Graduate Diploma in Open School Operation and Management
Acknowledgements

Open and Distance Learning (ODL) has proven to be a viable and flexible way to address the growing need for education throughout the developing and developed world. ODL, open school policies and practices allow education institutions to reach out to remote and underserved citizens.

To effectively employ ODL and open school methods to achieve national social, economic and education goals, educators must be trained on themes related to Open Schooling. This Post Graduate Diploma intends to support open school practitioners and interested persons/institutions to improve their understanding and practice of open schooling.

COL would like to acknowledge the various persons who played an important role in developing this Diploma.

Frances Ferreira: Education Specialist for Open Schooling at COL (2007 – 2015), is acknowledged for her leadership role in initiating a project to develop learning content for a Post Graduate Diploma for Open Schooling.

The following contributors are acknowledged for their contribution in the development of the learning content:

Dr. Roger Powley is acknowledged for the development of the curriculum plan and his role as Project Manager. He has spent over thirty years overseeing the creation of distance education systems and programs for clients in the military, government, academia and private industry. He has worked as an occupational analyst, instructional designer, project manager and senior training manager. In the 1990s he produced an implementation strategy for the implementation of distributed learning in the Canadian Forces and guided the modernization of the Canadian Forces Individual Training System and supporting instructional design process.

Over the past fifteen years Dr. Powley designed and taught courses in instructional design, the learning organization, e-learning, distance education, multimedia project management and the education systems planning and implementation at a variety of universities. He was a founding faculty member of Royal Roads University, served as Head of Special Projects at the University of West Indies and taught graduate courses for Walden University and Athabasca University. He currently supports the creation of OER courseware for the Commonwealth of Learning and the Virtual University of the Small States of the Commonwealth.

Dr. Jean Mitchell started her career as a teacher. During a long career she has been involved in teacher education, distance education and research on education and distance education. She is a former editor of Progressio, South African Journal for Open and Distance Learning Practice, and has served on the editorial boards of other academic journals. She has contributed to journals and books, including the International Handbook of Distance Education (2008). The focus of many contributions and learning materials she has developed for a variety of institutions has been on academic literacy and research skills. She lives in the Western Cape from where she writes, consults and mentors writers and post graduate students.

Martsie Roman has worked for 30 years as an open and distance learning practitioner in various capacities such as writer, instructional designer and project manager. A firm believer in the socio-
economic and political transformational potential of open and distance learning and open schooling, she has worked across Southern Africa, including Namibia, Botswana and South Africa. Her research interests include decoloniality and feminism in open and distance learning in South Africa. At present she is working as education consultant at the University of South Africa, specialising in curriculum design and development.

**Dr. Griff Richards** is a Fellow of the Technology Enhanced Knowledge Research Institute at Athabasca University, and an Honoured Professor at the Institute for Social Sciences and Humanities in Kazan. His research focused on developing technologies for the advancement of human learning and performance. His projects involved K-12 software, interactive video, Virtual Reality and Virtual Schools, computer based technical training, and simulations in military and healthcare settings. He led early Canadian projects that pushed the frontiers of open educational software and learning objects, the forerunners of the open education resources movement. An instructional designer at heart, he believes a good learning system stems from a professional obsession for the success of learners. If we build it, not only should they come, but they should learn. He continues to teach online while enjoying the blessings of the land and the fruits of his labours.

**Ralph Helder** moved from a traditional K-12 education environment to start an interactive online distance-learning program with the Alberta Distance Learning Centre in 1997. He was also instrumental in establishing the Alberta Online Consortium that promoted and assisted jurisdictions in Alberta and across Canada to implement their own online learning programmes. Due to the interactive nature of online learning the Alberta Distance Learning Centre saw course and student completion rates increase dramatically. Although presently retired Ralph continues to promote distributed learning environments through his consulting practice, specializing in strategic planning.

**Dr. Barry Carbol** has been an educator for over 40 years and has taught at all levels of education from K-12 through graduate school. During his career he has been a senior executive for both the Alberta and British Columbia governments. In various roles he has been responsible for learning assessment, curriculum development, and open and distance learning policy, program development and delivery. He has also served as the chief operating officer for the Open Learning Agency in British Columbia. For the past 17 years, Dr. Carbol has worked in education and training providing consultation and learning support services for public and private organizations in Canada, the United States and a number of countries in Asia and Europe.

**Johan Hendrikz, Carol Walker and Ania Grygorczuk** from the Commonwealth of Learning are acknowledged for their contribution in this project.
Important Information

Background:
Although numerous resources exist, which support those involved in open schooling to improve their practice, no formal content existed as a coherent body of knowledge to serve as learning content for those who would in a more formal and structured way improve their understanding and practice of Open Schooling. In 2015 COL initiated a project to develop learning content as OER on the level of a Post Graduate Diploma to address this need. This led to the development of a series of seven text based modules.

Use of the learning content:
Although any individual can use this learning content as they see fit, there are institutions that offer this Diploma as an official accredited course and award the Diploma. Contact COL for the names of institutions offering the Diploma.

Text and online versions:
The objective was to first develop text based content and then use that content to create an online version of the learning content.

These 7 modules are the original content that was developed by the various authors. Dr. Roger Powley, the Project Leader, adapted and adjusted parts of the original text version for the online Moodle version of the Diploma. The modules were deployed on the VUSSC Moodle platform. In the deployment of the seven modules it was necessary to make some changes to the original scripts to ensure the content and activities conformed to an online learning environment.

The deployed Moodle modules and their books, assignments and discussions are designed to allow instructors at various institutions to modify them to address their region’s unique requirements.

The main adjustments to the original text for the Moodle version are indicated below:

Module 1 – ODL Foundations & Evolution
1. Unit 1 – Assignments & Activities description not included.
2. Self Reflection question at end of Lesson 1.1 not included in online version.
3. Lesson 1.2 – Additional readings added to lesson.
4. Lesson 1.2 – Knowledge Society activity not included, but did embed YouTube video.
5. Lesson 1.2 – ICT in Education – New YouTube video (ICTs changing education) was embedded in content.
6. Lesson 1.2 – Assignment 1 was not included in lesson content. It was referenced in the Unit Summary and included as a separate assignment.
8. Lesson 1.3 – Education for All – UN education for all video embedded but activity not included.
9. Lesson 1.3 – Summary – Self-Reflection not included.
10. Unit 1 Summary – Discussion & Assignments & Activities description not included.
11. Unit 2 – Assignments & Activities description not included.
12. Lesson 2.1 – Readings – Additional readings included.
13. Lesson 2.1 – Mind Map activity not included.
14. Lesson 2.1 – Distance education activities (tables) not included.
15. Lesson 2.2 – Introduction – Review Literature treated as a separate activity.
16. Lesson 2.2 – Two discussions added (Dodd’s article & Lane Article)
17. Lesson 2.3 – Assignment 2 instructions moved to an Assignment Activity tab.
18. Unit 2 Summary – Discussion & Assignments & Activities description not included.
19. Unit 3 – Assignments & Activities description not included.
20. Lesson 3.2 – Activity not included.
21. Unit 3 Summary – Discussion & Assignments & Activities description not included.
22. Unit 4 – Assignments & Activities description not included.
23. Unit 4 – Readings – Additional readings provided.
24. Lesson 4.1 – Behaviourism – Video added.
25. Lesson 4.1 – Cognitivism – Video added.
26. Lesson 4.1 – Constructivism – Video added.
27. Lesson 4.1 – Connectivism – Video added.
28. Lesson 4.1 – Activity – Summary of Theories not included.
29. Lesson 4.1 – New Discussion added – See summary.
30. Lesson 4.2 – Provision of Open Schools activity not included.
31. Lesson 4.2 – Open School Resources – links provided for all references.
32. Unit 4 Summary – Discussion & Assignments & Activities description not included.
33. Unit 5 – Assignments & Activities description not included.
34. Lesson 5.1 – Open Schools video embedded, but activity not included.
35. Lesson 5.1 – Self Reflection not included.
36. Lesson 5.2 – Assignment 3 instructions included in a separate Assignment activity tab.
37. Lesson 5.3 – Activity not included.
38. Unit 5 Summary – Discussion & Assignments & Activities description not included.

Module 2 – Open School Systems & Models
The following changes to the module 2 script were made to accommodate the delivery of the content online. Major Change – Units 2 and 3 combined. They covered the same topics. Details provided below.
1. Unit 1 – Assignments & Activities description not included.
2. Lesson 1.1 – Added video “Celebrating Open School” in Towards Open School Models.
3. Lesson 1.1 – Assignment 1 – Deployed in an Assignment activity. Mentioned in Unit 1 Summary.
4. New discussion added to Unit 1 – Support for Open Schools.
5. Unit 1 Summary – Supplementary Readings added.
6. Unit 2 Objectives – Combined old unit 2 and unit 3 objectives.
7. Unit 2 – Assignments & Activities description not included.
8. Lesson 2.1 – Systems Approach graphic added to Systems Approach in ODL.
9. Lesson 2.1 – Added new graphic (Fig 2.3) to replace Generic OS System & Subsystems.
10. Lesson 2.1 – Did not include Fig. 2.4.
11. Lesson 2.1 – Did not include Discussion Activity, Reflection Activity and Assignment instructions.
12. Lesson 2.1 – Created a new discussion on Systems.
13. Lesson 2.1 – Summary – Included additional assignment instructions and new supplementary readings.
14. Lesson 2.2 – No change.
15. Lesson 2.3 – Reflection Activities not included.
16. Lesson 2.3 – Summary – Supplementary Readings added.
17. Unit 2 - Old Unit 2 and 3 Summaries combined and provided at the end of Unit 2.
18. Old Unit 3, Introduction, Objectives and Readings combined with revised Unit 2 Introduction, Objectives and Readings.
19. Lesson 3.1 renumbered to Lesson 2.4.
20. Lesson 2.4 – Asynchronous Tutoring – Added video “Effectively Facilitating Online Instruction.
22. Lesson 2.4 – Technology Mediated Tutorials. Added video, Online Teaching Tips.
23. Lesson 2.4 – Formative Evaluation moved to end of lesson.
24. Lesson 2.4 – Activities removed.
25. Lesson 3.2 renumbered to Lesson 2.5
26. Lesson 2.5 – Added diagram to ICT Infrastructure.
27. Lesson 2.5 – Added graphics throughout.
28. Lesson 2.5 – Activity and Reflection Activity not included.
29. Lesson 2.5 – Discussion Activity created as a Forum Activity. Reference made in summary.
30. Lesson 3.3 renumbered to Lesson 2.6.
31. Lesson 2.6 – LORI learning activity not included.
32. Unit 2 Summary – Revised to incorporate old Unit 2 and 3 Summary information.
33. Unit 2 – Two assignments included.
34. Old Unit 4 renamed Unit 3 – Quality in Open Schools.
35. Lesson 4.1 renamed Lesson 3.1.
36. Lesson 3.1 Discussion Activity and Assignment redeployed as separate activities in the Unit.
37. Lesson 4.2 – Renumbered Lesson 3.2.
38. Lesson 3.2 – Peer review additional information link provided.
39. Lesson 3.2 – Formal Audit additional information link provided.
40. Lesson 3.2 – Reflection activity not included.

Module 3 – OER Design, Development & Publication
The following changes to the module 3 script were made to accommodate the delivery of the content online.
2. Lesson 1.2 – Reflection Questions not included.
3. Lesson 1.3 – Learning Activities not included.
4. Unit 2 – Assignments & Activities not included.
5. Lesson 2.1 - LORI learning activity not included.
7. Unit 3 – Assignments & Activities not included.
8. Lesson 3.1 – Analysis Phase – Additional information and Web Site link added.
9. Lesson 3.1 – Design Phase – Additional information and Web Site link added.
10. Lesson 3.1 – Development Phase – Additional information and Web Site link added.
11. Lesson 3.1 – Implementation Phase – Additional information and Web Site link added.
12. Lesson 3.1 – Evaluation Phase – Additional information and Web Site link added.
14. Lesson 3.2 – Assignment One – Needs Analysis not included.
15. Lesson 3.2 – Reflection Questions not included.
16. Lesson 3.3 – Psychomotor additional link provided.
17. Lesson 3.3 – Formative Assessment – Link to eBook added.
18. Lesson 3.3 – Rubrics – Link to web site added.
19. Unit 4 – Introduction – Figure 4.1 not included.
21. Lesson 4.2 – Wikiuniversity diagram not included.
22. Lesson 4.2 – Recommended YouTube videos not included.
23. Lesson 4.3 – Nine Events of Instruction – Link to additional reading added.
24. Lesson 4.3 – Graphic job aid added to example pages.
25. Unit 5 – Assignments & Activities not included.
26. Unit 5 – Readings – Four new readings included.
27. Unit 5 – New Discussion added.

Module 4 – OS Course Delivery & Student Management
The following changes to the module 4 script were made to accommodate the delivery of the content online.
1. Lesson 1.1 – Discussion changed to Self Reflection.
2. Lesson 2.1 – Strategies for Retention. Additional readings/links added.
3. Lesson 2.2 – Online Levels of Interaction – Additional readings/links added.
4. Unit 3 Introduction – Video not included.
5. Lesson 3.1 – Introduction – Video inserted – Strategies for Retaining Online Students. (Moved from Online Presence.)
7. Lesson 3.1 – Online Instructor Roles – Additional readings/links added.
8. Lesson 4.1 – Assignment 4.1 not included.
10. Lesson 5.1 – Self Reflection question not included.
11. Lesson 5.2 – Formative Evaluation – Additional readings/links included.
12. Lesson 5.2 – Summative Evaluation – Additional readings/links included.
13. Lesson 5.2 – Assignment 5.2 not included.
14. Unit 6 – Lessons 6.1 and 6.2 combined.
15. Lesson 6.1 – Using an LMS – Additional readings/links included.
16. Lesson 6.1 – Using an LMS – Assignment 6.1 not included.
17. Old Lesson 6.2 – Introduction and Objectives deleted.
18. Lesson 6.1 – Creating a Course in Moodle – Three videos added.
19. Old Lesson 6.2 – Content integrated into Lesson 6.1.
20. Lesson 6.1 – New assignment created – Moodle Practice.

Module 5 – Student & Faculty Support in OS
The following changes to the module 5 script were made to accommodate the delivery of the content online.
1. Module Introduction modified.
2. Module Readings – Links identified for most of the readings.
3. Unit 1 Readings – Links identified for most readings.
4. Lesson 1.1 - Model Design – Learning Theories – Additional readings/links included in all theory descriptions.
5. Lesson 1.1 – Discussion – Best Practices not included.
6. Unit 1 Summary – Discussion description not included. Inserted guidance on Assignments.
7. Lesson 2.1 – Design Survey Questionnaires – Video added.
8. Lesson 2.1 – Conducting Interviews – Video added.
9. Lesson 2.1 – Conducting Focus Groups – Video added.
10. Lesson 2.2 – Online Community Discussion not included.
11. Unit 2 Summary – Discussions not included.
12. Lesson 3.1 – Online Community Discussion – Epstein’s Six Types not included.
13. Unit 3 Summary – Discussions not included.

**Module 6 – Open School Management**
The following changes to the module 6 script were made to accommodate the delivery of the content online.
1. Module Readings – URL links added to those readings available online.
2. Unit 1 Readings – URL links added.
3. Lesson 1.1 – Online Community discussion modified.
4. Lesson 1.2 – Trait Theory – Additional readings added.
5. Lesson 1.2 – Behavioural Theory – Additional readings added.
6. Lesson 1.2 – Contingency Theory – Additional readings added.
7. Lesson 1.2 – Power & Influence Theory – Additional readings added.
8. Lesson 1.2 – Online Community discussion modified.
9. Lesson 1.3 – Directing – Additional readings/link included.
10. Lesson 1.3 – Coaching – Additional readings/link included.
11. Lesson 1.3 – Supporting – Additional readings/link included.
12. Lesson 1.3 – Delegating – Additional readings/link included.
13. Unit 1 Summary – Discussions not included. Added Assignment instructions.
14. Lesson 2.1 – Online Discussion modified.
15. Unit 2 Summary. Discussions section not included.
16. Unit 3 Summary. Discussions section not included.
18. Lesson 4.1 – TOC & Executive Summary – Additional readings/link added.
20. Lesson 4.1 – Financial Plan – Additional readings/link added.
21. Lesson 4.2 – Balance Sheets – Additional readings/link added.
22. Lesson 4.2 – Creating a Business Plan – Additional readings/links provided.
23. Unit 4 Summary – Discussions not included.
24. Unit 5 Summary – Discussions not included.

**The Module 7 – Open School Final Project**
This module was not created as an instructional unit. Its goal was to provide some guidance on how to organize a research project and to provide a place where the learners could communicate with their project supervisor as the project progressed. Second it was designed as a place where they could upload the two deliverables (research proposal and final report) and receive feedback from their supervisor.

Therefore, this module modified the Open School template to reflect the goals of the module. Changes to the module titles reflect the topics of interest to project participants and to the assignment and forum sites that supported these aims. Instructions provide guidance to learners as they complete their final project.
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MODULE OVERVIEW

INTRODUCTION

This module is one of six that is included in COL's Post Graduate Diploma in ODL. Modules one through five have concentrated on the development of open and distance learning (ODL), models and systems, open educational resources (OER), the delivery of modules, the management of students, and student and faculty support in ODL environments.

Module six focuses on management and leadership in open school environments and the planning approaches you will need to engage in with faculty, students, staff, parents and stakeholders in to develop and effective open school. These planning activities range from high level strategic plans through annual business and school improvement planning

Let's start by taking a look at the broad goals for this module.

MODULE GOALS

Upon completion of the Open School Management Module you will be able to:

1. Compare and contrast open school management and leadership.
2. Describe how management and leadership models can be applied to an open school environment.
3. Examine the roles and responsibilities of managers versus leaders in a typical Open School.
4. Establish a vision and create a school ODL strategic plan.
5. Create a School ODL annual business plan.
6. Implement a school improvement process.
7. Evaluate the success of your school.
8. Determine how a school improvement initiative will impact the operation of an open school.

DESCRIPTION

This module includes five units. These units are outlined below:

- Unit 1: Management and Leadership in Open School Environments
- Unit 2: Management and Leadership in Action
- Unit 3: Strategic Planning in Open School Environments
- Unit 4: Business Planning in Open School Environments
- Unit 5: Continuous Improvement in Open School Environments

Each unit is further broken down into a series of lessons and each lesson contains both references and links to resources. Each unit also includes one or more assignments. The final
assignment for the module is a major assignment or project that brings together all of the learning that you have engaged in throughout the course of the module.

**REQUIRED READINGS**


**ASSIGNMENTS AND PROJECTS**

This module includes six short assignments and one major assignment. Details concerning the assignments are found in the modules and in the appendices at the end of the module.

