not everything goes to plan, and, instead of worrying that mistakes have been made, foster an attitude of learning from actions that do not have the intended consequences.

The last aspect is to be able to predict the consequences of actions, both desirable and undesirable. In fact, most of our global problems are the result of actions that have been taken with no regard for the unintended consequences.

Leaders can:

- A. **reflect** about their actions and how they communicate with other people. It is essential that leaders are aware of how others react to them. If people are not acting in ways that are desirable, *then the leader must change what she/he is doing*. It is a psychological maxim that we cannot change other people, but can only change ourselves. Therefore, to influence others to act in ways consistent with the school vision, the leader must be prepared to reflect on her/his ways of acting and communicating, and make adjustments, until the situation improves.
- B. **review short-term and long-term plans** to ensure that they are improving aspects of the school. Usually, if the plans do not seem to be working, *the implementation* needs to be reviewed and improved. Sometimes, the plan itself might have to be modified. Reviews of plans should always be done with other stakeholders, to both improve the review and encourage collaboration in the school community.
- C. **hold conversations** about the progress of the school in meeting its vision with school community members, members of the surrounding community, government officials and influential citizens. The more conversations that are held, the more support there will be for achieving the school vision. Conversations can be formal or informal or with individuals or groups. Sharing plans with a range of people can result in unexpected, creative solutions to problems and/or suggestions for action.
- D. **have systems in place for identifying issues**. Reporting systems, by which the people responsible for various aspects of the school's operations regularly track that aspect

in relation to the school's plans, can help leaders identify problems and take steps to solve them before they become problems. Being proactive, and encouraging others to do the same, can make everyone's tasks easier.

- E. **encourage suggestions** from teachers, other staff, parents and students, as well as from interested people outside the school. This can provide creative courses of action and help build support for the school's vision. Leaders must make sure that people know that their suggestions have been seriously considered, and, if not acted upon, the reasons for not following them. People who feel that they are treated with respect, even if they are not agreed with, can become supporters.
- F. **collaborate with others to predict future possibilities.** The world changes rapidly, and what is known now about education and climate change can change also. School leaders cannot predict the future, but if a leader keeps up to date with current trends that affect the education of her/his students, by working with others, she/he can, with some success, make educated guesses as to the consequences of particular courses of action. If the school is not able to respond intelligently and quickly to new information that affects its operations, it is not doing the best job for its students.
- G. **plan for future possibilities.** The ability to deal with unforeseen problems is a wonderful skill for school leaders. Once potential problems and issues are identified, leaders can draft plans to deal with them. Sharing predictions and plans with the school community (including students) helps others consider and care about the future. Although many of those plans will (hopefully) never be used, *the acts of predicting and planning* will help school leaders to move quickly when faced with a crisis.

Suggestions for resources are at the end of the handbook. Please add your own as you find them.

Reflections:

What did I do?	What happened?	What can I learn from this?/ How can I improve?

Not for publication

Appendix – Strategic planning example

Strategic planning can be defined as “an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy.”¹⁴

It is a form of “backwards” planning – the school decides what it wants to be like at some point in the future (in 3 years, for example). The school then works back from that point, to choose events or targets to indicate achievements along the way and strategies for reaching those targets and allocating resources and responsibilities. There is no single method of doing this, so the following is one suggestion among the many planning methods available.

- A. Planning should happen with respect to some criteria or a framework that relates to the school vision. In the context of a school implementing climate change education, and using the *ISMF* to evaluate its effectiveness, planning could be related to the six requirements of the *ISMF*.
 1. A vision that supports the development of students who are responsible, active and informed throughout their lives.
 2. School leadership that plans and implements effective, integrated actions to support the development of students who are responsible, active and informed throughout their lives.
 3. Policies and processes that maximizes its use of resources (including human resources) and minimizes waste.
 4. Teaching, learning and assessment that is directed towards the development of students who are responsible, active and informed throughout their lives.
 5. School leadership that collaborates with the school community and surrounding community to develop policies and practices to mitigate climate change, both within and outside the school.
 6. Effective methods of evaluating the progress in achieving the school vision (related to the development of students who are responsible, active and informed throughout their lives).
- B. The school next needs to analyse its present situation in terms of the *ISMF*.

After seeking information from relevant sources, the school can make a judgement on where it is according to the rubric, below. For example:

In this hypothetical case, the school has evaluated its vision as “good”¹⁵, but the other five requirements as “satisfactory”, and, therefore, in need of improvement.

¹⁴ https://en.wikipedia.org/wiki/Strategic_planning

¹⁵ The vision of the school should be “good” before a final strategic plan is developed - the school must know what it is planning to do before it begins implementing strategies for improvement. However, this does not mean a school should not be taking action to improve. However, any actions begun before the vision is “good” must be aligned with the vision.

Requirements:	Unsatisfactory Quality:	Satisfactory Quality:	Good Quality:
A vision that supports the development of students ...			
School leadership that plans and implements effective, integrated actions ...			
School leadership that collaborates with the school community and surrounding community ...			
Teaching, learning and assessment that is directed towards the development of students ...			
The use of ecomapping to maximize the use of resources ...			
Effective methods of evaluating the progress in achieving the school vision ...			

The school committee decides that they want the planning and management improved within a year, ecomapping “good” within 2 years and the other three “good” within 3 years:

Requirements	Year 1	Year 2	Year 3
Planning & management			
Collaborative leadership			
Teaching, learning & assessment			
Ecomapping			
Evaluation			

Using “teaching, learning and assessment” as an example, the plan for improving them might look like:

Teaching, learning and assessment

	Year 1	Year 2	Year 3
Action	Collaborative professional development - all teachers to meet once a week after school to share the results of individual study about the "4 C's". Teachers will be encouraged to implement new strategies in classrooms. (This continues into years 2 and 3.)	A teacher appraisal system to be introduced, with a framework based on implementing the "4 C's" and climate change into classrooms. A formal "action research" system to be set up in which teachers reflect, in writing, about new strategies they have introduced into classes. (This continues into year 3.)	All lesson plans to be written in terms of the "4 C's" and use climate change as the basis for units of study.
Responsibility	Principal, Vice-principal, subject leaders	Principal, Vice-principal, all teachers, school committee	Principal, Vice-principal, all teachers, school committee
Resources needed	Meeting time after school	Two extra teachers, to reduce overall classroom workloads and allow for teacher learning.	Money to provide for overtime payments and meals for teachers to work some weekends.

This process is carried out for each aspect of each Requirement. They are all put together so that the actions and those responsible for the actions are clearly set out. From this, school community members' roles in implementing the strategic plan are clear, as in the table, below. It is the responsibility of the principal/school leader to monitor the implementation of the plan. (Note that all actions begun in one year usually continue into the future, indefinitely.)

	Year 1	Year 2	Year 3
Principal	Make announcements through email and/or SMS so that meeting time is not wasted. Conduct professional development meetings about the "4 C's". Visit classes to observe, support and encourage teachers to make changes in their classroom practice. Communicate with the school community, the surrounding community and education officials about improvements in classroom practice. Plan, in consultation with teachers, an appraisal system that encourages professional growth. Lobby relevant education officials for the employment of two extra teachers.	Continue actions from year 1. Implement and oversee a professional appraisal system for teachers. Work with the Vice-principal to set up a formal "action research" system in which teachers reflect, in writing, about new strategies they have introduced into classes.	Continue actions from years 1 and 2. Ensure that all lesson plans to be written in terms of the "4 C's" and use climate change as the basis for units of study.

Vice-principal	Assist the principal in conducting professional development meetings. Visit classes to observe, support and encourage teachers to make changes in their classroom practice. In collaboration with key teachers, design a simple classroom action research system for the sharing of professional practice.	Continue actions from year 1. Assist the Principal with the implementation and oversight of a professional appraisal system for teachers. Work with the Principal to set up a formal "action research" system in which teachers reflect, in writing, about new strategies they have introduced into classes.	Continue actions from years 1 and 2. Assist the Principal in monitoring lesson plans to ensure that they are written in terms of the "4 C's" and use climate change as the basis for units of study.
Teachers	Subject leaders work with teachers to examine how the "4 C's" can improve. All teachers engage in professional development meetings and try new strategies in their classrooms.		
School committee	Support the principal in providing meeting time after school. Begin to seek funds outside the school for improving classroom practice.	Continue to seek funds outside the school for improving classroom practice.	Provide funds for teacher overtime, meals, etc for continuing professional development.