**ASSESSMENT METHODS**

There are seven small assignments in this module. Each of the seven assignments carry the following weights:

- Assignment 1 – 10%
- Assignment 2 – 10%
- Assignment 3 – 10%
- Assignment 4 – 10%
- Assignment 5 – 10%
Assignment 6 – 10%

Total weight allocated for assignments: 60%

The Major Assignment has a weight of 40%. Your instructor will provide details concerning how each assignment will be graded.

**MODULE SCHEDULE**

The following is schedule based on the number of assignments and size of the units and lessons.

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STUDENT SUPPORT

Note: This section should be included in self-paced or paper-based Modules that provide tutor/facilitator support and/or web and email support for the students.

ACADEMIC SUPPORT

To be determined by the delivery institution:

- How to contract a tutor/facilitator (Phone number, email, office hours, etc.).
- Background information about the tutor/facilitator if he/she does not change regularly. Alternatively provide a separate letter with the package describing your tutor/facilitator’s background.
- Description of any resources that they may need to procure to complete the Module (e.g. lab kits, etc.).
- How to access the library (either in person, by email or online).

HOW TO SUBMIT ASSIGNMENTS

To be determined by the delivery institution.

TECHNICAL SUPPORT

To be determined by the delivery institution.
UNIT INTRODUCTION

Welcome to the first unit in this learning module on Open School management and leadership. In other modules of this programme you have learned about the background and history of open schooling, open school systems and models, the design, development and publication of open educational resources, how to deliver and manage open schooling for the students you serve, and about student and faculty supports that are required to be successful.

This unit focuses on helping you understand the difference between management and leadership and how different models can be used to achieve results in an open school environment.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Illustrate the difference between management and leadership;
2. Describe the key characteristics of the five P's management model (purpose, principles, processes, people, and performance);
3. Contrast and compare leadership models;
4. Analyze case situations involving both transformational and situational leadership; and
5. Apply leadership and management models to open school case situations

UNIT READINGS

As you complete this unit you are required to read (in whole or in part) the following articles:

- Nworie, J. (2012). Applying Leadership Theories to Distance Education Leadership. Online Journal of Distance Learning Administration, XV (V).


Links are provided in the Reading section of each lesson in this unit.

**Assignments and Activities**

There are two assignments in this unit. Both assignments involve a case study analysis of situations involving school leadership. The first assignment deals with transformational leadership in a township school in Durban, South Africa. This case study will involve both independent reading of the case study and related research, responding to a set of questions related to the case study and engaging members of your learning cohort in a discussion research relevant to the case. Depending upon how your institution has decided to deliver this module, you may be engaging your fellow learners in direct face-to-face discussions or may be doing this through an online discussion via a learning community that has been established for the module.

The second assignment is a set of three short case studies related to school leadership in New Zealand schools. You will either view three short videos of school leaders and teachers describing their leadership issues and challenges or read the transcripts of the videos to respond to a series of questions. As was the case with the first assignment, you will either respond in an online community or through your personal journal.

Periodic reflection questions will also be asked throughout the unit. Your responses to these questions should be recorded in a personal journal (if you are doing the module in a paper-based format) or you can respond to the questions and discuss them with your online module colleagues in the online community if this has been set up by your institution.
LESSON 1.1 – MANAGEMENT AND LEADERSHIP ROLES AND RESPONSIBILITIES: WHAT ARE THE DIFFERENCES?

LESSON INTRODUCTION
A critical success factor for organizations is the quality of leadership and management. For open and distance learning institutions it is important to understand how leadership and management impact the delivery of educational services to students and ultimately student success. In this lesson, you will learn about the differences (and similarities) between leadership and management and the responsibilities that are normally considered a part of each role. In the last section of the lesson you will discuss the differences between leadership in a traditional school environment and an ODL environment.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Compare and contrast management and leadership roles and responsibilities.
2. Describe the key differences between management and leadership roles.
3. Discuss the differences between leadership in a traditional school environment and an ODL school environment.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following articles which support the concepts presented in this lesson:


Also, be sure to pay attention to the footnoted references since these contain useful links to resources and organizations that will help to further develop your understanding of the concepts included in this lesson.

MANAGEMENT AND LEADERSHIP – WHAT ARE THE DIFFERENCES? WHERE DO THESE FUNCTIONS OVERLAP?
In education it is common for excellent teachers to be thrust into leadership and management roles ill prepared to take on the challenges and responsibilities of these roles. Competence in teaching does not necessarily translate into being able to strong management and leadership skills. Many aspiring school administrators and even those who have been...
involved in the practice of school administration confuse their leadership and management roles.

It must first be said that while there are differences between management and leadership there is also some overlap. In terms of a formal school organization a manager (i.e. a principal or vice-principal) may be a leader or may not. Leadership in a particular school may reside in other individuals in a less formal way. Given both the confusion over leadership and management in school settings, let's first consider the differences between these roles.

**Differences Between Management and Leadership**

In a school context, principals and vice-principals or head masters are often considered managers. These individuals often take on the following roles – amongst a myriad of other tasks that they take on in their day to day work, school administrators write school plans, set and monitor school budgets, and monitor school progress. School 'leaders' are often seen as being focused on getting organizations and people to change.

While this is a true characterization it is also limited in terms of a deeper distinction between management and leadership. This distinction can be characterized as follows:

Management is a *function* that must be exercised in any organization; leadership is a *relationship* between leader and led that can energize an organization.

Of course, the management function can include problem solving and facilitating meetings as well as the traditional bureaucratic tasks. However, it is not necessary for the same person in a group to exercise all these tasks. Different people can take on parts of the management function. Someone on a team can do the planning. Another person can do the budgeting. A third team member can monitor quality. Members of a team can take turns facilitating meetings. The team as a whole can share responsibility for meeting performance targets. In other words, you don't need managers to produce good management.

In many schools, teams of educators have been able to determine for themselves which management tasks they wish to perform as a group, which ones individual team members wish to take on, and which they will delegate to a manager. In this scenario what is the school administrator's management job? Listening, informing, focusing the teams on school goals.

Why do people follow leaders? Typically for a variety of reasons. These reasons include hope of success, trust in the leader, excitement about a project or mission, or the opportunity to stretch oneself to the limit. Later in this lesson you will consider a number of leadership models and styles that also help to explain the relationship between leaders and those that are led. In some instances, leaders may also be dangerous, particularly if their charisma is their source of power.

"You manage things; you lead people"
- Grace Murray Hopper
The following table illustrates a number of the key differences between the management function and the leadership relationship in an organization.

<table>
<thead>
<tr>
<th>Management Functions</th>
<th>Leadership Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Planning</td>
<td>✓ Selecting Talent</td>
</tr>
<tr>
<td>✓ Budgeting</td>
<td>✓ Motivating</td>
</tr>
<tr>
<td>✓ Evaluating</td>
<td>✓ Coaching</td>
</tr>
<tr>
<td>✓ Facilitating</td>
<td>✓ Building Trust</td>
</tr>
</tbody>
</table>

*Management Functions and Leadership Relationships*

**Important Factors Related to School Leadership**

While it is important to understand the distinction between leadership and management roles and responsibilities it is also important to understand how critical effective school leadership can influence student achievement.

In this regard, an important perspective on school leadership has also been put forward by the Wallace Foundation. In its report on school leadership¹, five key leadership responsibilities of effective school principals are outlined. Effective school principals are responsible for:

- Shaping a vision of academic success for all students;
- Creating a climate hospitable to education;
- Cultivating leadership in others;
- Improving instruction; and
- Managing people, data, and processes to foster school improvement.

The work of the Wallace Foundation on school leadership is grounded in a significant amount of research which demonstrates the link between school leadership and improved student achievement.

If you have access to the internet you may wish to view the following video which looks at the differences between leadership and management:

- [https://www.youtube.com/watch?v=Xx2SV2bYSfU](https://www.youtube.com/watch?v=Xx2SV2bYSfU)

¹ See (The Wallace Foundation, 2011)
Now it is time for you to think and reflect on what you have read and learned. Turn to the online community discussion/self-reflection questions.

**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

Think about a school principal that you have worked with and admire. Comment on the following questions:

1. How would you describe this person in terms of their leadership and management roles and responsibilities? Is he/she a leader or a manager? Why do you hold the opinions that you expressed?
2. What types of behaviour do you expect from a leader in an open and distance learning organization? How is this behaviour different than what you might find in a regular school environment?
3. The Wallace Report on school leadership outlines five key responsibilities of effective school leaders. After reading the report, which of these areas applies to your ODL school and which ones apply only to more traditional schools? Indicate a rationale for your responses to this question.

**Lesson Summary**

In this lesson you have learned about some of the differences between management and leadership roles and responsibilities and how these might apply to an ODL environment. You also learned about some of the factors related to school leadership.

**Media Files**

Graphics and links have been incorporated into the lesson at appropriate places. Links used throughout the lesson are also provided here for reference:

- [http://unesdoc.unesco.org/images/0009/000947/094701e.pdf](http://unesdoc.unesco.org/images/0009/000947/094701e.pdf)
Now, let’s go to the next lesson in this unit and consider management and leadership models.

**LESSON 1.2 – MANAGEMENT AND LEADERSHIP MODELS**

**Lesson Introduction**
The previous lesson focused on the distinction between management and leadership in education and the key responsibilities of school leaders and the impact that they can have on success of students.

**Lesson Objectives**
Upon completion of this lesson you will be able to:

1. Describe the key attributes of leaders according to a range of leadership theories and models.
2. Apply a management model to an ODL institution or environment.

**Readings**
In addition to the material presented in the module (either online or in a paper form) you should read the following articles:

- Schrenk, R. (2011). *Comparison of Distance Education Leadership Styles and Future Investment in Two-Year Colleges*. University of Montana. Available at: [http://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2356&context=etd](http://scholarworks.umt.edu/cgi/viewcontent.cgi?article=2356&context=etd)
LEADERSHIP THEORIES AND MODELS

Leadership theories and models from a number of disciplines (e.g. organizational psychology, business and organization development) have been adopted (and adapted) by educators in an effort to understand which approaches work best in an educational context.

This lesson provides you with a brief overview of a number of leadership theories and models. These theories and models are organized into categories or perspectives. In this lesson we will consider four major groups or categories of leadership theory. These are:

- Trait Theories;
- Behavioural Theories;
- Contingency Theories; and
- Power and Influence Theories

The purpose of this section is to provide you with a brief but not exhaustive overview of these theories so that you understand which approach best suits your personal style and can be effective in the ODL environment that you are leading now or will in the future.

FOUR LEADERSHIP THEORIES

Trait Theories

A trait is an attribute, characteristic, feature or quality. Trait theories of leadership ask the question "what type of person will be a good leader?". Trait theory assumes that good leaders share some common personality characteristics and assumes that leadership is something that an individual is 'born with'. In other words it is an instinctive part of their being and one either 'has it' or they don't. While this notion is no longer in vogue, trait theory has helped organizations to focus on qualities that are helpful for leaders to possess when they are leading others. These qualities include:

- Integrity;
- Empathy;
- Assertiveness; and
- Decision making.

While it is important to understand what traits a good leader should possess it is no guarantee for success.
**Behavioural Theories**

Behavioural leadership theories ask the question "what does a good leader do"? In other words, these theories focus on how a leader behaves. One of the earliest proponents of a behavioural view of leadership was Kurt Lewin who, in the 1930's, developed an approach based on a leader's behaviour. Lewin suggested that there are three types of leaders:

- **Autocratic leaders** who make decisions without consultation. While this may sound harsh there are times when a leader needs to make quick decisions and cannot afford the luxury of input from others or when the input of a team may not be necessary for a successful outcome to be achieved.

- **Democratic leaders** who allow for team input before making a decision. This style is important when agreement is critical for success but can be difficult to manage with large groups where different ideas and perspectives are brought forward.

- **Laissez-faire leaders** who stand back and don't interfere with team decision making processes. This can work well with highly effective teams but can lead to disastrous outcomes in cases where the team is dysfunctional.

Research suggests that the best leaders are those who can use different behaviours at different times and can choose the right style based on the situation that confronts them.

**Contingency Theories**

Contingency theories build on behaviour theories of leadership but focus attention on the how a particular situation influences the leadership style employed. Contingency theories assume that there is no one best leadership style. The style that a leader chooses should be dependent upon the situation that he/she faces. The most often referenced leadership theories that fit into this category are House's Path-Goal Theory and Fiedler's Contingency Model. Contingency or situational leadership models have also been popularized by authors such as Ken Blanchard and his 'One Minute Manager' approach.

At the heart of these theories or models is the notion that leaders often have to make decisions quickly. In order to do that, they need to know which style to apply in a particular situation. Does the situation dictate that you need to be task-oriented or people-oriented?
Do you need the full support of a team or should you make decisions independently? Contingency theories attempt to address these and other leadership process questions.

**Power and Influence Theories**

These theories focus on how power and influence can be used by a leader to get things done and how this approach impacts the style of a leader. Two commonly referenced power and influence theories are:

- Transactional leadership; and
- Transformational leadership.

**Transactional leadership** assumes that people respond to a leader because they are going to be rewarded. Transactional leaders focus on designing tasks and reward structures. Although this sounds cold and calculating, there are circumstances where this approach can work.

**Transformational theory** states that leadership is the process by which a person engages with others and is able to create a connection that results in increased motivation and morality in both followers and leaders. It is often likened to the theory of charismatic leadership that espouses that leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are best able to motivate followers. The key in transformational leadership is for the leader to be attentive to the needs and motives of followers in an attempt to help them reach their maximum potential. In addition, transformational leadership typically describes how leaders can initiate, develop, and implement important changes in an organization.

In the next lesson you will have an opportunity to consider case studies involving two of the leadership theories outlined here – situational leadership and transformational leadership.

Before moving on it is time for you to reflect on the leadership models presented and either discuss your thoughts with your colleagues through an online community or write your responses in your personal journal.
Now let’s move on to discuss a management model that could be used in your school.

**THE 5 P's MANAGEMENT MODEL**

While it is important to understand how leadership theories and models might apply to the educational setting that you work in, it is also important to understand how a model of managing can be used to focus an organization on continuous improvement. In this section of the lesson we will consider the *Five P's Model* developed by Mildred Golden, Chris J. White and Leslie A. Toombs. This is a strategic management model that involves the alignment of five key variables within an organization. These variables are:

- **Purpose**: includes all elements that form the organizations’ purpose, namely the mission, vision, targets and aims and strategies;
- **Principles**: includes the principles, ethics, philosophy, and assumptions that guide an organization;
- **Processes**: includes variables such as organizational structure, internal systems, rules and procedures used by the organization;
- **People**: includes the people or teams that work within the guiding principles in an effort to help the organization achieve its goals; and
- **Performance**: includes all performance metrics, measures and results that should be used as a support for decision taking.

To be efficient and effective is organizations need to have all five variables acting in ways that are mutually supportive. While it is easy to describe the 5 P's Model, it is quite another thing to implement it within an organization. Effective implementation requires strong

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**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

1. Describe a leadership challenge that you are facing in your school environment.
2. What leadership model, theory or style would you elect to use in the situation you described?
3. Why do you think that this is an appropriate approach?
4. If you have access to an online community ask your online colleagues to comment on and raise questions about your leadership challenge.
leadership, time and perseverance. Here are some of the important considerations when developing a school culture that will effectively implement the 5 P’s approach:

- **Purpose**: identify the organization's strengths, weaknesses, opportunities and threats (i.e. conduct a SWOT analysis); develop the school’s mission, vision, goals and organizational strategies to achieve the goals;

- **Principles**: identify organizational culture and values (again, this will take time and conversation amongst staff and leaders);

- **Processes**: In the context of an ODL organization, this is a critical step since there are numerous potential processes that are used from initial student registration through to course development and delivery, assessment and monitoring of student progress, tutoring and counselling. It is important to list all of the processes used by the school and chart them using process maps or other tools that clearly outline what the processes are and who is responsible for their execution;

- **People**: aligning the staff resources to various ODL tasks and identifying skills gaps and training needs; and

- **Performance**: identify the performance measures that will be used and establish key performance indicators to be monitored; establish a data management system.

Implementing a 5 P’s management approach can be done to achieve a number of strategic goals for an organization. These include:

- Improving the quality of services provided to students and their parents;
- Assessing the progress that the school is making in relation to its strategic goals; and
- Undertaking a change management approach to address organizational issues.

You have reached the end of the lesson on leadership theories and management models. Before moving on let’s take a moment to reflect on what you have learned.
LESSON SUMMARY
In this lesson you have learned about four major groups of leadership theories (trait, behavioural, contingency, and power and influence) and the characteristics of leaders using these theoretical approaches. You also learned about one of the commonly used management models (the 5 P’s model) which provides leaders with an approach that focuses on purpose, principles, processes, people, and performance.

MEDIA FILES
Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:


Online Community Discussion OR Self-Reflection Questions
Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

This lesson presented a number of leadership theories and a management model that could be used in a school setting. Think about an open and distance learning organization or a school you are familiar with. You have just been appointed as the new school principal or headmaster/headmistress.

1. What would be your first actions after taking on your new responsibilities?
2. How would you approach working with the school’s staff?
3. Which leadership approach would you take? Why would you take this approach?
4. How would you find out more about your school, its staff, and the challenges it faces?
5. What aspects of the 5 P’s model would you apply?
Now, let’s go to the next lesson in this unit and take a closer look at transformational and situational leadership through two educational case studies.
LESSON 1.3 – TRANSFORMATIONAL AND SITUATIONAL LEADERSHIP: A CLOSER LOOK

LESSON INTRODUCTION
The previous lesson focused on... In this lesson you will consider ...

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Undertake an analysis of an open school organization with a view to determining the best leadership approach.
2. Analyze case situations involving both transformational and situational leadership.
3. Outline circumstances in an open school organization where situational leadership is a viable approach.
4. Describe the pros and cons of transformational and situational leadership and how these approaches can be applied in an open school environment.
5. Select an appropriate leadership approach for an ODL environment that you are familiar with.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following articles:


Also, be sure to pay attention to any footnoted references since these contain useful links to resources and organizations that will help to further develop your understanding of the concepts included in this lesson.

A CLOSER LOOK AT SITUATIONAL LEADERSHIP

As mentioned earlier in this unit, situational leadership implies that there is no “one size fits all” approach to leadership. Depending on the situation, different approaches to “leadership” and “management” are necessary. Given the organizational circumstances and the readiness of those in the organization to undertake action, leaders must be prepared to apply the most appropriate leadership style to fit the given situation.
Generally there are four different types of situational leadership styles. These are:

- **Directing**;
- **Coaching**;
- **Supporting**; and
- **Delegating**.