It is a very good idea to share the plan with the school community before it is finalised. The final strategic plan is comprehensive, and should enable the principal to manage the improvement of the school over a period of 3 to 5 years. Schools do not have to improve all the quality dimensions, just those they feels are within their capabilities. A completed plan would look like:

Requirements	Year 1	Year 2	Year 3
School vision	Continue to promote the school vision in the school and wider community.	Continue to promote the school vision in the school and wider community.	Continue to promote the school vision in the school and wider community.
Planning & management	~~~~~ ~~~~~ ~~~~~ ~~~~~	Continue to implement planning procedures. Review at end of school year.	Continue to implement planning procedures. Review at end of school year.
Collaborative leadership	~~~~~ ~~~~~ ~~~~~	~~~~~ ~~~~~ ~~~~~	~~~~~ ~~~~~ ~~~~~
Teaching, learning & assessment	Collaborative professional development - all teachers to meet once a week after school to share the results of individual study about the "4 C's". Teachers will be encouraged to	A teacher appraisal system to be introduced, with a framework based on implementing the "4 C's" and climate change into classrooms. A formal "action research" system to be set up in which	All lesson plans to be written in terms of the "4 C's" and use climate change as the basis for units of study.

	implement new strategies in classrooms. (This continues into years 2 and 3.)	teachers reflect, in writing, about new strategies they have introduced into classes. (This continues into year 3.)	
Ecomapping	~~~~~ ~~~~~ ~~~~~ ~~~~~ ~~~~~	~~~~~ ~~~~~ ~~~~~ ~~~~~	Continue ecomapping processes. Review each semester
Evaluation	~~~~~ ~~~~~ ~~~~~ ~~~~~ ~~~~~	~~~~~ ~~~~~ ~~~~~ ~~~~~	~~~~~ ~~~~~ ~~~~~ ~~~~~

Also, from the plans for each requirement, a full description of responsibilities for each person in the school can be developed, so that there can be self-evaluation as well as professional appraisal. For example, for the principal, a planning “role statement” might look like:

Requirements	Year 1	Year 2	Year 3
School vision	Continue to promote the school vision in the school and wider community.	Continue to promote the school vision in the school and wider community	Continue to promote the school vision in the school and wider community
Planning & management	~~~~~ ~~~~~ ~~~~~ ~~~~~ ~	Continue to implement and monitor planning procedures. Review at end of school year.	Continue to implement and monitor planning procedures. Review at end of school year.
Collaborative leadership	~~~~~ ~~~~~ ~~~~~ ~~~~~	~~~~~ ~~~~~ ~~~~~ ~~~~~	~~~~~ ~~~~~ ~~~~~ ~~~~~
Teaching, learning & assessment	Make announcements through email and/or SMS so that meeting time is not wasted. Conduct professional development meetings about the “4 C’s”. Visit classes to observe, support and encourage teachers to make changes in their classroom practice. Communicate with the school community, the surrounding community and education officials about improvements in classroom practice. Plan, in consultation with teachers, an appraisal system that encourages professional growth.	Continue actions from year 1. Implement and oversee a professional appraisal system for teachers. Work with the Vice-principal to set up a formal “action research” system in which teachers reflect, in writing, about new strategies they have introduced into classes.	Continue actions from years 1 and 2. Ensure that all lesson plans to be written in terms of the “4 C’s” and use climate change as the basis for units of study.

Ecomapping	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>	Continue ecomapping processes. Review each semester
Evaluation	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>	<p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p> <p>~~~~~</p>

Not for publication

Leadership Resources

General

How to escape education's death valley – a *thought-provoking discussion of what education is really about, which aligns very much with the philosophy expressed in the National Curriculum Statement, 2005*

http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley

The power of believing that you can improve – *how our view of ourselves affects our success in life*

http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

School Quality Indicators – *the essential characteristics of good schools clearly articulated*

http://rmsaindia.org/administrator/components/com_pdf/pdf/f4850e258c3d321f1b13177a5c610c06-RMSATCA-3.3-%20School%20Quality%20Indicators.pdf

Leadership and Management

Leadership

Educational Leaders - *An interesting perspective on school leadership from the New Zealand government* <http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Kiwi-leadership-for-principals/Qualities>