**Directing**
This leadership approach is most appropriate when the followers have low willingness and low ability for the task at hand. When the followers cannot do the job and are unwilling or afraid to try, then the leader must take a highly directive role. Directing requires those in charge to define the roles and tasks of the followers, and supervise them closely. Decisions are made by those in charge and communication is one-way. If the leader focused more on the relationship in this situation, the followers would become confused about what must be done and what is optional. Directing is often used when the issue is serious or comes with drastic consequences if not successful. The leader maintains a directive position to ensure all required actions are completed.

**Coaching**
This leadership approach is most appropriate when the followers have high willingness but low ability for the task at hand. Like Directing, Coaching still requires leaders to define roles and tasks clearly, but the leader seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way. Followers needing coaching require direction and supervision because they are still relatively inexperienced, but they also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment. While coaching, the leader spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time. The figure at the right illustrates the key aspects of the coaching process.

**Supporting**
This leadership approach is most appropriate when the followers have low willingness but high ability for the task at hand. Supportive leadership works when the follower can do the job, but is refusing to do it or showing a lack of commitment. The leader need not worry
about showing them what to do, but instead should be concerned with finding out why the followers are refusing and work to persuade them to cooperate. The key to supportive leadership is motivating and building confidence in people! Clarification on the details of the process won’t matter, as the follower already knows what to do but lacks the motivation to act. Supportive leadership involves listening, giving praise and making the followers feel good when they show the necessary commitments for success.

**Delegating**
This leadership approach is most appropriate when the followers have high willingness and high ability. Leaders should rely on delegating when the follower can do the job and is motivated to do it. There is a high amount of trust that the follower will do well, and the follower requires little supervision or support. Delegating still keeps the leader involved in the decisions and problem-solving, but execution is mostly in the hands of the followers. Because the follower has the most control, he is responsible for communicating information back up to the leader. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always encouraged.

The following table provides an overview of the four leadership behaviours associated with a situational leadership approach.

![Table 2: Situational Leadership Behaviours](image)

**Table 2: Situational Leadership Behaviours**

**PROS AND CONS OF SITUATIONAL LEADERSHIP**
As with all leadership approaches there are pros and cons. A number of these are listed below.
**Pros**

- The situational leadership model adopts the best from the transactional and transformational models. As a result it is best suited for a world in which the leader is constantly facing new challenges.
- There may be some staff on whom the transactional theory will work and some who could be motivated by transformational theory methods. The mixture of both techniques will work better in an organization that has both types of staff.
- Transformational leaders are generally good with people and instinctively sense the degree of motivation every team member needs.

**Cons**

- With constantly changing strategies with time, a leader will find it difficult to implement new strategies on the go. A long term vision may elude him/her due to constant changes.

**A Closer Look at Transformational Leadership**

As mentioned in the last lesson, leaders using a transformational leadership approach are able to cause change in individuals and social systems. Ideally this change is both valuable and positive change and achieves an end goal of turning followers (i.e. staff) into leaders. It can do this by enhancing the motivation, morale and performance of staff by helping them to identify with the organization’s mission; by being a role model for staff that inspires them; by challenging staff to take greater ownership for their work; and by understanding the strengths and weaknesses of staff and helping them to optimize their performance.

Transformative leadership\(^2\) is intended to create significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture.

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Another researcher, Bernard M. Bass extended the work of Burns and helped explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (also known as charisma), intellectual stimulation and individual consideration. In addition, the transformational leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

The following table contrasts some of the key distinctions between transactional and transformative leadership.

<table>
<thead>
<tr>
<th>Transactional Leader Behaviours</th>
<th>Transformational Leader Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on management tasks</td>
<td>Identifies common values</td>
</tr>
<tr>
<td>Is a caretaker of the organization</td>
<td>Is committed to the organization</td>
</tr>
<tr>
<td>Uses trade-offs to meet goals</td>
<td>Inspires others with vision</td>
</tr>
<tr>
<td>Does not identify shared values</td>
<td>Has long-term vision</td>
</tr>
<tr>
<td>Examines causes</td>
<td>Looks at effects</td>
</tr>
<tr>
<td>Uses contingency rewards</td>
<td>Empowers others</td>
</tr>
</tbody>
</table>

*Table 3: A Comparison of Transactional and Transformational Leader Behaviours*

Transformational leadership also involves the application of a number of characteristics as a part of a transformational leaders style. These are:

- **Individualized consideration** - this is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.

- **Intellectual Stimulation** – this is the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop
people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.

- **Inspirational Motivation** – this is the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.

- **Idealized Influence** – this provides a role model for high ethical behavior, instills pride, gains respect and trust. As a development tool, transformational leadership has spread already in all sectors of western societies, including education and government.

**PROS AND CONS OF TRANSFORMATIONAL LEADERSHIP**

As is the case with situational leadership, transformational leadership also has pros and cons. A number of these are listed below.

**Pros**

- This leadership model creates an enthusiastic work environment and drives the organization with innovations and changes. The fact that individuals are self-motivated contributes to a more effective organization that achieves its goals;
- Individuals will work for the leader because they are inspired by his/her vision not solely for monetary benefits;
- Transformative leaders motivate staff to work toward accomplishing goals that go beyond their own self-interest; and
- Transformative leaders are able to create an enthusiastic work climate that helps to drive innovation.

**Cons**

- Transformative leadership is based on the leader’s ability for inspiring staff. Some leaders do not have the ability to achieve this;
- Transformative leadership relies too heavily on a single person to drive change within the organization.

In the last section of this lesson you will work through two case study assignments.
CASE STUDIES IN EDUCATIONAL LEADERSHIP

The first assignment is drawn from an example of transformative leadership in a South African school and the second set of cases come from New Zealand.

Assignment 1:

Case Study: Transformational Leadership and Teaching at a Township High School in Durban, South Africa

In this case study you will be reviewing a case study of a township school in a poor area of Durban, South Africa. Although this is not an open or distance learning school, details concerning the transformation that this school is undergoing will be of interest to open and distance learning administrators.

Go to: http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1914&context=isp_collection and read the case study that is presented. Pay particular attention to the following sections of the report:

1. The Transformation Process (p. 25 – 36);
2. Menzi’s Unique Educational Vision (p. 37 – 46); and
3. Principal Mshololo’s Leadership Style (p. 46 – 50).

After you have read the case, go online and discuss the following questions with your colleagues. If you do not have access to an online community, record your comments in your personal journal and submit a copy of the assignment.

1. In your opinion, what is the critical ‘transformation’ that took place at Menzi High School?
2. The case provides a long list of policy strategies for improvement (p. 25). Which of these strategies would be most applicable to an ODL environment? Which strategies would not be applicable? What adaptations would you make to the strategies outlined so that they fit within an ODL environment that you are familiar with?
3. Menzi’s educational vision includes five key ‘pillars’. Two of these are ‘time on task’ and ‘a culture of high achievement’. How would you take the lessons learned Menzi’s vision and apply them to an ODL environment?
4. What aspects of Principal Mshololo’s leadership style would be particularly appropriate in an ODL environment?
5. Do you think the leadership style described in the case is transformational? If so, why do you think that? If not, what leadership style do you think is represented?
Assignment 2:

Case Study: Middle and Senior Leadership in New Zealand Schools

In this case study you will be introduced to three educators who are working in the New Zealand education system. Although all of the educators are working in traditional school environments, the issues that are represented in the cases are important for open and distance learning leaders.

Go to:

http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Leading-from-the-middle/Case-studies

Scroll down to Case study 9: Middle and Senior Leadership at Homai Primary School to view the video or read the three situational leadership case studies presented. The cases are entitled:

1. Leading learning and leading change
2. Pedagogical leadership in maths
3. Awinatanga

Each of the cases includes questions that you should respond to either in your online community or in your reflective journal for submission to your instructor.

These questions are repeated below for each case study.
Assignment #2: (cont')

Case Study: Middle and Senior Leadership in New Zealand Schools

Leading learning and leading change

1. Anuja identifies trust as a key factor working with children and teachers when she goes into their classrooms. Leading from the Middle also identifies establishing trust as a key factor affecting the success of middle and senior leaders. Initiate a discussion with other leaders about approaches to establishing trust with staff and students. What complexities might there be in doing this? How can these be overcome?

2. This clip identifies that senior and middle leaders need to be learners as well. For example Anuja often works with her principal to develop this openness to learning. What opportunities do your teachers and school leaders have to develop their sense of themselves as professionals? How might this be established throughout the school? Develop a plan which you can discuss with the principal and other senior and middle leaders in the school.

Assignment #2: (cont')

Case Study: Middle and Senior Leadership in New Zealand Schools

Pedagogical Leadership in Maths

1. Being a curriculum leader has helped Louise develop as a teacher and as a leader. How has what you have done as a leader in the school contributed to your knowledge and experience in the classroom?

2. Not everyone wants to be a school leader as Learning from the Middle suggests, and Louise herself. Many people fulfill very important leadership roles in schools without wanting to be the principal or a senior manager. What contributions do you make to the school as a leader, and how can you develop these contributions even further to fulfill a leadership function in the school?
You have now completed the third lesson in this unit. Let’s summarize what you have worked on during this course of this lesson on situational and transformational leadership.

**LESSON SUMMARY**

In this lesson you have learned about both situational and transformational leadership in more detail and considered the pros and cons associated with each approach. You also considered both of these models through two sets of case studies and responded to a series of questions that helped you consider how both leadership models can be applied in an educational setting.

**MEDIA FILES**

Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:

- [http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1914&context=isp_collection](http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1914&context=isp_collection)
UNIT ONE – SUMMARY

DISCUSSIONS
This unit has included a number of online discussions. These discussions have focused on the following topics:

- Leadership and management roles and responsibilities;
- Key responsibilities of school leaders;
- How leadership behaviours are different in ODL from regular school environments;
- Leadership challenges you face and the approach that you are likely to take;
- Leading a new school staff for the first time; and
- Applying the 5 P’s management model to your school situation.

SUMMARY
In this unit of the course you have been introduced to leadership theories and models and have been challenged to consider how these can be applied to an ODL environment. In lesson one you considered how leadership and management roles differ from one another and looked at management functions and leadership relationships such as coaching and building trust.

In the second lesson of the unit you learned about the key attributes of effective leaders according to four categories of leadership theories (trait, behavioural, contingency, and power and influence). You also learned about the 5 P’s management model (purpose, principles, processes, people, and performance) and how this approach could be implemented in an organization and what impacts it might have on organizational change.

In the third lesson your took a closer look at both situational and transformational leadership and considered the pros and cons associated with each approach. You also considered both of these models through two sets of case studies and responded to a series of questions that helped you consider how both leadership models can be applied in an educational setting.

NEXT STEPS
In the next unit you will have the opportunity to develop an understanding of how leadership standards can be applied to an open school environment. You will also investigate a number of processes that are important to the on-going development of an open school organization. These processes include the development of a school vision, a focus on instructional leadership, the development of staff development and evaluation plans, and the analysis of the people, data, and processes required to improve the operation of an open school organization.

Now, let’s move on to the next unit in this module on how to determine the support needs of students and faculty.
UNIT TWO – MANAGEMENT AND LEADERSHIP IN ACTION

UNIT INTRODUCTION

Welcome to the second unit in this learning module on Open School management and leadership. In the last unit you learned about the difference between management and leadership and some of the common leadership models that have been developed to describe effective leadership behaviour. In particular you were shown the contrast between transformational and situational leadership models and styles.

This unit focuses on helping you understand how widely-accepted leadership standards can be used to determine what you should focus on as a leader and support the development of both your open school organization and its staff.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Describe how the leadership standards outlined relate to work within an open school environment.
2. Outline a process for the development of an open school vision.
3. Describe the critical components of instructional leadership.
4. Outline a process for the development of a staff development plan.
5. Create a staff evaluation plan.
6. Develop tools to assess staff and student engagement.
7. Describe a process for enhancing the instructional capacity of an open school organization.
8. Undertake an analysis of the people, data, and processes required to improve the operation of an open school organization.

UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:

ASSIGNMENTS AND ACTIVITIES

There is one assignment in this unit. This assignment asks you to develop an implementation plan for shared leadership in an open school that you are familiar with (either one that you are currently teaching or leading or one that you know about). You are expected to respond to a number of questions in order to build your plan.

Depending upon how your institution has decided to deliver this module, you may be engaging your fellow learners in direct face-to-face discussions or may be doing this through an online discussion via a learning community that has been established for the module.

Periodic reflection questions will also be asked throughout the unit. Your responses to these questions should be recorded in a personal journal (if you are doing the module in a paper-
based format) or you can respond to the questions and discuss them with your online module colleagues in the online community if this has been set up by your institution.
LESSON 2.1 – STANDARDS GUIDING OPEN SCHOOL LEADERSHIP AND MANAGEMENT

LESSON INTRODUCTION
This lesson provides an overview of various leadership standards for school leaders or aspiring school leaders. These standards can be used by open school leaders to guide their practice and to help them understand what to focus their attention on. The standards also form the basis for the development of knowledge and skills improvement for school leaders.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Describe how the leadership standards outlined relate to work within an open school environment.
2. Propose a set of leadership standards for an ODL environment.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following articles:

LINKING SCHOOL LEADERSHIP TO STUDENT LEARNING

Before investigating leadership standards that apply to open school environments it is important to gain an understanding of why leadership standards are important to educational practice. John Hattie\(^3\) has written widely on the links between school leadership and student achievement and has offered the following six observations about his review of global educational research\(^4\).

1. **Quality teaching makes the greatest difference concerning student achievement.** Knowing this implies a role for school principals in supporting the development of effective teaching by staff and since quality teaching makes the greatest difference it also implies that instructional leadership should be front and centre for school principals.

2. **Students need to be engaged in their learning.** Hattie indicates that the majority of educational practice involves students listening to what teachers want them to learn rather than engaging in learning and creating or constructing their own learning experience. Again, it will be important for school leaders to be instructional leaders and help and support their staff in moving away from the current predominant model of education. Distance educators have a unique opportunity to engage students in conversations on both an individual and group basis depending upon the design of the learning experiences and technologies used.

3. **School climates need to be created where teaching is the subject of conversation at all times.** Too often teachers are left in their own worlds and do not interact with their colleagues concerning either the students they teach or the manner in which learning is structured. Effective school leaders can change the conversation so that teachers and teaching are at the centre of a re-design of student learning experiences.

4. **The school mission should be focused and provide opportunities to learn challenging material.** Setting high expectations and challenging goals leads to greater student achievement. ‘Dumbing down’ the curriculum for the sake of achieving artificial targets should be avoided at all costs. School leaders have a role to play in helping schools set and take on a challenging set of curricula (even where the curricula are set by the district, state, province, or country).

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\(^4\) It is worth noting that over 70 million student records were considered as a part of his meta-research into student achievement
5. **Principals need to be instructional leaders and monitor both student, teacher, and their own progress.** Leaders who are focused on the performance of teachers, students and also monitor how they are doing in relation to organizational and personal goals are more likely to create learning environments that result in successful students. This finding has implications for the kind of data that principals collect and pay attention to.

6. **School leaders need to create positive home-school relations.** Parent communication should be a priority for school leaders but there is both an art and a science involved in what to communicate, how, when, and how often. Effective leaders have mastered both the art and science of effectively communicating with parents and involving them in the school when it is important to do so.

Louis et al (Louis, Leithwood, Wahlstrom, & Anderson, 2010)\(^5\), have documented the effects of leadership on student learning and have arrived at the following model outlining the relationships between a number of policy, professional development, student and family characteristics, classroom conditions, teaching and school leadership. The diagram to the right illustrates the relationships among this range of variables and student learning.

A number of researchers have focused on other dimensions that relate to the practice of effective school leaders. Among the dimensions considered are shared and distributed leadership. While similar these two approaches to leadership have differences as outlined by Louis et al. Take some time now to read the following sections of the Louis report:

- **1.2 Shared Leadership:** Effects on Teachers and Students of Principals and Teachers Leading Together (p. 37 of (Louis, Leithwood, Wahlstrom, & Anderson, 2010); and
- **1.3 Patterns of Distributed Leadership by Principals:** Sources, Beliefs, Interactions, and Influences (p. 54 of (Louis, Leithwood, Wahlstrom, & Anderson, 2010)

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Now it is time to reflect on what you have learned so far about leadership standards by responding to the questions for reflection.

**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

One of the common themes in the research on school leadership is the link between leadership and student learning.

1. In your school, what have you or your school leader done to create a positive open school climate?
2. What evidence do you have that suggests that the climate is positive?
3. Have you seen any impacts on student learning as a result of the climate associated with your open school?
4. What evidence do you have that students are engaged with their learning in your open school?

Now that you have considered the impact of some of the variables on student achievement and the recent research related to school leadership, let's move on to consider how this research has been translated into leadership standards for school principals.

**School Leadership Standards**

Many school jurisdictions and authorities around the world have developed standards of practice for school leaders. In some jurisdictions these standards form the basis of certification requirements including written and oral examinations. Distance education leaders have been required to meet certain standards of practice in some jurisdictions but the practice is not universal. In this section of the unit, you will be considering the standards that have been adopted in a number of jurisdictions as a way of improving school leadership. You will be challenged to consider how these standards (or a sub-set of them) could be adapted (or adopted) by an ODL organization or school.
Interstate School Leaders Licensure Consortium (ISLLC)

Although this is an American and not Commonwealth example, the ISLLC standards\(^6\) developed by the Council of Chief State School Officers (CCSSO)\(^7\) have been widely accepted and adapted in jurisdictions around the world. The latest version of the standards (2011) is currently under revision but for the purposes of this module we will consider those standards. These standards are summarized below:

Each of the six standards includes descriptive information about the knowledge, dispositions, and performances that illustrate the standard. In the interest of brevity only the knowledge, dispositions, and performances for standard 1 are provided here. Additional details can be found online at the link provided following this overview of the standards.

**Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Knowledge** - The administrator has knowledge and understanding of:

- learning goals in a pluralistic society;
- the principles of developing and implementing strategic plans;
- systems theory;
- information sources, data collection, and data analysis strategies;
- effective communication; and
- effective consensus-building and negotiation skills.

**Dispositions** - The administrator believes in, values, and is committed to:

- the educability of all;
- a school vision of high standards of learning;
- continuous school improvement;
- the inclusion of all members of the school community;
- ensuring that students have the knowledge, skills, and values needed to become successful adults;
- a willingness to continuously examine one’s own assumptions, beliefs, and practices; and
- doing the work required for high levels of personal and organization performance.

**Performances** - The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members;

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\(^7\) See [http://www.ccsso.org/](http://www.ccsso.org/)
the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities;
- the core beliefs of the school vision are modeled for all stakeholders;
- the vision is developed with and among stakeholders;
- the contributions of school community members to the realization of the vision are recognized and celebrated;
- progress toward the vision and mission is communicated to all stakeholders;
- the school community is involved in school improvement efforts the vision shapes the educational programs, plans, and actions;
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;
- assessment data related to student learning are used to develop the school vision and goals;
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals;
- barriers to achieving the vision are identified, clarified, and addressed;
- needed resources are sought and obtained to support the implementation of the school mission and goals;
- existing resources are used in support of the school vision and goals; and
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

**Standard 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
For additional information concerning the 2011 ISLLC standards and details related to the knowledge, dispositions, and performances associated with standards 2 through 6 go to:


Canada
Canadian school jurisdictions have also been leaders in establishing standards for school principals.

In British Columbia, the BC Principals and Vice-Principals Association (BCPVPVA) has published a set of leadership standards that it expects its members to abide by. Briefly these standards touch on four main areas or domains:

**Domain 1: Moral Stewardship**

**Standard 1: Values, Vision, and Mission**
Principals and vice-principals guide the development and implementation of shared values, vision, mission, and goals to support learning and achievement for all students.

**Standard 2: Ethical Decision Making**
Principals and vice-principals articulate the process of decision making using an ethical framework based on the moral purpose and direction of the school.

**Domain 2: Instructional Leadership**

**Standard 3: Supervision for Learning**
Principals and vice-principals engage in effective supervision that focuses on instructional and assessment practices that maximize student development, engagement, and learning.

**Standard 4: Curriculum, Instruction and Assessment**
Principals and vice-principals are knowledgeable and provide guidance regarding curricula, instructional and assessment practices, and their impact on student development, engagement, and learning.

**Domain 3: Relational Leadership**

**Standard 5: Intrapersonal Capacity**
Principals and vice-principals demonstrate self-knowledge and personal qualities that support positive relationships and build cultures of integrity.

**Standard 6: Interpersonal Capacity**
Principals and vice-principals build and support positive, effective working relationships within the school and community for all.

**Standard 7: Cultural Leadership**
Principals and vice-principals develop and sustain a culture and climate that supports student and adult learning.

**Domain 4: Organizational Leadership**

**Standard 8: Management and Administration**
Principals and vice-principals strategically plan and manage to strengthen the school’s capacity to support student development, engagement, and learning.

**Standard 9: Community Building**
Principals and vice-principals build positive and effective interdependencies among schools, families and the community.

The BC standards also use a self-assessment tool which you may find useful. For more information about the BC standards and the assessment tool go to: [http://www.bcpvpa.bc.ca/downloads/pdf/Standardsfinal.pdf](http://www.bcpvpa.bc.ca/downloads/pdf/Standardsfinal.pdf)

Similarly, two other Canadian provinces have emphasized the need to establish standards for school administrators. In Alberta, the guidelines for principals (Alberta Education, 2009) include seven dimensions. These are:

- Fostering effective relationships;
- Embodying visionary leadership;
- Leading a learning community;
- Providing instructional leadership;
- Developing and facilitating leadership;
- Managing school operations and resources; and
- Understanding and responding to the larger societal context.

For more information about the Alberta standards go to: [https://education.alberta.ca/media/949129/principal-quality-practice-guideline-english-12feb09.pdf](https://education.alberta.ca/media/949129/principal-quality-practice-guideline-english-12feb09.pdf)

Ontario has developed a useful resource related to its school leadership framework which provides advice on strategies that can be used to implement the leadership framework. The Ontario framework includes five domains. These are:

- Setting directions;
- Building relationships and developing people;
- Developing the organization to support desired practices;
- Improving the instructional program; and
- Securing accountability.

United Kingdom
In the United Kingdom, Scotland has also established a set of leadership and management standards for its school leaders which it calls head teachers. These standards fall into five categories which are:

- Establish, sustain and enhance the culture of self-evaluation for school improvement;
- Develop staff capability, capacity and leadership to support the culture and practice of learning;
- Ensure consistent, high quality teaching and learning for all learners;
- Build and sustain partnerships with learners, families, and relevant partners to meet the identified needs of all learners; and
- Allocate resources effectively in line with identified strategic and operational priorities.

To explore the Scottish standards in more detail go to:

Now that you have considered a number of leadership standards it is time to think about what these standards mean for your practice by responding to the reflection questions below.

**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

1. After reviewing the leadership standards, which ones do you think these frameworks have in common?
2. Which standards apply to your open school situation? Which ones do not apply? Explain your responses by providing examples of why you think the standards either apply to an open school leader or not.

As you can probably see from the overview of professional leadership and management standards from a number of jurisdictions, there are many elements in common.

If you have internet access you may want to view the following videos on how leadership standards play out in two different countries, the United States and South Africa.
Let's now move on to the assignment for this lesson and consider how as a school leader you can establish a shared leadership environment with your faculty in your ODL school.

**Assignment 3: Creating a Culture of Shared Leadership**

One of the factors that separates successful schools from those that are less successful (i.e. one indicator is that these schools have high expectations which results in high achievement for their students) is the adoption of a shared leadership approach.

In this assignment you are asked to develop an implementation plan for shared leadership in an open school that you are familiar with (either one that you are currently teaching or leading or one that you know about). While developing this plan, you should think about the following questions:

1. **What background research supports the use of shared leadership in schools?**
2. **In your view what does shared leadership entail?** (i.e. what is ‘shared’)
3. **Which model of shared leadership would you adopt or adapt for your local circumstances?**
4. **What steps would you take to implement this model?**
5. **What results would you expect to see in 3, 6, and 12 months?**

Your plan should be no longer than 5 pages and should address all of the components outlined in the questions above.

You have now completed the first lesson in this unit. Let's summarize what you have worked on during this course of this lesson on leadership standards.

**Lesson Summary**

In this lesson you learned about leadership standards for school leaders and how educational research points to the importance of school leaders and their influence on student achievement. You were challenged to consider how a shared leadership model could be used in your open school organization.
**MEDIA FILES**

Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:

- [http://www.bcpypa.bc.ca/downloads/pdf/Standardsfinal.pdf](http://www.bcpypa.bc.ca/downloads/pdf/Standardsfinal.pdf)
- [https://cdn.auckland.ac.nz/assets/education/hattie/docs/six-things-school-leaders-should-know-(2002).pdf](https://cdn.auckland.ac.nz/assets/education/hattie/docs/six-things-school-leaders-should-know-(2002).pdf)
- [http://www.ccsso.org/](http://www.ccsso.org/)
- [https://www.youtube.com/watch?v=kVBep8tcvBI](https://www.youtube.com/watch?v=kVBep8tcvBI)
- [https://www.youtube.com/watch?v=yPQmb-QmU3Y](https://www.youtube.com/watch?v=yPQmb-QmU3Y)
LESSON 2.2 – APPLYING LEADERSHIP AND MANAGEMENT IN AN OPEN SCHOOL ENVIRONMENT

LESSON INTRODUCTION
This lesson involves applying a number of the standards that you have just learned about in the first lesson of this unit to your ODL environment. In particular this lesson will focus on the development of a vision for your open school, the critical components of instructional leadership, and the development of a staff development plan.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Outline a process for the development of an open school vision.
2. Describe the critical components of instructional leadership.
3. Describe a process for enhancing the instructional capacity of an open school organization.
4. Outline a process for the development of a staff development plan.
5. Create a staff development plan.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following articles:


ESTABLISHING AN OPEN SCHOOL VISION
In the last lesson you learned about leadership and management standards that a number of jurisdictions have established in an effort to improve the practice of school administrators. One of the common elements in these standards is leadership associated with the development of a school vision. The development of a shared vision (i.e. one that faculty,
leaders, and the broader educational community including parents buy into and support) is critical for open and distance learning schools.

As a school leader you will need to inspire those that you are leading to reach for ambitious and what might seem to be unattainable goals. Your school must have a vision that all staff members recognize as a common direction of growth, something that inspires them to be better. An effective vision also tells parents and students where you are heading and why they should take the trip with you. Without a vision, your school lacks direction.

So, how does one go about creating a shared vision?

**Overcome Obstacles**

So, how does one go about creating a shared vision? First it is necessary to eliminate obstacles that may arise. One of the major ones you will face is the fear of change. If you are a new principal or in the early stages of creating a new open school you will need to work with your faculty to create an ongoing dialogue to address this issue. Listening to and validating staff members’ thoughts will help them cope with the change. Some of the questions they may be asking themselves are:

- What is the need for a new vision?
- Will I be able to live with the new vision?
- Will I be able to support the new vision?
- What will the new vision expect of me?
- How will my world change as a result?
- Will I be able to continue doing what I’ve always done? Why or why not?
- Do I believe in this new vision?
- Do I believe in my school’s ability to achieve this vision?
- Do I believe I can help make the vision happen?

Some staff may also be ‘jaded’ by past experience with the development of vision statements that once developed simply ‘sit on the shelf’ and lack follow-up or have been developed by a leader without staff input and involvement.

You can avoid these obstacles by creating a fresh and meaningful vision statement with the involvement of the entire faculty. The collective force and talent of the faculty is more likely to be realized when there is a common understanding of a shared vision.
If your open school has a significant number of faculty, it is likely useful for you as their leader to form a representative team that can begin work on the concept of a vision and engage in writing one that can then be shared more broadly with faculty. If your open school faculty is small, involving everyone should not be a problem. These approaches also allow you to begin the development of a shared leadership model and have added professional development benefits for faculty.

**Share Vision Statements**

Sharing examples of vision statements with the faculty is an important first step in the development of your open school vision. It’s easy to find examples of real vision statements on the Internet but here are a few examples:

- Every student will achieve personal success and become a responsible and productive citizen.
- Our vision, as a community, is to inspire a passion for learning.
- All Senior High School students will achieve personal success in their learning and become responsible and productive citizens.
- We will devote our human resources and technology to create superior products and services, thereby contributing to a better global society.

As you can see there are differences in what schools consider a 'vision statement'. For some it is outcome driven while for others it is more of a statement of educational belief or philosophy. The important consideration is that it should drive action. After presenting sample vision statements to the faculty team, have them discuss their impressions. You can encourage the conversation by asking questions such as:

- What patterns do you see in the statements?
- What do you like or dislike in the statements?
- Are the statements easy to understand?
- Are the statements too vague, or are they specific enough?
- Are they too long? Too short?
- Do the statements express an idea or a hope for the future?
- Are they too limited? Too "pie in the sky"?
- Do they contain adjectives or goals that are more appropriate for a mission statement?
- Do they clarify a direction for the school and for its improvement efforts?

If your open school has a vision statement it would also be useful to have faculty compare it to examples that they have been presented with or have found through their own research. The faculty team might also consider having teachers brainstorm a list of adjectives or values
and beliefs that will help them come up with an inspirational, compelling vision. Some of the questions that could be asked in the brainstorming session include:

- What evidence can you think of that we are meeting our current vision?
- What kind of school do we hope to be?
- What do you think should be reflected in our vision statement?
- What do we need to do differently to achieve this vision?
- How are we different from other schools?

**Drafting A Mission Statement**

A effectively crafted mission statement creates the energy and momentum needed to achieve the vision that your open school has created. Mission statements give educators stronger motivation and provide parents with a clearer picture of what the school values. A clear vision and a common mission that identify the kind of learning to be achieved can help keep the school and the efforts of its staff and students on target. Mission statements are the "how-to" statements or action plans that help schools achieve their vision. They prompt change and growth. The mission is the touch point that can help you determine whether what should be happening is, in fact, happening.

Here are a few of examples of mission statements:

- At our school, we believe that student learning is the chief priority and all students can learn to their fullest potential. Students will develop their individual talents, critical thinking, and technology skills by being actively engaged in the learning process. Continuous commitment to improvement ensures that our students are well-rounded, self-directed, lifelong learners. By maintaining a safe and optimum learning environment, we provide the opportunity for students to be successful. promoting high standards and expectations, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

- In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, our school provides a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

- Our school seeks to be an exemplary learning community school. We build the foundation of this community through meaningful relationships, relevant and engaging learning, and effective communication. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our multidimensional community. Our
success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

You should notice that these statements are less about ideals and values and more about 'how to' achieve a vision for the schools in question.

For more information on the development of shared values and vision and mission statements go to:

- [http://www.educationworld.com/a_admin/admin/admin229.shtml](http://www.educationworld.com/a_admin/admin/admin229.shtml)

Now it is time to think about the vision and mission of your open school by responding to the following questions.

### Online Community Discussion OR Self-Reflection Questions

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

1. **What is the vision statement for your open school?** (If you don't have one, how will you go about creating a vision statement)
2. **What is the mission statement for your open school?** (Again, if you don’t have one how will you go about creating one)

### The Importance of Instructional Leadership

**Defining Instructional Leadership**

While most would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. For example, among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership. Among the reasons cited for giving less emphasis to instructional leadership are lack of in-depth training, lack of time, increased paperwork, and the community’s perception of the principal’s role as that of a manager (Fullan, 1991). Today, most school leaders seek a balance in their role as manager-administrator and instructional leader.

Instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied in
dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership reflects those actions a principal takes to promote growth in student learning. The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. More recently, the definition of instructional leadership has been expanded to include deeper involvement in the core business of schooling, which is teaching and learning. As emphasis shifts from teaching to learning, some have proposed the term “learning leader” over “instructional leader” (DuFour, 2002).

The National Association of Elementary School Principals defines instructional leadership as leading learning communities, in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. In a learning community, instructional leaders make adult learning a priority, set high expectations for performance, create a culture of continuous learning for adults, and get the community’s support for school success. Other researchers cite specific behaviors of instructional leadership, such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching.

Knowledge and the Instructional Leader
Inherent in the concept of instructional leadership is the notion that learning should be given top priority while everything else revolves around the enhancement of learning. Instructional leaders need to know what is going on in the classroom. Without this knowledge, they are unable to appreciate some of the problems teachers and students encounter. That is why, on any given day, teachers and students will see me walking the halls, praising student work, and acknowledging what teachers and students encounter.

Four skills that are essential for instructional leadership are:

- Effective instructional leaders need to be resource providers. It is not enough for principals to know the strengths and weaknesses of their faculties; they must also recognize teachers’ desires to be acknowledged and appreciated for a job well done.

- Effective instructional leaders need to be instructional resources. Teachers count on their principals as resources of information on current trends and effective
instructional practices. Instructional leaders are tuned in to issues relating to curriculum, effective pedagogical strategies, and assessment.

- Effective instructional leaders need to be good *communicators*. They need to communicate essential beliefs regarding learning, such as the conviction that all children can learn.

- Effective instructional leaders need to create a *visible presence*. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction.

The instructional leader also needs to have up-to-date knowledge on three areas of education: curriculum, instruction, and assessment (DuFour, 2002).

- **Curriculum.** Principals need to know about the changing conceptions of curriculum, educational philosophies and beliefs, curricular sources and conflict, and curriculum evaluation and improvement.

- **Instruction.** Principals need to know about different models of teaching, the theoretical reasons for adopting a particular teaching model, and the theories underlying the technology-based learning environment.

- **Assessment.** Principals need to know about the principles of student assessment, assessment procedures with emphasis on alternative assessment methods, and assessment that aims to improve student learning.

Now it is time to think about instructional leadership in your open school by responding to the following questions.

### Online Community Discussion OR Self-Reflection Questions

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

1. Effective instructional leaders have a ‘visible presence’ in their schools. How can you do this as a leader of a school where most of the faculty and all of the students are at a distance?

2. What techniques and tools would you use to create a ‘visible presence?’
Staff Development in an Open School Environment

Staff or professional development is a common tool for schools to encourage improvement. In many school environments, staff development is left to the individual discretion of faculty and the result is that the professional learning, while valuable to the individual faculty member does not necessarily relate to the school’s vision and mission.

In order to use professional development as a vehicle for improvement, open school leaders need to know how teachers learn new skills. Research suggests teachers’ learning process related to new instructional approaches is quite complex.

Let’s consider some of the research findings related to teacher professional development.

- Most teachers only experience traditional, workshop-based professional development, even though research shows it is ineffective. Over 90 percent of teachers participate in workshop-style training sessions during a school year (see the graph on the right). This stands in stark contrast to teachers’ minimal exposure to other forms of professional development. Despite its prevalence, the workshop model’s track record for changing teachers’ practice and student achievement is abysmal. One-shot workshops often don’t change teacher practice and have no effect on student achievement. Based upon a review of several studies, Marzano (2003) concluded that the professional development activities experienced by teachers have limited impact on student achievement.

- The largest struggle for teachers is implementation of new approaches. The reason traditional professional development is ineffective is that it doesn't support teachers during the stage of learning with the steepest learning curve: implementation. In the same way that riding a bike is more difficult than learning about riding a bike, employing a teaching strategy in the classroom is more difficult than learning the strategy itself. Even experienced teachers struggled with a new instructional technique in the beginning. In fact, studies have shown it takes, on average, 20 separate instances of practice, before a teacher has mastered a new skill, with that number increasing along with the complexity of the skill.
➢ In order to truly change practices, professional development should occur over time and preferably be ongoing. During the implementation stage, initial attempts to use a new teaching strategy are almost certain to be met with failure, and mastery comes only as a result of continuous practice despite awkward performance and frustration in the early stages. Without support during this phase, it is highly unlikely that teachers will persevere with the newly learned strategy. Research bears this out. When professional development merely describes a skill to teachers, only 10 percent can transfer it to their practice; however, when teachers are coached through the awkward phase of implementation, 95 percent can transfer the skill.

➢ Coaches/mentors are found to be highly effective in helping teachers implement a new skill. In coaching, teachers work with a master educator before, during and after a lesson, getting feedback on their implementation of a newly learned teaching skill. Studies have shown coaching to be successful at changing teacher practice and improving student learning. Before coaching, however, teachers need to get a solid foundation of knowledge about the teaching strategy.

➢ Professional development is best delivered in the context of the teacher’s subject area. Regardless of whether teachers are working with coaches or in professional learning communities, teachers need to be working with the content they teach. Teachers don’t find professional development on generic topics useful. Marzano (2003) found that standardized staff development activities which do not allow for effective application are ineffective in changing teacher behavior.

You have now completed the second lesson in this unit. Let’s summarize what you have worked on during this course of this lesson on applying leadership and management standards to an open school environment.

LESSON SUMMARY
In this lesson you have learned about the importance of creating a vision for your open school and the critical components of leadership and staff development.