Management

Principal's Job Description – *a good checklist of responsibilities in some Indian non-government schools. The aspects of the roles provide starting points for conversations about what they actually entail.* <http://www.napcis.org/PadrePioPrincipalJob.pdf>

Teacher Management

The Australian Professional Standards for Teachers – *the expectations of teachers in Australia, a useful reference* <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

The Puzzle of Motivation – *how to motivate committed professionals*

http://www.ted.com/talks/dan_pink_on_motivation

Facilities and Resources Management

Quarterly Self Inspection Checklist – Maintenance – *an Australian checklist that can be adapted for any school*

https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&cad=rja&uact=8&ved=0CDsQFjAlahUKEwjQo-HP6o7HAhXNB44KHaTEAvI&url=http%3A%2F%2Fwww.education.nt.gov.au%2F__data%2Fassets%2Fword_doc%2F0010%2F4114%2Fquarterly_maintenance.doc&ei=EmDAVdDSNs2PuASkiYuQDw&usg=AFQjCNGA6_N5HUVxfEivVsP1MC5MaCtliA

Principles for Designing Teaching and Learning Spaces – *simple guidelines that can be adapted for many schools*

http://www.mcgill.ca/tls/files/tls/principles_for_the_design_of_teaching_and_learning_spaces_2014_f.pdf

Social & Personal Development:

Social Development

Social and Emotional Learning – *comprehensive information from the Department of Education and Training, Victoria, Australia*

<http://www.education.vic.gov.au/school/principals/health/pages/socialemotion.aspx>

Spreading the Word: Social, Emotional, and Character Development – *how to encourage others to teach social development in their classes* <http://www.edutopia.org/promote-social-emotional-character-development>

Personal Development

Where Character Development Is Key – *a short example of a U.S. school that has students as its first priority* <http://www.edutopia.org/were-here-raise-kids>

GIHE Good Practice Resource Booklet – Designing Culturally Inclusive Learning and Teaching Environments - Classroom Strategies – *simple strategies for including all students respectfully*

https://www.griffith.edu.au/__data/assets/pdf_file/0011/184853/Creating-a-Culturally-Inclusive-Classroom-Environment-mcb2.pdf

Health, Safety and Inclusion:

Health

Integrated School Health A Manual for Teachers – *developed for Kenya, but dealing with issues common to many disadvantaged schools*

<http://www.schoolsandhealth.org/Shared%20Documents/Integrated%20School%20Health%20A%20Manual%20For%20Teachers.pdf>

What can I do as a teacher or school to encourage healthy eating habits and to be active? – *good introduction to the issues in promoting a healthy lifestyle for students*
<http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/healthy+living/healthy+places/where+we+learn/what+is+a+healthy+school/what+can+i+do+as+a+teacher+or+school+to+encourage+healthy+eating+habits+and+to+be+active>

Safety

Chapter 4: School and Classroom Environment – *a detailed discussion in the National Curriculum Framework, 2005*
<http://www.ncert.nic.in/html/pdf/schoolcurriculum/framework05/School%20and%20Classroom%20environment.pdf>

The Physical School Environment – *a comprehensive coverage of the factors contributing to a safe school environment*
http://www.who.int/school_youth_health/media/en/physical_sch_environment.pdf

Inclusion

Effective Teaching Practices for Students in Inclusive Classrooms – *tips for an inclusive classroom that apply to any good classroom*
<http://education.wm.edu/centers/ttac/resources/articles/inclusion/effectiveteach/>

Strategies for Success: Creating Inclusive Classrooms that Work – *clear discuss of the issues involved with inclusion and suggestions for strategies that work*
http://www.pealcenter.org/images/PEAL-S4Success_20pg_web_version.pdf

Community

Child Friendly Schools: Chapter 4, School and Community *an excellent narrative about the importance and benefits of creating a learning community*
http://www.unicef.org/education/files/CFSEManual_Ch04_052009.pdf

Strengthening Links between Schools and Communities - *a grant proposal that spells out the ways in which good schools can link to their local communities*
<http://www.communitydevelopment.com.au/Documents/Strengthening%20Links%20between%20Schools%20and%20Communities.pdf>

School-Community Relations Handbook - *a detailed handbook that outlines a number of proven ways of strengthening school-community relationships*
http://www.saskschoolboards.ca/research/school_improvement/66.htm