MEDIA FILES
Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:
- [http://www.ascd.org/publications/educational_leadership/may02/vol59/num08/The_Learning-Centered_Principal.aspx](http://www.ascd.org/publications/educational_leadership/may02/vol59/num08/The_Learning-Centered_Principal.aspx)
- [http://www.educationworld.com/a_admin/admin/admin229.shtml](http://www.educationworld.com/a_admin/admin/admin229.shtml)
UNIT TWO – SUMMARY

DISCUSSIONS
This unit has included a number of online discussions. These discussions have focused on the following topics:

➢ The links between positive school climate and student achievement;
➢ The common elements of leadership standards;
➢ Vision and mission statements and how to create them in an open school;
➢ Creating a 'visible' presence' as an instructional leader in an open and distance learning environment;

SUMMARY
In the first lesson of this unit you were introduced to research that demonstrates the strong link between effective school leadership and the academic performance of students. You also learned about leadership standards that are used in a number of jurisdictions and how these standards can be used to develop a leader's knowledge and skills base.

In the second lesson of the unit you learned how to apply leadership standards to your ODL environment through the development of a vision for your open school, by considering the critical components of instructional leadership, and through a consideration open school staff development issues.

NEXT STEPS
In the next unit you will have the opportunity to learn about the elements of an effective strategic plan and why this is important for your school. The key concepts in this unit include a discussion of organization values, mission, goals, strategies and action plans. You will be provided with the opportunity to develop the outline of a strategic plan for your open school organization and propose a process for its development.

Now, let’s move on to the next unit in this module on strategic planning in open school environments.
UNIT THREE – STRATEGIC PLANNING IN OPEN SCHOOL ENVIRONMENTS

UNIT INTRODUCTION
This unit focuses on the key elements of strategic planning as they pertain to open school organizations. The unit provides an overview of the elements of an effective strategic plan and processes to develop a strategic plan. The key concepts of the unit include a discussion of organization values, mission, goals, strategies and action plans. You will be provided with the opportunity to develop a strategic plan for your open school organization using a stepwise process.

UNIT OBJECTIVES
Upon completion of this unit you will be able to:

1. Describe the elements of an effective strategic plan.
2. Distinguish between a strategic plan and other types of plans (i.e. business plans).
3. Understand the importance of creating a strategic plan for an organization.
4. Develop a strategic planning process.
5. Develop the components of a strategic plan (i.e. Vision, Mission, Values, Goals, Strategies, and Action Plans)
6. Manage the implementation of a strategic plan.
7. Evaluate the effectiveness of a strategic plan.

UNIT READINGS
As you complete this unit you are required to read the following chapters/articles:


ASSIGNMENTS AND ACTIVITIES
There is one assignment in this unit. This assignment asks you to develop an strategic plan for your open school or one that you are familiar with (i.e. either one that you are currently
teaching or leading or one that you know about). You are expected to respond to a number of questions in order to build your plan and use the step-wise process that is included in the lesson.

Depending upon how your institution has decided to deliver this module, you may be engaging your fellow learners in direct face-to-face discussions or may be doing this through an online discussion via a learning community that has been established for the module.

Periodic reflection questions will also be asked throughout the unit. Your responses to these questions should be recorded in a personal journal (if you are doing the module in a paper-based format) or you can respond to the questions and discuss them with your online module colleagues in the online community if this has been set up by your institution.
LESSON 3.1 – ELEMENTS OF AN EFFECTIVE STRATEGIC PLAN

LESSON INTRODUCTION

In the last unit you spent some time considering how to develop a vision for your open school organization. This is one of the building blocks of an effective strategic plan. In this lesson you will consider the elements of a strategic plan and investigate a process for developing a strategic plan for your open school organization.

LESSON OBJECTIVES

Upon completion of this lesson you will be able to:

1. Describe the elements of an effective strategic plan.
2. Distinguish between a strategic plan and other types of plans (i.e. business plans).
3. Understand the importance of creating a strategic plan for an organization.

READINGS

In addition to the material presented in the module (either online or in a paper form) you should read the following online information about strategic planning:


KEY ELEMENTS INVOLVED IN STRATEGIC PLANNING

Before looking at the elements that make up a strategic plan let’s first of all think about why it is important for an open school organization to have a solid strategic plan. First, it helps the organization to set a direction and priorities. Without a plan, the organization may drift from one set of activities to another and may never really accomplish what it was set out to achieve. Second, strategic planning helps to get faculty and leaders on the 'same page'. This, in turn, helps to prevent the organization from wandering off in multiple directions or having parts of the organization working at cross-purposes with other parts of the organization. Third, strategic plans help the organization to communicate a consistent message both internally and externally. For an open school the types of messages that are communicated to parents and students concerning expectations and services to be delivered are critically
important and need to be communicated by all staff in a consistent manner. Fourth, a well-written strategic plan simplifies decision-making since it helps to prioritize activities and makes it easier to say 'no' to ideas that fall outside of the boundaries of the plan.

With that, let's now consider the elements that go into an effective strategic planning process. These elements can be summarized as follows:

- **Communication Strategy** – the development of a communication strategy is essential for the effective development and implementation of a strategic plan. In the communications strategy, you should determine who will be involved in the planning process, how they will be involved and what is being communicated to whom on the staff.

- **Strategic Planning Task Force** – the development of a core team of organizational leaders is mandatory in the effective creation of a strategic plan. Each task force member should represent a key business area or department of the organization to ensure the plan has organization wide input and buy-in. The task force meets regularly with clearly defined deliverables to be presented at each meeting.

- **Vision Statement** – an organization’s vision statement is simply their roadmap for the future. The direction of the organization should be broad to include all areas of impact but narrow enough to clearly define a path.

- **Mission Statement** – an organization’s mission is a definition of whom and what they are. Often mission statements include core goals and values of the organization.

- **Values** – values are the organization’s fundamental beliefs in how they operate. Values can provide a guideline for management and staff for acceptable organizational behavior. Often values relate to the organization’s organizational culture.
- **Goals** – goals are broad based strategies needed to achieve your organization’s mission.

- **Objectives** – objectives are specific, measurable, action oriented, realistic and time bound strategies that achieve the organization’s goals and vision.

- **Tasks** – tasks are specific actionable events that are assigned to individuals/departments to achieve. They, too, should be specific, measurable and time bound.

- **Implementation Strategy** – once the plan has been outlined, a tactical strategy is built that prioritizes initiatives and aligns resources. The implementation strategy pulls all the plan pieces together to ensure collectively there are no missing pieces and that the plan is feasible. As a part of the implementation strategy, accountability measures are put in place to ensure implementation takes place.

- **Monitoring of Strategic Plan** – during implementation of a strategic plan, it is critical to monitor the success and challenges of planning assumptions and initiatives. When evaluating the successes of a plan, you must look objectively at the measurement criteria defined in our goals and objectives. It may be necessary to retool the plan and its assumptions if elements of the plan are off track.

**A Strategic Planning Model**

There are many approaches to strategic planning but most organizations that engage in a strategic planning process find that they benefit from using a strategic planning model to answer a number of fundamental questions. These questions can be summarized very simply as:

1. What is the organization about? Vision and Mission
2. Why does the organization need a plan? Strategic Analysis (including strengths, weaknesses, opportunities, and threats or SWT)
3. Where does the organization need to head? Strategy Development
4. When and how will the organization get there? Goals, Objectives, Implementation and Operational Plans
The following model illustrates one way of thinking about the strategic planning process.

If you have access to the internet you may also want to look at the following videos which describe the strategic planning process:

- [https://www.youtube.com/watch?v=mLJ34L5UW4E](https://www.youtube.com/watch?v=mLJ34L5UW4E)
- [https://www.youtube.com/watch?v=jVRIWeZP52k](https://www.youtube.com/watch?v=jVRIWeZP52k)

Before moving on let's take a moment to reflect on what you have learned in this lesson concerning the strategic planning process.

**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

This lesson presented the key elements involved in strategic planning and a model that can be used to develop a strategic plan. Think about your open school or one that you are familiar with and answer the following questions.

1. What kind of skills and abilities would you want on your strategic planning team?
2. Do those skills and abilities exist among the faculty and staff that at your school?
3. If the skills and abilities don't exist how would be help faculty and staff to gain them?
You have now completed the first lesson in this unit. Let's summarize what you have worked on during this course of this lesson on the elements of an effective strategic plan.

LESSON SUMMARY
In this lesson you have learned about strategic planning and why it is important for an open school organization to develop a strategic plan. You also learned about strategic planning models and the elements that need to be included in an effective strategic plan.

MEDIA FILES
Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:

- [https://www.youtube.com/watch?v=mLJ34L5UW4E](https://www.youtube.com/watch?v=mLJ34L5UW4E)
- [https://www.youtube.com/watch?v=jVRIWeZP52k](https://www.youtube.com/watch?v=jVRIWeZP52k)
LESSON 3.2 – DEVELOPING A STRATEGIC PLAN: FROM VISION, MISSION, VALUES, GOALS, AND STRATEGIES TO ACTION PLANS

LESSON INTRODUCTION
In the last lesson you learned about the elements of an effective strategic plan and why strategic planning is important for your open school organization. In this lesson you will be introduced to a strategic planning process and will be expected to apply what you have learned to the development of a strategic plan for your open school organization.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Explain the steps in a strategic planning process.
2. Identify the components of a strategic plan.
3. Implement a strategic planning process.
4. Develop the components of a strategic plan (i.e. Vision, Mission, Values, Goals, Strategies, and Action Plans)
5. Evaluate the effectiveness of a strategic plan.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following articles:


THE STRATEGIC PLANNING PROCESS

Let's look at the steps in a typical strategic planning process.

Step 1: Develop a Mission Statement

The mission statement establishes what the organization plans to do, for whom, and for what benefit it will exist. The mission statement identifies organizational purposes and the reason for its existence. It addresses the "what" questions, i.e., what is our role? what business are we in?, etc. It is a short (one to two sentence) statement.

The mission statement - the organization's "preferred future" - ensures consistency and clarity of purpose throughout the organization. It provides a point of reference for all major planning decisions. When it is communicated as a basis for key decisions, commitment is gained from within the organization and support from those outside is generated.

Some of the following questions should be answered when developing a mission statement:
What is our principal service?
Who are our principal clients?
What is unique about our ODL organization (geographic factors, mandate, etc.)?
What are the benefits that our ODL organization provides?

Step 2: Strategic Analysis

The strategic analysis is an in-depth look at all factors likely to have the greatest impact on the future of the organization. During this analysis, critical issues facing the organization should be identified.

This analysis forms the basis for decisions affecting the organization's future. Thus, it is essential that sufficient accurate information be available on which to base judgments. All assumptions should be identified and checked.

Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Internal

In this part of the analysis, factors which are internal to, or within the control of, the organization should be identified. Their impact on the ability of the group to fulfill its mission should be discussed. These may include: skills or resources, structure, shared values, finances, faculty and staff, and style of leadership within the organization or systems such as communications channels.

External

All organizations are affected by outside influences over which they may have little control. These factors have varying degrees of impact, both positive and negative, on the organization. Factors to be addressed here will relate to the mission. They may include activities of competing organizations, government policies, society/community influences or trends, the environment, demographic trends, technological advances or alternatives.

If you have internet access, you may want to watch the following video on conducting a SWOT analysis:

https://www.youtube.com/watch?v=GNXYI10Po6A

Step 3: Strategy Development

In this phase, the focus should be on where the organization should be going rather than how it should get there. A three to five year planning horizon is recommended. The critical issues facing the organization in accomplishing its mission should be the basis for this stage. It is
important to make sure that decisions "fit" with the directions defined by the mission statement.

Strategy development involves:

- Identifying key strategic areas (e.g. adopting new technologies to deliver distance education services);
- Establishing the priority for each strategic area; and
- Creating a statement for each of the top priority strategic areas (e.g. if addressing the support needs of students is a top priority which if addressed will attract more students to your ODL program and result in increased funding, capturing this in 2 or 3 sentences that can be communicated to students, parents, faculty and other stakeholders will be critical).

**Step 4: Establish Long Term Objectives**

Within the most important strategic areas, identify what must happen to move the organization closer to accomplishing its mission and strategy. These objectives should be broad and visionary. After the long term objectives have been written test them to determine if:

- They can be measured;
- They are achievable or feasible within a given time frame;
- Collectively, they are flexible or adaptable to allow for the unknown and for exploring new opportunities; and
- they are consistent with the rest of the plan.

**Step 5: Implementation**

A comparison with the current strategy should be undertaken at this stage. If your ODL school is new and doesn't have a strategic plan this will not be possible. Regardless, some of the areas that you will want to consider before implementing your strategic plan include:

- Allocation of resources: will enough resources be available for the highest ranked strategic area? What do we cut back to free up resources?;
- Organization structure: are jobs adequately defined? Are committees in place to deal with thrusts?;
- Information systems: what will be the organization's communication needs? Feedback on results?;
- People responsible: are there people identified as "in charge" of each objective?; and
- Reward systems: how will people be recognized or rewarded for achieving results?
The time frame for implementation should reflect the scope of the required change. In addition, ongoing criteria and techniques for evaluation should be established.

**Step 6: Develop an Operational Plan**

Finally, short-term objectives (e.g., one year) need to be based on long-term objectives. The written analysis employed for these objectives should be similar to those used when developing long-term objectives.

The operational plan should be considered a map of activities or programs, responsibilities of people, resource allocations, and a time frame for the next planning period.

It is important to remember that strategic planning is a process as well as a way of producing a plan. The act of creating a strategic plan is as important if not more important than the actual physical plan. Part of developing sound strategies is learning to think strategically, learning how to ask questions and to think broadly and creatively.

The Association for Supervision and Curriculum and Development (ASCD) provides a number of resources on strategic planning in education that may also be of use to you as you develop a strategic plan for your school.

Go to:  

You will also want to refer to the UNESCO working paper on strategic planning which is found at:  http://unesdoc.unesco.org/images/0018/001897/189757e.pdf.

If you have internet access you may also want to view the following video which highlights strategic planning in one school district:

➡️  https://www.youtube.com/watch?v=7F2-4zy_hj0

Now let's move ahead to the assignment for this unit which is found on the next page.
LESSON SUMMARY
In this lesson you have learned about the elements of an effective strategic plan and why strategic planning is important for your open school organization. You have also been challenged to apply what you have learned to the development of a strategic plan for your open school organization.

MEDIA FILES
Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:

- [https://www.youtube.com/watch?v=GNXYI10Po6A](https://www.youtube.com/watch?v=GNXYI10Po6A)
- [https://www.youtube.com/watch?v=7F2-4zy_hj0](https://www.youtube.com/watch?v=7F2-4zy_hj0)

Assignment 4

Development of an Open School Strategic Plan

In this assignment you are asked to develop a strategic plan for an open school that you are familiar with (either one that you are currently teaching or leading or one that you know about). While developing this plan, you should think about the following questions:

6. What background research is required for your strategic plan?
7. How would you go about gathering the necessary background research?
8. How would you simulate a SWOT analysis?
9. What are the key long-term objectives for your open school?
10. How would you implement your strategic plan?
11. How would you know if your plan is successful?

Your plan should be no longer than 10 pages and should address all of the components outlined in the six step strategic planning process outlined above.
UNIT THREE – SUMMARY

DISCUSSIONS
This unit has included one online discussion which focused on the skills and abilities needed for faculty and staff to engage in the development of a strategic plan for your open school.

SUMMARY
In this unit of the module, you considered the elements of a strategic plan and investigated a process for developing a strategic plan for your open school organization. You were also introduced to a strategic planning process and applied what you learned to the development of a strategic plan for your open school organization.

NEXT STEPS
In the next unit you will have the opportunity to learn about how to build an effective annual business plan for an open school organization.

Now, let’s move on to the next unit in this module on business planning in open school environments.
UNIT FOUR – BUSINESS PLANNING IN OPEN SCHOOL ENVIRONMENTS

UNIT INTRODUCTION

Welcome to Unit Four of the Module on Open School Management. In this unit, you will learn about the basic components of a business plan. Included in business planning are marketing plans, strategic human resource plans and financial plans. Financial plans include three key financial statements: an income statement, a cash flow statement, and a balance sheet. You will learn about the importance of each to the development of an effective business plan.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Describe the key components of an effective annual business plan.
2. Outline a process for evaluating the effectiveness of an annual business plan.
3. Develop a marketing strategy as a part of a marketing plan for an open school organization.
4. Develop a human resources plan.
5. Read and demonstrate an understanding of financial statements.
6. Develop an annual budget for an ODL organization.
7. Develop an operational policy and procedures manual for an open school.

UNIT READINGS

As you complete this unit you are required to read (in whole or in part) the following articles:


Links are also provided in the Reading section of each lesson in this unit (where available)

ASSIGNMENTS AND ACTIVITIES

There are a number of learning activities and assignments throughout this unit. The major assignment for this unit is the development of a complete business plan for your open and distance learning school.

Periodic reflection questions will also be asked throughout the unit. Your responses to these questions should be recorded in a personal journal (if you are doing the module in a paper-
based format) or you can respond to the questions and discuss them with your online module colleagues in the online community if this has been set up by your institution.
LESSON 4.1: KEY COMPONENTS OF AN EFFECTIVE ANNUAL BUSINESS PLAN

LESSON INTRODUCTION
In the last unit you learned about the elements of an effective strategic plan and the importance of creating a strategic plan for your open school organization. In this lesson you will learn about the components of a business plan how it can help you to maintain an focus on the operational aspects of your ODL organization.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Describe the key components of an effective annual business plan.
2. Outline a process for evaluating the effectiveness of an annual business plan.
3. Review a completed business plan.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read sections related to business plan components in the following book:


If you have internet access the following websites may also be useful to review:

➤ [http://www.canadabusiness.ca/eng/86/4878/](http://www.canadabusiness.ca/eng/86/4878/)

BUSINESS PLAN COMPONENTS
Having a solid business plan is an important part of starting and running an ODL organization. It helps you to think long term and about the big picture rather than focusing only on the immediate issues associated with starting a business. A business plan also will help you to determine if your ODL organization is viable and sustainable over the longer term.

In a public sector education environment you will need a robust business plan to sustain the support of funders (i.e. government and school boards or districts). In addition, a business
plan can help you to remain focused on what you have set out to accomplish and provide you with guidance along the way.

Writing a good business plan can be a time consuming and challenging activity. Having an outline for the plan is a good starting point. Here is an outline that can be used to help you get started with the business plan writing process:

1. **Table of Contents**

Although this may be self-explanatory it is often overlooked by authors of business plans. Having a detailed table of contents will enable readers to quickly turn to the section of the plan that are of greatest interest. Making it easy for the reader is important especially if that reader is a prospective investor.

2. **Executive Summary**

The Executive Summary is a concise overview of the business opportunity that covers all of the important components of the plan. This summary should be no more than two pages in length, is future oriented and designed to demonstrate that you understand the business you are launching and that investment in the business will result in a good return.

Since the Executive Summary is likely the first impression that the reader will have of your business opportunity, it is important to capture the attention and interest of the reader. Often investors will read the Executive Summary to determine if they should read the rest of the plan so it is important to spend time on creating an effective and engaging summary.

3. **Company or Organization Profile**

This is a snapshot of your ODL organization including who is involved, your advisors (lawyers, accountants), and a description of your school, its location, the region that it serves, and the date that your school began its operations.

This section should include an introduction that answers the following questions in a short paragraph:

- What is the name of your organization?
- Where is the organization located and what region does it serve?
- Does the organization report to an independent board or is it part of a larger educational organization (i.e. part of a local school district or ministry of education?)

This section should also include the following sections:

- Vision and mission;
- History and current status; and
- Objectives and goals (these could come from the strategic plan for the organization as discussed in the last Unit).
4. Marketing Plan

The marketing plan includes an overview of the industry (in this case distance education) that your organization operates in and the trends in that industry. Industry trends help you to identify opportunities to create services that will help satisfy a particular client need. Knowledge of these trends will help your organization to be more competitive and provide you with direction for future growth.

It is also important to know where the service you are planning on introducing to the market fits the typical cycle associated with the delivery of educational services. If you are early to market then you may have a long life cycle for your service. On the other hand if you are late to market your service may have a very short time where it is attractive to customers.

The marketing plan should also include background information on the services your ODL school is offering, the target market or markets (i.e. which students and parents) that you are trying to reach, a competitive analysis (are there other distance learning providers who are competing for the clients that you serve or is your ODL organization the ‘only game in town’?), and a description of the marketing mix (i.e. the promotion, place, price, and product (in the case of distance education the product is really an educational service offering). These are the 4 P’s of marketing).

5. Operational Plan

This part of the business plan provides the reader with details about your organization’s suppliers (e.g. your suppliers may include technology suppliers (computers) or printers if you are delivering your distance education services via print), the organization’s operating requirements, and a human resources plan which includes a staffing plan, descriptions of roles and responsibilities and job descriptions of key staff.

6. Financial Plan

The financial plan includes an overview of start-up costs (if these apply) and basic financial statements (i.e. cash flow, income, and balance sheet).

7. Appendices (as needed)

Typically, appendices are included if there is too much detail than can be accommodated within the main body of the business plan.
If you have internet access you may wish to view the following video which highlights the differences between strategic plans and business plans:

- [https://www.youtube.com/watch?v=_KoVhfzFZzk](https://www.youtube.com/watch?v=_KoVhfzFZzk)

Now it is time for you to think about what you have just learned.

### Online Community Discussion OR Self-Reflection Questions

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

Now that you know about the components of an effective business plan, think about your open school organization in relation to the following plan elements:

1. **How would you describe your open school organization so that it fits the organization profile described?**
2. **Do you have the necessary information about your school to create the marketing, operational and financial plans that are called for as a part of a business plan? If not, what do you think you need to do to address these areas.**

### Lesson Summary

In this lesson you have learned about the basic components of a business plan. This outline can be used to develop a business plan for your open school. While you may not be familiar with all of the components A few of these are self-evident while others in the context of an open school may not be.

### Media Files

Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:

- [http://www.canadabusiness.ca/eng/86/4878/](http://www.canadabusiness.ca/eng/86/4878/)
LESSON 4.2: DEVELOPING AN ANNUAL BUSINESS PLAN

LESSON INTRODUCTION
In the last lesson you learned about the basic components of a business plan. A few of these are self-evident while others in the context of an open school may not be. In this lesson you will explore marketing, human resource planning, and financial planning within the context of an open school environment.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Develop a marketing strategy as a part of a marketing plan for an open school organization.
2. Develop a human resources plan.
3. Read and demonstrate an understanding of financial statements in relation to an annual operating budget.
4. Manage the implementation of an annual business plan.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read sections in the following books related to marketing, human resources, and financial statements:


Marketing in Open School Environments
In the last lesson, marketing was mentioned a key component of an effective business plan. In this lesson, we will explore marketing more closely and consider its implications for an open school organization.

Many educators and education leaders are at first taken aback when presented with the notion of marketing educational services. This is not surprising because in many instances schools have a 'captive' audience. Parents and students simply come to the local school and receive services. For those services the school (or district authority) typically receives funding from government based on the number of children (and other considerations). This model, which is almost universal, suggests that schools do not need to market their services.
However, in the context of open and distance learning making students and their parents aware of distance learning services constitutes a significant marketing opportunity. Also for some distance education providers, government funding for distance education does not meet all of the costs that a school will incur in providing services and so it is necessary to increase enrolments and supplement funding with tuition costs paid by students and their parents.

It is within this context that open school leaders need to consider how they market their services to parents and students within and outside of their region. The use of technology to deliver online and distance education services to students outside of the local region or country also presents a significant opportunity for ODL organizations.

Here are some of the issues that you should think about when creating a marketing plan for your ODL school.

- **Branding** – Branding involves the perception of your school or program in the minds of students, parents, and other stakeholders. Think about the attributes that you associate with your program and the words that describe who you are as an ODL organization. For example, you might say that your school is "recognized as a global leader in online program for high school students". You will also want to describe the attributes of your program (i.e. the things that are unique and what you do well). Your brand positioning should be well crafted and articulate. For example, you may want to describe your school as "a unique African online institution". Statements like this are memorable and will 'stick' in the minds of those you are targeting. As well, you will want a visual image of your brand that relates to the country and culture that you are trying to reach.

- **Marketing Goals and Objectives** – These need to be specific but at the same time reflect a big picture. For example, one of your goals might be "to increase the number of students in our online program by 100% over the next two years".

- **Target Market** – Who you are trying to reach is an important element of any marketing plan and strategy. If the expertise of the ODL school is in second language instruction, for example, you will want to target parents who want their children to learn a second language.
➢ **Budget** – Another important element of marketing is establishing a budget that can be used to create various kinds of marketing collateral. Today, most ODL organizations use the internet to attract potential students and parents rather than creating print brochures.

Now let’s move on to consider some questions about marketing by answering the self-reflection/discussion questions below.

**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

Take a look at the following websites and think about the degree to which these schools are effectively using their online presence as a marketing tool.

- [http://argyll.epsb.ca/](http://argyll.epsb.ca/)
- [https://www.adlc.ca/](https://www.adlc.ca/)

1. What are the brand attributes of each of the schools?
2. How effective do you think the websites are as marketing tools?
3. Can you tell what the marketing goals and objectives are for each of the schools based on what you see on their websites?
4. What marketing aspects of these sites do you like? What would you change?

Now that you have considered some of the issues associated with marketing in an ODL environment, let’s move on and consider another part of business planning.

**Human Resource Planning**

Another one of the key components of a business plan is a section on human resource planning. In this lesson we will explore human resource planning in more detail.

ODL organizations, like many other educational organizations, face numerous constraints related to the human resources that they need to deliver open and distance learning services. Two of the constraints that ODL organizations typically face are:

- Access to a limited pool of qualified teachers (i.e. teachers who have the skills and abilities to work in an ODL environment); and
Limited budgets for training and recruitment of qualified staff.

In spite of these challenges, ODL organizations should still develop a human resources process and plan. HR planning essentially involves forecasting personnel needs (in the case of an ODL organization this will involve matching student enrollment with the right numbers of qualified faculty and support staff). It is important to emphasize that an HR plan focuses on strategic issues and not on personnel management issues. The strategic HR planning process includes the following components:

- **Identify the HR Objectives and Policies for the Organization** – HR plans need to be based on the goals of your ODL organization. This will determine the number and type of staff and faculty that are need to meet the organization's goals.

- **Determine Future HR Needs** – An important aspect of HR planning is being able to forecast future needs. If your organization is planning on increasing its student enrollment by 100% over the next two years, the HR plan will need to take this into account and quantify the number of faculty and staff this growth will accommodate.

- **Determine Future HR Supply** – Equally important is determining where future faculty and staff will come from and whether they will have the requisite skills and talents to work in an ODL environment. If the potential workforce requires a significant investment in professional development this also needs to be accounted for in the HR plan.

- **Developing an HR Plan** – A major part of the development of the HR plan involves reconciling the supply and demand forecasts for your organization. The plan should also include an indication of how these forecasts will impact the organization including its structure, operations and supporting resources that will be needed.

- **Implementing the HR Plan** - Implementation requires converting an HR plan into action through a recruitment, selection and placement program; training and development; retaining and redeployment; a retention plan; redundancy plan (for faculty and staff that may have to be re-deployed or terminated); and a succession plan.

For additional considerations related to human resource planning, you may want to look at the following link at:
Financial Planning and Statements
It is important that all open school leaders have a good grasp of their school's finances. This means understanding various financial statements and being able to build a budget and forecast both revenues and expenditures. In the context of an open school revenues will typically come from government or school districts, tuition from students or their parents, and from the sale of resources (e.g. books, supplies, and course materials).

Business plans typically include three financial statements – income statements which detail the revenue the school will receive and its expenses for a particular period of time (usually for the school year), a balance sheet, and a cash flow statement. Let's first of all consider the income statement:

Income Statements

The income statement summarizes revenue and expenses quarterly and annually for the school's fiscal year. The final total net figure (along with others in the statement) is of major interest to the school's stakeholders (usually a school board or some sort of governing body).

While the income statement can take more than one form, the simplest form is presented here. This form of the statement includes lines for gross revenue (sales), cost of sales, expenses (fixed and variable), taxes, and net income. On the next page you will find a sample of an income statement in a spreadsheet. Using a spreadsheet is the easiest and most convenient way to produce financial statements. If you do not have access to a spreadsheet program or computer you can still do this manually.

Take a moment to review the spreadsheet on the next page and consider the categories of revenues and costs and how the income statement is structured. This example also includes a sample of revenue and expenditures that was used to produce the 2015 totals.
Cash Flow Statements

Essentially cash flow is the actual money that collected from sales and the actual money that is paid out for expenses on a monthly basis. Cash flow helps you to determine whether your organization is viable. Cash flow also provides a sense of reality in that it helps you to make the day to day decisions related to purchasing and staffing that you need to make. It will also help you to determine if you need to seek additional funding or make decisions such as increase the cost of tuition or other fees associated with the courses that your ODL school offers.

A Simple Cash Flow Approach

In this course we are going to assume that you are just starting your business and that your opening cash position (prior to loans and investments) is essentially zero.

A simple approach to creating a cash flow statement includes the following elements:

- Sources of cash – do these come from government grants, tuition, sales of learning materials?
- Uses of cash – what expenses do you have to pay? and

### Income Statement

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue from Service Sales</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All online courses</td>
<td>70,000</td>
<td>250,000</td>
<td>60,000</td>
<td>100,000</td>
<td>480,000</td>
</tr>
<tr>
<td>Print course 1</td>
<td>15,000</td>
<td></td>
<td>25,000</td>
<td></td>
<td>40,000</td>
</tr>
<tr>
<td>Print course 2</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td></td>
<td>45,000</td>
</tr>
<tr>
<td>Tutoring service</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td></td>
<td>30,000</td>
</tr>
<tr>
<td><strong>Total Revenue(Gross)</strong></td>
<td>85,000</td>
<td>265,000</td>
<td>105,000</td>
<td>140,000</td>
<td>595,000</td>
</tr>
<tr>
<td><strong>Cost of Revenue(Cost of Sales)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course development</td>
<td>73,000</td>
<td>35,000</td>
<td>125,000</td>
<td>30,000</td>
<td>263,000</td>
</tr>
<tr>
<td>Course research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7,500</td>
</tr>
<tr>
<td>Student tutoring support</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total Cost of Revenue</strong>:</td>
<td>104,000</td>
<td>66,000</td>
<td>156,000</td>
<td>68,500</td>
<td>394,500</td>
</tr>
<tr>
<td><strong>Net Income (before taxes)</strong></td>
<td>-19,000</td>
<td>199,000</td>
<td>-51,000</td>
<td>71,500</td>
<td>200,500</td>
</tr>
</tbody>
</table>
| **Sales Taxes(assume 15% on first $300,000)** | 30,075
| **Net Income (after taxes)** | 170,425  |          |          |          |            |
Balance – monthly receipts less monthly disbursements.

An example of a cash flow statement for a three month period is provided below. As you can see, both cash receipts and expenses vary from month to month. The total cash available to the school at the end of three months is $204,000 which puts the school in a positive cash flow situation.

### Cash Flow Statement

<table>
<thead>
<tr>
<th></th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash Receipts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolment grants</td>
<td>70,000</td>
<td>100,000</td>
<td>60,000</td>
<td>230,000</td>
</tr>
<tr>
<td>Tuition</td>
<td>20,000</td>
<td>30,000</td>
<td>10,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Interest from retained cash</td>
<td>15,000</td>
<td>12,000</td>
<td>13,000</td>
<td>40,000</td>
</tr>
<tr>
<td><strong>Total receipts</strong></td>
<td>105,000</td>
<td>142,000</td>
<td>83,000</td>
<td>330,000</td>
</tr>
<tr>
<td><strong>Disbursements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Marketing and promotions</td>
<td>10,000</td>
<td>15,000</td>
<td>20,000</td>
<td>45,000</td>
</tr>
<tr>
<td>Insurance</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Rent</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Total Disbursements</strong></td>
<td>37,000</td>
<td>42,000</td>
<td>47,000</td>
<td>126,000</td>
</tr>
<tr>
<td><strong>Total Receipts less Total Disbursements</strong></td>
<td>68,000</td>
<td>100,000</td>
<td>36,000</td>
<td><strong>204,000</strong></td>
</tr>
</tbody>
</table>

Now let’s move on to consider the components of a balance sheet.

### Balance Sheets

A balance sheet is also known as a "statement of financial position". It shows an organization's assets, liabilities, and net worth. The balance sheet, together with the income statement and cash flow statement, make up an organization's financial statements. An simplified example of a balance sheet for an ODL school is provided on the next page.
The balance sheet, along with the income and cash flow statements, is an important tool in gaining insight into an organization and its operations. The balance sheet is a snapshot at a single point in time of the school's accounts - covering its assets, liabilities and shareholders' equity. The purpose of the balance sheet is to give users an idea of the company’s financial position along with displaying what the company owns and owes.

Financial Forecasting and Growth Projections

The growth of an open school will in part be dependent upon budgeting and financial forecasting. Not only does the challenge lie in drafting the budget, the challenge lies in operating within the constraints of the budget and to generate income which achieves a revenue forecast.

While many people use the terms budget and forecast to mean the same thing, these definitions may help:

**Budget** – a detailed projection of expenses for a fixed period (often 12 months) set before the start of the period. Budgets are based on a range of assumptions about external market conditions and internal performance. A reasonable budget allows you to use your resources where they're most needed., so your

Creating a financial plan lets you control your school's cash flow instead of it controlling you.
Forecast – a conservative estimate of how much sales revenue you'll have next year (sometimes also referred to as a sales funnel). A forecast involves looking at your revenues from the previous year and extrapolating or forecasting from that.

In effect, budgets and forecasts are the detailed financial extensions to the business plan. They set out the financial expectations for the organization. They also guide decision-making concerning where the organization will invest its resources (i.e. faculty and staff, course development, new computer technology, etc.).

Here are some budgeting and forecasting tips to consider:

- Make sure your budget and forecast makes sense (not only to you but to others who will read them);
- Revenues need to match expenses in terms of timing;
- Creating a good budget or forecast needs to be systematic so work on one type of expense or revenue at a time;
- Document assumptions and special entries thoroughly; and
- Regularly compare the budget or forecast to actual data.

If you have internet access you may find the following website useful in the creation of financial statements:

- http://www.score.org/resources/business-plans-financial-statements-template-gallery

And the following video on how to write a business plan:

- https://www.youtube.com/watch?v=PDWvcsTloJo

After considering in more detail the marketing, human resources, and financial planning components of a business plan it time for you to work on the assignment for this unit which involves the development of an open school business plan.
In this lesson you have learned about the components of an effective marketing plan and why having a marketing plan is an important part of business planning for an ODL school. You also learned about strategic human resource planning and the need to forecast HR needs as a part of the business planning process. Lastly, you learned about the importance of creating an effective financial plan for your business. A financial plan includes three key financial statements: an income statement, a cash flow statement, and a balance sheet and the importance of each to the development of an effective business plan.

Consider the target audience for your business plan to be your local school board. The business plan should contain sufficient detail so that the board can make decisions related to the potential growth of new online programs and services that your open school would like to begin offering in the next school year.

After you have completed your business plan submit it to your instructor. Your instructor may post copies of business plans from your cohort and engage you in an online discussion as a way of providing feedback or may provide feedback to you directly concerning your plan., go online and discuss the following questions with your colleagues

**LESSON SUMMARY**
In this lesson you have learned about the components of an effective marketing plan and why having a marketing plan is an important part of business planning for an ODL school. You also learned about strategic human resource planning and the need to forecast HR needs as a part of the business planning process. Lastly, you learned about the importance of creating an effective financial plan for your business. A financial plan includes three key financial statements: an income statement, a cash flow statement, and a balance sheet and the importance of each to the development of an effective business plan.

**MEDIA FILES**
Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:

- [http://argyll epsb.ca/](http://argyll epsb.ca/)
- [https://www.adlc.ca/](https://www.adlc.ca/)
- [http://catalog.flatworldknowledge.com/bookhub/2807?e=portolesedias_1.0-ch02_s01](http://catalog.flatworldknowledge.com/bookhub/2807?e=portolesedias_1.0-ch02_s01)
- [https://www.youtube.com/watch?v=PDWvcsTloJo](https://www.youtube.com/watch?v=PDWvcsTloJo)
UNIT FOUR – SUMMARY

DISCUSSIONS
This unit has included two online discussions. These discussions focused on the following topics:

- The background research that is needed to create an effective business plan for your open school;
- An review of the brand attributes as seen through a number of open and distance learning school websites; and
- An evaluation of the marketing value of a sample of open school websites.

SUMMARY
In the first lesson on this unit, you learned about the basic components of a business plan.

In the second lesson you learned about the components of an effective marketing plan and why having a marketing plan is an important part of business planning for an ODL school. You also learned about strategic human resource planning and the need to forecast HR needs as a part of the business planning process.

Lastly, you learned about the importance of creating an effective financial plan for your business. A financial plan includes three key financial statements: an income statement, a cash flow statement, and a balance sheet and the importance of each to the development of an effective business plan.

NEXT STEPS
In the next unit you will have the opportunity to learn about school improvement processes and how to build an effective school improvement plan for an open school organization.

Now, let’s move on to the next unit in this module on continuous improvement in open school environments.
UNIT FIVE – CONTINUOUS IMPROVEMENT IN OPEN SCHOOL ENVIRONMENTS

UNIT INTRODUCTION

This unit focuses on establishing a culture of continuous improvement in open and distance learning environments. The unit provides an overview of some of the important issues that must be addressed to establish a continuous improvement culture beginning with the creation of an improvement team.

The other key concepts for the unit involve how priorities, goals, and performance targets are set and monitored over time. The unit culminates with the development of a school improvement plan based on data that is either provided by the learner (in specific categories) or through a case study.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Describe how to develop a school improvement team (i.e. who should be involved; what their roles and expectations should be).
2. Describe priority, goal and performance target setting processes.
3. Implement priority, goal and performance target setting processes with a cohort of learners or a team from the learner’s school.
4. Write a school improvement plan based on data provided through a case study or real data provided by the learner.
5. Produce a school performance management plan to measure the success of strategic and business plans.

UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:

   Toronto: Ontario Ministry of Education. Available at:

ASSIGNMENTS AND ACTIVITIES

There is one assignment in this unit. This assignment asks you to develop a school improvement process for your open school or one that you are familiar with. As a part of this process you will be asked questions such as 'who should be involved?' and 'how will they be involved?'

Depending upon how your institution has decided to deliver this module, you may be engaging your fellow learners in direct face-to-face discussions or may be doing this through an online discussion via a learning community that has been established for the module.
Other activities in the module include short written assignments related to one or more of the unit topics. These assignments are found throughout the unit content. Periodic Reflection questions will also be asked throughout the unit. Your responses to these questions should be recorded in a personal journal (if you are doing the module in a paper-based format) or you can respond to the questions and discuss them with your online module colleagues in the online community if this has been set up by your institution.
LESSON 5.1 – FORMING AN OPEN SCHOOL IMPROVEMENT TEAM

LESSON INTRODUCTION
In this lesson you will learn about the characteristics of effective teams and how having an effective team benefits your school's improvement efforts. In addition you will learn about how to develop a school improvement team and the roles and responsibilities of team members.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Explore the characteristics of an effective team.
2. Explain team management best practices.
3. Describe how to develop a school improvement team (i.e. who should be involved; what their roles and expectations should be).

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following document (note: this document is a valuable resource for all three lessons in this unit):


CHARACTERISTICS OF EFFECTIVE TEAMS
Organizations in many different sectors including education have adopted team approaches to improve their organizations. One of the first steps you can take as an ODL leader is to establish a team environment. There are many characteristics of effective teams. Some of the more commonly understood effective team characteristics are:

- **Meaningful Common Purpose:** Individual contributors must collectively understand and commit to their team's purpose. Therefore, it is up to the open school leader to clearly define the expectations and responsibilities for each role, and ensure alignment between the person and the role.

- **Clear Performance Goals:** What does success look like? What is the group trying to accomplish? What work needs to be done to achieve the desired outcome? In high
functioning teams, school leaders make sure that all contributors understand and accept both the end goal and the game plan for getting there.

- **Defined Roles:** It’s important for group members to understand their job function and for leaders to tap into the skills and talents of group members. There are two kinds of roles necessary in team meetings. Task roles - people in these roles supply the energy and information to get the job done. Maintenance roles – people in these roles help to establish and maintain interpersonal relationships among group members.

- **Diversity of Skill and Personality:** While school leaders should strive to have some consistencies in teams bringing different people together who can offer different skills and perspectives will help drive creativity and innovation. Moreover, it will help bring balance to the team in terms of tasks, people, risk and rules.

- **Strong Communication and Collaboration:** Effective communication between team members and from the school leader to the team, sets the foundation for collaboration.

- **Balanced Participation:** This can be defined as full involvement. Team members contribute when appropriate, and member’s opinions are valued and sought. It is important when school leaders define what type of participation they expect from members. Leaders help to create a climate of participation.

- **Trust and Commitment:** One of the key building blocks of successful teams is a strong sense of shared trust among team members. A lack of trust impedes on individuals ability to build rapport and trust thereby jeopardizing productivity. It is clear that much of what makes teams successful is rooted in understanding the individual behaviors and motivating needs of the team members. Using assessments to obtain this data can impact a school leader’s ability to predict performance and improve the effectiveness of the team.

- **Positive Atmosphere:** An effective team has an open climate where member’s are comfortable with each other and aren’t afraid to take risks. Creativity is expressed and laughter is shared. Trust is a key element is creating this atmosphere. What builds trust? Honesty, accessibility, acceptance, and dependability. A credible leader walks the walk.

- **Cooperative Relationships:** Team members want to work together for the good of the team and understand that combining the skills of numerous people will produce something that could not be created alone. The strength of each team member is
being utilized. Feedback is given and received constructively. Evaluations are utilized. Success is celebrated.

- **Participative Leadership**: Leadership is shared among team members at various times.

Now it is time for you to reflect on what you have learned about the characteristics of effective teams and reflect on your own experiences in working in a team environment.

**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

Think about situations where you have been asked to participate or lead a team of your colleagues.

1. Why was the team formed? What was it trying to achieve?
2. How would you describe the experience? What worked? What didn't work?
3. Describe the leadership for the team? How would you describe it?
4. What approaches were used to establish and build trust?

Next let's look at what it takes to develop a school improvement team.

**DEVELOPING A SCHOOL IMPROVEMENT TEAM**

**Partners in School Improvement Planning**

Everyone involved in or interested in the operation of schools has a role to play in the improvement planning process. The most important work, however, takes place within the school community itself. An effective school improvement plan results when principals, teachers, and stakeholders work as a team to establish priorities, set goals for improvement, implement strategies to achieve those goals, and evaluate progress.

**Forming a School Improvement Planning Team**

The first stages of the school improvement planning process include creating a school improvement planning team; assembling and assessing information about student achievement, the school environment, and parental participation (that is, the context for the plan); and establishing priorities for improvement through a series of activities. Principals
play a crucial role in the early stages. They facilitate the formation of a planning team, which will be responsible for establishing priorities, and they ensure that the information required for effective planning—such as aggregated report card marks, the results of assessments conducted by the district or state, and a summary of responses to parent surveys—is collected and made available to the team.

Principals should make every effort to inform teachers, school council members, parents, and other stakeholders about the improvement process in a way that welcomes participation. In small schools, all teachers, members of the school council, parents, and other stakeholders who wish to participate should be part of the planning process. Larger schools, which usually have large teaching staffs, should ensure that at least one representative from each department is part of the planning team, as well as the school council, parents, and other stakeholders who want to participate. In addition to offering their valuable perspectives and abilities, teachers will be able to help other members of the team understand data on student achievement as well as the potential value of and challenges involved in various improvement proposals.

While it is important to structure the planning team to be manageable, using tiered levels of participation and responsibility, it is vital that the team be representative of the school’s community. Principals should work hard to persuade parents who represent a range of the school community’s demographic profile to participate in the planning exercise. The first tier in your planning process will be the team you work with in this academy. As a team you will be ultimately responsible for detailing the improvement plan, and will be assessed based on your presentation.

Scheduling meeting times for the planning team that are acceptable to both staff and parents will be a challenge. A solution is to organize parallel processes, whereby staff meet during or after school staff meetings and parents meet in the evening. The advantage of this arrangement is that it allows more parents to participate. To ensure that one group does not make decisions without hearing the views of and having a discussion with the other group, certain teachers could volunteer or be delegated to participate in both the after-school staff meetings and the evening parent meetings.

Your team has the task of analyzing data and information about the level of student achievement in the school, the effectiveness of the school environment, and the level of involvement of parents in their children’s education. Based on this analysis, team members make decisions about areas that need to be improved, thus establishing priorities.
Now, let’s consider the roles of school principals, teachers, stakeholders, and students in the school improvement planning process.

**Principals**

Principals are the key players in the school improvement process. They play a wide variety of roles to ensure that the improvement plan and its implementation are successful. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their own school and its community.

In general, principals’ roles in school improvement planning fall into three main categories, as highlighted below:

**Communication**

Principals should:
- clearly explain the school improvement planning process to staff and stakeholders;
- help staff and stakeholders understand their role in the process and invite them to participate;
- provide the community with a school "profile" detailing the characteristics of the school;
- ensure that everyone involved in the process receives regular communications about the improvement plan and the school’s progress; and
- communicate the final school plan to all members of the school’s community.

**Professional Development**

Principals should:
- encourage staff to lead the development and implementation of the plan;
- provide leadership and professional development/training opportunities to staff and stakeholders involved in the process, and support them in developing and implementing the plan;
- establish professional development goals with staff that focus on the goals and strategies in the school improvement plan; and
- ensure that professional development activities that focus on achieving the school’s improvement goals are part of every staff meeting.

**Leadership**

Principals should:
- develop and circulate a parent survey to provide parents with an opportunity to describe their feelings about the school and the ways in which they would like to be involved in their children’s education, and ensure that parents have adequate time to respond to the survey;
tally the results of the parent survey and provide it to those involved in the planning process to help them determine the goal for enhancing the level of parental involvement;

regularly collect classroom information on student achievement, use this information in discussions with teachers about adjusting and improving their teaching strategies, and ensure that this information is used by those developing the school improvement plan;

lead school improvement planning meetings;

regularly assess staff’s implementation of the school improvement plan;

provide support and ongoing professional development for staff members as they pursue the strategies set out in the plan;

ensure that the school budget reflects and supports the plan's goals and implementation strategies;

continually gather information on student achievement and communicate it to the school's community as part of the plan's monitoring and evaluation process; and

Last but not least, principals should lead their school and its community in celebrating successes achieved in the pursuit of the school's improvement goals.

Teachers

Since the ultimate objective of school improvement planning is to improve the level of student achievement, the person who has the greatest impact on students during the school day—the teacher—plays several critical roles in the school improvement planning process.

Teachers should:

- actively participate and assume leadership roles in establishing priorities, setting goals, and formulating implementation strategies for the plan;
- work closely with stakeholders to implement the plan;
- ensure that classroom strategies for improvement address the needs of students at all levels of learning;
- assess students in a variety of ways and develop strategies for improving the level of student achievement;
- support the evaluation of the plan by providing up-to-date information on student learning, the school environment, and parental feedback; and
➢ set and pursue professional development goals that focus on the goals and strategies identified in the plan.

Stakeholders

Stakeholders may include school councils, advisors, professional development staff at the district, and parents. They should be identified by directives from the district and/or their individual desire to participate, and invited and included at a level that can be reasonably managed within this process. Having stakeholders actively involved in the school improvement planning process helps to ensure that the priorities of the whole school community are reflected.

In partnership with the school's principal and teaching staff, school councils/stakeholders should:

➢ regularly encourage parents and other community members (for example, through school council newsletters or at parent meetings) to participate in the improvement process;
➢ review the school's progress with the principal;
➢ discuss the plan's goals and provide updates on the school's progress at council meetings and in the council's communications with the community; and
➢ work in consultation with the school's principal to build partnerships with social service agencies, recreation departments and facilities, community groups, businesses, and industries where appropriate.

Students

Secondary school students and older elementary students may also play a part in school improvement planning. They could:

➢ help communicate the plan to other students who are enrolled in the school;
➢ communicate the plan to their parents; and
➢ participate in strategies to develop and reach the school's goals

Now let's reflect on the roles of leaders, teachers, students, parents, and other stakeholders in your open school situation.
LESSON SUMMARY
In this lesson you learned about the characteristics of effective teams and how having an effective team benefits your school's improvement efforts. You have also learned about the roles and responsibilities of school improvement team members and how to involve them in the school improvement planning process.

MEDIA FILES
Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:

LESSON 5.2 – SETTING PRIORITIES, GOALS AND PERFORMANCE TARGETS

LESSON INTRODUCTION
In this lesson you will be introduced to processes that can help your ODL school set performance targets. As a part of learning about this process you will be challenged to create a performance management plan and work with others in your learner cohort or at your school.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Describe priority, goal and performance target setting processes.
2. Implement priority, goal and performance target setting processes with a cohort of learners or a team from the learner’s school.
3. Create a performance management plan.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following document (note: this document is a valuable resource for all three lessons in this unit):


PRIORITY, GOAL, AND PERFORMANCE TARGET SETTING PROCESSES

What is a Target?
Targets specify time-bound desired or promised level of performance based on performance indicators. They may specify a minimum level of performance, or define aspirations for improvement. Setting a target represents a commitment by the school to achieve a specified level of performance over a specified timeframe. Therefore, targets should be “SMART”.

- Specific
- Measurable
- Achievable
- Result-oriented
- Time-bound
It is necessary to understand the difference between targets and indicators. An indicator defines how performance will be measured along a scale or dimension, while a target identifies the specific, planned level of result to be achieved within an explicit timeframe.

**Why Set Targets?**
The aim of target setting is to bring about improvement. A school's performance targets are used to assess performance achieved compared with the expected performance and to make appropriate adjustments in which educational services and resources should be provided and how these resources and services should be provided. Other reasons for setting targets in the context of an open school environment are:

- To help the school prioritize areas of improvement and, thereby, focus efforts and resources on priorities;
- To motivate faculty and staff to achieve specific performance milestones towards improving the educational services of the school;
- To create a sense of ownership among faculty and staff through their involvement in the priority setting process; and
- To help put national and provincial/state objectives into the school’s context thus making them more understandable and meaningful for faculty and staff.

Performance measurement and target-setting are also important for schools that are growing which is often the case in the ODL sector. Knowing how the different areas of your ODL school are performing is valuable information in its own right, but a good measurement system will also let you examine the triggers for any changes in performance. This puts you in a better position to manage your performance proactively.

**What to Measure**
One of the key challenges with performance management is selecting what to measure. The priority here is to focus on quantifiable factors that are clearly linked to the drivers of success in your business and your sector. These are known as key performance indicators (KPIs).

It is important to remember that not everything that is of value to your open school can be easily quantified and in the case of educational services support for school often means student, faculty, and parent satisfaction are some of the most important measures. It is important to focus on the key drivers for your school and determine the best way to measure them.

**Before Setting Targets**
Target setting is just one aspect of performance management. It should never be viewed in isolation. Also, it is neither necessary nor feasible to set targets for every performance indicator. The following factors should be considered before selecting a performance area for setting targets:

- There is a need to improve performance;
- There is readiness and willingness to improve performance;
- There is capacity within the school to improve its performance; and
- There is a monitoring system in place to monitor progress against the targets.

Now let's consider a process for arriving at performance targets.

**Step 1:** Decide which performance area you want to improve a. Identify the priority areas for improvement b. Know what outcome you are trying to achieve - clearly define the outcome;

**Step 2:** Identify the appropriate indicator/indicators for measuring that outcome;

**Step 3:** Clearly define where you are and where you want to get to, i.e. set the target level for the specific indicator by:

- Reviewing baseline data;
- Reviewing trends and history;
- Taking into account national and provincial targets;
- Considering expert opinion on what is possible or feasible with respect to a particular indicator and setting
- Considering what is being accomplished elsewhere (a type of benchmarking exercise to compare your school to other similar schools);

**Step 4:** Develop an action plan for achieving the target; and

**Step 5:** Monitor progress and revise inputs, interventions or targets accordingly.

As you can probably tell, performance measures will form an important part of the rolling business plan for your open school.

Now it is time to work with your colleagues who are also taking this module to develop performance targets for an open school.
LESSON SUMMARY
In this lesson you were introduced to processes that can help your ODL school set performance targets. As a part of learning about this process you will be challenged to create a performance management plan and work with others in your learner cohort or at your school.

MEDIA FILES
Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:


**Online Community Discussion OR Self-Reflection Questions**

Consider the following questions and respond to them either through the online community that has been set up for this module or by writing your thoughts in your personal journal.

Work with your open school colleagues who are taking this module to arrive at a set of performance indicators for an open school you are familiar with. To do this you will have to:

1. **Decide which open school to focus on.**
2. **Outline the SMART goals for the school.**
3. **Turn the goals into performance targets.**
LESSON 5.3 – WRITING THE SCHOOL IMPROVEMENT PLAN

LESSON INTRODUCTION
In the first two lessons of this unit you learned about the characteristics of effective teams and a number of the considerations in setting performance targets for your school. In this lesson you will be presented with the components a school improvement plan and you will be working on the development of a school improvement plan for your school.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Explain the components and purpose of a school improvement plan.
2. Write a school improvement plan based on data provided through a case study or real data provided by the learner.

READINGS
In addition to the material presented in the module (either online or in a paper form) you should read the following document (note: this document is a valuable resource for all three lessons in this unit):


WHAT IS A SCHOOL IMPROVEMENT PLAN AND WHY IS IT IMPORTANT?
A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. School improvement plans are selective: they help principals, teachers, and stakeholders (including parents) answer the following questions:

- "What will we focus on now?" and "What will we leave until later?"

The school improvement plan encourages staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement.

A first crucial step in developing an improvement plan involves school leaders (administration and teachers) working together with parents and other stakeholders to gather and analyse information about the school and its students, so that they can determine what needs to be improved in their school. As the plan is implemented, schools continue to gather this kind of data. By comparing the new data to the initial information on which the plan was based, they can reliably measure the success of their improvement strategies.

Earlier in this unit you learned about team processes and the importance of setting
performance targets. Knowledge and skill in both of these areas will be very important during the school improvement planning process.

Real change takes time. It is important that all partners understand this as they enter into the school improvement planning process. Incremental improvements are significant, and they should be celebrated, but they do not constitute lasting change. Typically, school improvement plans are therefore best designed as three-year plans:

- Year 1 - the planning process;
- Year 2 - Implementation; and
- Year 3 - Implementation continues and success is measured.

School improvement plans should be considered working documents that schools use to monitor their progress over time and to make revisions when necessary to ensure that the plans stay on course.

Let's now consider how the school's vision and mission can be used to focus school improvement.

**USING VISION AND MISSION TO FOCUS SCHOOL IMPROVEMENT**

The school improvement plan (SIP) is the tool that will help you get the most out of your vision, mission, and goals. It is a more detailed document than the mission and vision statements. Like the mission statement, it falls within the scope of the vision.

The SIP is a blueprint for the school's progress toward its goals. It helps propel grade-level teams, curriculum teams, and departments toward meaningful improvement. It provides detailed expectations for administrators, teachers, counselors, and other stakeholders and includes specific plans that guide improvement efforts throughout the year. Although the majority of school improvement plans focus on improving student achievement through such measures as local, regional and national high-stakes tests, and external measures such as advanced placement exams and the SAT, enriching the document to include several areas outside the realm of assessment is recommended. For example, you might add a section about improving student course completion or reducing the number of disciplinary cases. You could seek to improve the delivery of student services offered by the school. Use your SIP as an opportunity to develop goals, plans, and actions to improve all facets of your school's life.

Here are some other points to keep in mind as you develop your school improvement plan:

- Make sure the plan includes a proposal for staff development. If teachers aren't learning and growing, it is not likely that students are either.

*If we ask students to create a plan for their improvement, we should be open to doing the same for ourselves.*
An improvement plan is only useful when it is doable. All goals that are developed by each department in the school should fall under the umbrella of the school system's goals and objectives; if not, you could be trying to do too much or go in too many directions and will end up accomplishing very little.

The SIP should help you not only look forward but also evaluate what has been done in the past. Without such reflection, your efforts will be random, unfocused, and unsupported.

BUILDING THE SCHOOL IMPROVEMENT PLAN

A high-quality school improvement plan is essential for establishing and maintaining a healthy culture. Because of its importance, the shaping of and responsibility for the SIP must not rest in the hands of a select few. In successful schools we have worked in, a group of representative staff members referred to as the SIP team is assigned to work with school staff to identify areas of need and develop action plans, which are the specific steps and tasks articulated to achieve the stated goals. The SIP team typically consists of department chairs, team leaders, administrators, a parent representative, and at least one support staff member, such as a secretary or an instructional assistant. However, we recommend involving potential teacher leaders in the development of the SIP as well. You should conduct the selection process for the SIP team each year to allow everyone the opportunity to participate. In some schools where we have worked, these positions were highly sought after because they offered opportunities for professional growth.

The team should include stakeholders who will be affected by the content of the SIP. At the very least, the team should include a representative from each department, whether it's the department chair or another staff member (although we do not suggest recruiting a novice teacher). The representative does not hold sole responsibility for developing his or her department's portion of the SIP; rather, he or she facilitates the collection of the information that the department will include. The representative is expected to conduct meetings with department members to discuss what should be included in the SIP, establish deadlines for submitting this information, polish the information, and return it to his or her departmental colleagues for final approval before submitting it for inclusion in the school's master SIP document.

FORMATTING THE SCHOOL IMPROVEMENT PLAN

The best way to identify the essential details for your school's SIP is to consult school staff during the SIP development process. If your school does not already have a prescribed format, you can use the following list as a starting point. These are all items that will add value to your SIP. Note that we are not suggesting you include everything in the list below in
your SIP, nor do we claim that the list is a complete list of everything your school or school system needs to consider when developing its improvement plan:

1. **Cover page.** This should include the title, your school's name, and the date.
2. **Committee member list.** This should include the name and title of each member of the SIP team.
3. **Education department vision and mission statements.** Most government departments of education have a published vision and mission that should be included in your SIP.
4. **School system vision and mission statements.** Similarly, most school systems have a published vision and mission. If you are a stand-alone school, this section can be omitted.
5. **The school's vision and mission statements.** The overarching components of the school's vision and mission should fall within the parameters of the school system's vision and mission.
6. **School details and demographics.** This includes school statistics on ethnicity; gender; language proficiency (English and other languages); economic status; educational designation (e.g., general education, gifted, special education, and twice exceptional); graduation rates; if your school includes grades that will result in graduation, the percentage of last year's students who enrolled in a two-year or four-year college or trade school; and enrollment in AP/IB courses.
7. **School system goals and objectives (if applicable and available).** These are typically created by the school board and/or the superintendent's office. They may be referred to as objectives or targets, among other descriptors.
8. **SIP calendar.** The calendar should include the dates and times when the SIP team is expected to meet and when it is expected to deliver content and evidence of efforts and completion.
9. **Departmental goals.** These goals focus on improving student achievement or delivery of services (for example, from the Math, Science and language arts department, the student services department, the counselling and guidance department, and so on) specific to each department or team.
10. **Indicators of achievement.** These are specific indicators or results that will be reviewed to determine effectiveness.
11. **Areas of focus.** These include specific content areas, skills, standards, anchors, populations, and services that are targeted in the SIP.
12. **Action plans for each department or grade-level team.** Each department's specific action plan includes data sources, point of contact, potential costs, staff development efforts, required materials, activities, and time line to put the action plan in place and measure its effect. It is important to note that this is where performance targets should be outlined. Departments and grade-level teams should measure their efforts and indicators of effectiveness against these performance targets on a regular basis.
(i.e. either monthly or quarterly). on a monthly basis to obtain objective information to fuel their discussions.

**REVIEWING THE SCHOOL IMPROVEMENT PLAN**

When the SIP is finalized, it should become a public document, accessible to all staff. Posting the SIP electronically will save paper and photocopying expenses, although you might want to divide the document by department or team and print a hard copy of each section.

Your school should conduct quarterly reviews of the SIP and periodically monitor their progress. Item 12 of the SIP includes timelines for completion and evidence of attainment. These checkpoints are a good time to assess the extent to which teams are following through on their action plans. Waiting until the end of the year to conduct reviews will prevent staff from making needed changes along the way, and the following year may start with a stagnant, less-than-effective SIP.

Now let's move to the assignment for this unit on the school improvement process.

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**Assignment 6: Creating a School Improvement Process**

While there are many templates that can be used to write effective strategic, business, and school improvement plans, creating a process to actually undertake requires creativity and an understanding of the local situation that you face.

In this assignment you are being asked to develop a school improvement process for your open school or one that you are familiar with. This process should address a number of questions including:

1. Who should be involved?
2. How will they be involved?
3. How will their work be scheduled?
4. When will they report out on their work?

Your process should be no longer than 5 pages and should address all of the components outlined in the questions above and others that you think are pertinent to your local situation.

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**LESSON SUMMARY**

In this lesson you have learned the components a school improvement plan and you were challenged to create a school improvement process for your open school.

**MEDIA FILES**

Graphics and links have been incorporated into the lesson at appropriate places. Links used in this lesson are also provided here for reference:
UNIT FIVE – SUMMARY

DISCUSSIONS

This unit has included a number of online discussions. These discussions focused on the following topics:

- Team leadership issues and building team trust;
- External stakeholder involvement in school improvement planning; and
- Turning SMART goals into targets;

SUMMARY

In the first lesson on this unit, you learned about the characteristics of effective teams and how having an effective team benefits your school's improvement efforts. In addition you learned about how to develop a school improvement team and the roles and responsibilities of team members.

In the second lesson you were introduced to processes that can help your ODL school set performance targets. As a part of learning about this process you were challenged to create a performance management plan and work with others in your learner cohort or at your school.

In the last lesson you were presented with the components a school improvement plan and worked on the development of a school improvement process for your school.

NEXT STEPS

Now that you have completed the last unit of the module, it is time to move on to the Final Major Assignment.
FINAL ASSIGNMENT/MAJOR PROJECT

Congratulations! You have reached the end of Module 6 on Open School Management. You are now ready to move on to the major project. Read the instructions below and prepare your response which should be submitted to your instructor.

**Major Assignment: Development of a School Improvement Plan**

**Purpose:**
The purpose of this assignment is to have you develop a school improvement plan for an open school that you work in or are familiar with. You should draw upon what you have learned in this module concerning open school leadership and management, strategic and business planning, and continuous improvement.

**Task:**
Your task in this assignment is to develop a school improvement plan an open and distance learning school for your region or country.

**Your Plan:**
Your plan must include all of the components of an effective school improvement plan. These are summarized as:

1. Cover page
2. Committee member list
3. Education department vision and mission statements
4. School system vision and mission statements
5. The school’s vision and mission statements
6. School details and demographics
7. School system goals and objectives
8. SIP calendar
9. Departmental goals
10. Indicators of achievement
11. Areas of focus
12. Action plans for each department or grade-level team

It is recognized that you may not be able to work with other colleagues who are not a part of this program to complete this improvement plan. However, you should make efforts to engage others to provide you with the necessary background information for inclusion in the plan.
MODULE SUMMARY

LESSONS LEARNED

In Unit 1 of this module you were introduced to leadership theories and models and have been challenged to consider how these can be applied to an ODL environment. You considered how leadership and management roles differ from one another and looked at management functions and leadership relationships such as coaching and building trust.

In the second lesson of the unit you learned about the key attributes of effective leaders according to four categories of leadership theories (trait, behavioural, contingency, and power and influence). You also learned about the 5 P's management model (purpose, principles, processes, people, and performance) and how this approach could be implemented in an organization and what impacts it might have on organizational change.

In the third lesson you took a closer look at both situational and transformational leadership and considered the pros and cons associated with each approach. You also considered both of these models through two sets of case studies and responded to a series of questions that helped you consider how both leadership models can be applied in an educational setting.

In Unit 2 you were introduced to research that demonstrates the strong link between effective school leadership and the academic performance of students. You also learned about leadership standards that are used in a number of jurisdictions and how these standards can be used to develop a leader's knowledge and skills base.

In Unit 3 you considered the elements of a strategic plan and investigated a process for developing a strategic plan for your open school organization. You were also introduced to a strategic planning process and applied what you learned to the development of a strategic plan for your open school organization.

In Unit 4 you learned about the basic components of a business plan. In the second lesson you learned about the components of an effective marketing plan and why having a marketing plan is an important part of business planning for an ODL school. You also learned about strategic human resource planning and the need to forecast HR needs as a part of the business planning process.

Lastly, you learned about the importance of creating an effective financial plan for your business. A financial plan includes three key financial statements: an income statement, a cash flow statement, and a balance sheet and the importance of each to the development of an effective business plan.

In Unit 5 you learned about the characteristics of effective teams and how having an effective team benefits your school's improvement efforts. In addition you learned about how to develop a school improvement team and the roles and responsibilities of team members.
In the second lesson you were introduced to processes that can help your ODL school set performance targets. As a part of learning about this process you were challenged to create a performance management plan and work with others in your learner cohort or at your school.

In the last lesson you were presented with the components a school improvement plan and worked on the development of a school improvement process for your school.

**APPLICATION OF KNOWLEDGE AND SKILL**

This module has provided you with an understanding about program participants with the knowledge and skills to apply management and leadership approaches that will work in your ODL environment. You also have the knowledge and skills to engage faculty, staff, parents, students, and stakeholders in strategic planning, business planning and school improvement planning processes. All of these skills will help you to create an effective open school environment for students, their parents, and faculty and staff.

**MODULE EVALUATION**

To be provided by the local delivery institution.
APPENDIX 1: UNIT 1 - ASSIGNMENT 1 INSTRUCTIONS

Instructions for assignments are embedded in each of the lessons. The assignment instructions are repeated on the following page for ease of access by students and instructors.

Assignment 1:

Case Study: Transformational Leadership and Teaching at a Township High School in Durban, South Africa

In this case study you will be reviewing a case study of a township school in a poor area of Durban, South Africa. Although this is not an open or distance learning school, details concerning the transformation that this school is undergoing will be of interest to open and distance learning administrators.

Go to:
http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1914&context=isp_collection and read the case study that is presented. Pay particular attention to the following sections of the report:

The Transformation Process (p. 25 – 36);
Menzi’s Unique Educational Vision (p. 37 – 46); and
Principal Mshololo’s Leadership Style (p. 46 – 50).

After you have read the case, go online and discuss the following questions with your colleagues. If you do not have access to an online community, record your comments in your personal journal and submit a copy of the assignment.

Go to the next page for a list of the questions for this case study assignment.
Assignment 1: (cont’)

Case Study: Transformational Leadership and Teaching at a Township High School in Durban, South Africa

In your opinion, what is the critical ‘transformation’ that took place at Menzi High School?

The case provides a long list of policy strategies for improvement (p. 25). Which of these strategies would be most applicable to an ODL environment? Which strategies would not be applicable? What adaptations would you make to the strategies outlined so that they fit within an ODL environment that you are familiar with?

Menzi’s educational vision includes five key ‘pillars’. Two of these are ‘time on task’ and ‘a culture of high achievement’. How would you take the lessons learned Menzi’s vision and apply them to an ODL environment?

What aspects of Principal Mshololo’s leadership style would be particularly appropriate in an ODL environment?

Do you think the leadership style described in the case is transformational? If so, why do you think that? If not, what leadership style do you think is represented?
APPENDIX 2: UNIT 1 - ASSIGNMENT 2 INSTRUCTIONS

Instructions for assignments are embedded in each of the lessons. The assignment instructions are repeated here for ease of access by students and instructors.

Assignment #2:

Case Study: Middle and Senior Leadership in New Zealand Schools

In this case study you will be introduced to three educators who are working in the New Zealand education system. Although all of the educators are working in traditional school environments, the issues that are represented in the cases are important for open and distance learning leaders.

Go to:

http://www.educationalleaders.govt.nz/Leadership-development/Key-leadership-documents/Leading-from-the-middle/Case-studies

Scroll down to Case study 9: Middle and Senior Leadership at Homai Primary School to view the video or read the three situational leadership case studies presented. The cases are entitled:

1. Leading learning and leading change
2. Pedagogical leadership in maths
3. Awinatanga

Each of the cases includes questions that you should respond to either in your online community or in your reflective journal for submission to your instructor.

These questions are repeated below for each case study.
Assignment #2: (cont‘)

Case Study: Middle and Senior Leadership in New Zealand Schools

Leading learning and leading change

1. Anuja identifies trust as a key factor working with children and teachers when she goes into their classrooms. Leading from the Middle also identifies establishing trust as a key factor affecting the success of middle and senior leaders. Initiate a discussion with other leaders about approaches to establishing trust with staff and students. What complexities might there be in doing this? How can these be overcome?

2. This clip identifies that senior and middle leaders need to be learners as well. For example Anuja often works with her principal to develop this openness to learning. What opportunities do your teachers and school leaders have to develop their sense of themselves as professionals? How might this be established throughout the school? Develop a plan which you can discuss with the principal and other senior and middle leaders in the school.

Assignment #2: (cont‘)

Case Study: Middle and Senior Leadership in New Zealand Schools

Pedagogical Leadership in Maths

1. Being a curriculum leader has helped Louise develop as a teacher and as a leader. How has what you have done as a leader in the school contributed to your knowledge and experience in the classroom?

2. Not everyone wants to be a school leader as Learning from the Middle suggests, and Louise herself. Many people fulfill very important leadership roles in schools without wanting to be the principal or a senior manager. What contributions do you make to the school as a leader, and how can you develop these contributions even further to fulfill a leadership function in the school?
Assignment #2: (cont')

Case Study: Middle and Senior Leadership in New Zealand Schools

Awinatanga

1. Melinda identifies growing leaders as a key factor at Homai School, and she has experienced it herself. How does your school develop leadership? In what ways can you as a middle or senior leader take or create opportunities the school has for you to develop your own leadership skills? What areas of your leadership could benefit from development in the school?

2. What goals do you have for yourself in the future and who can you get advice or mentoring from about achieving those goals? What else can you do? For example, are there external opportunities you can take to achieve those goals?
APPENDIX 3: UNIT 2 - ASSIGNMENT 3 INSTRUCTIONS

Instructions for assignments are embedded in each of the lessons. The assignment instructions are repeated here for ease of access by students and instructors.

Assignment 3: Creating a Culture of Shared Leadership

One of the factors that separates successful schools from those that are less successful (i.e. one indicator is that these schools have high expectations which results in high achievement for their students) is the adoption of a shared leadership approach.

In this assignment you are asked to develop an implementation plan for shared leadership in an open school that you are familiar with (either one that you are currently teaching or leading or one that you know about). While developing this plan, you should think about the following questions:

1. What background research supports the use of shared leadership in schools?
2. In your view what does shared leadership entail? (i.e. what is 'shared')
3. Which model of shared leadership would you adopt or adapt for your local circumstances?
4. What steps would you take to implement this model?
5. What results would you expect to see in 3, 6, and 12 months?

Your plan should be no longer than 5 pages and should address all of the components outlined in the questions above.
APPENDIX 4: UNIT 3 - ASSIGNMENT 4 INSTRUCTIONS

Instructions for assignments are embedded in each of the lessons. The assignment instructions are repeated here for ease of access by students and instructors.

Assignment 4: Development of an Open School Strategic Plan

In this assignment you are asked to develop a strategic plan for an open school that you are familiar with (either one that you are currently teaching or leading or one that you know about). While developing this plan, you should think about the following questions:

12. What background research is required for your strategic plan?
13. How would you go about gathering the necessary background research?
14. How would you simulate a SWOT analysis?
15. What are the key long-term objectives for your open school?
16. How would you implement your strategic plan?
17. How would you know if your plan is successful?

Your plan should be no longer than 10 pages and should address all of the components outlined in the six step strategic planning process outlined above.
APPENDIX 5: UNIT 4 - ASSIGNMENT 5 INSTRUCTIONS

Instructions for assignments are embedded in each of the lessons. The assignment instructions are repeated here for ease of access by students and instructors.

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Assignment 5: Writing an Open School Business Plan

In this assignment you will need to refer to the elements of an effective business plan outlined in Lesson 4.1 and the additional details concerning marketing, human resources and financial planning provided in Lesson 4.2.

Consider the target audience for your business plan to be your local school board. The business plan should contain sufficient detail so that the board can make decisions related to the potential growth of new online programs and services that your open school would like to begin offering in the next school year.

After you have completed your business plan submit it to your instructor. Your instructor may post copies of business plans from your cohort and engage you in an online discussion as a way of providing feedback or may provide feedback to you directly concerning your plan., go online and discuss the following questions with your colleagues.
APPENDIX 6: UNIT 5 - ASSIGNMENT 6 INSTRUCTIONS

Instructions for assignments are embedded in each of the lessons. The assignment instructions are repeated here for ease of access by students and instructors.

Assignment 6: Creating a School Improvement Process

While there are many templates that can be used to write effective strategic, business, and school improvement plans, creating a process to actually undertake requires creativity and an understanding of the local situation that you face.

In this assignment you are being asked to develop a school improvement process for your open school or one that you are familiar with. This process should address a number of questions including:

5. Who should be involved?
6. How will they be involved?
7. How will their work be scheduled?
8. When will they report out on their work?

Your process should be no longer than 5 pages and should address all of the components outlined in the questions above and others that you think are pertinent to your local situation.
APPENDIX 7: MAJOR ASSIGNMENT - INSTRUCTIONS

Instructions for assignments are embedded in each of the lessons. The assignment instructions are repeated here for ease of access by students and instructors.

**Major Assignment: Development of a School Improvement Plan**

**Purpose:**
The purpose of this assignment is to have you develop a school improvement plan for an open school that you work in or are familiar with. You should draw upon what you have learned in this module concerning open school leadership and management, strategic and business planning, and continuous improvement.

**Task:**
Your task in this assignment is to develop a school improvement plan an open and distance learning school for your region or country.

**Your Plan:**
Your plan must include all of the components of an effective school improvement plan. These are summarized as:

1. Cover page
2. Committee member list
3. Education department vision and mission statements
4. School system vision and mission statements
5. The school’s vision and mission statements
6. School details and demographics
7. School system goals and objectives
8. SIP calendar
9. Departmental goals
10. Indicators of achievement
11. Areas of focus
12. Action plans for each department or grade-level team

It is recognized that you may not be able to work with other colleagues who are not a part of this program to complete this improvement plan. However, you should make efforts to engage others to provide you with the necessary background information for inclusion in the plan.