

Teaching quality, standards, enhancement and School leadership models

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I. Personal Application Tasks: Teaching Quality, Standards, Enhancement, and School Leadership Models

Task 1: Reflection on Teaching Quality

Objective: To assess and reflect on personal teaching practices and how they align with established standards of quality in education.

- Reflect on your own teaching practices (or the practices of a teacher you observe regularly if you are not currently teaching). Consider the following:
- How do you prepare your lessons to ensure they meet educational standards?
- How do you assess students' learning outcomes?
- What methods do you use to ensure that your teaching is inclusive and caters to diverse learning needs?
- How do you measure the effectiveness of your teaching (feedback, self-reflection, student performance)?
- Identify three key areas where you could improve or enhance your teaching quality.

Review

The **goal of today's lecture** is to provide a context within which teachers can develop their understanding of quality issues in higher education, and consider their roles and obligations in relation to maintaining and enhancing quality and standards.

The Quality Assurance Agency, which has responsibility for assuring the quality of higher education, defines '**academic quality**' as 'describing how well the learning opportunities available to students help them to achieve their award'. 'Learning opportunities' include the provision of teaching, study support, assessment and activities that support the learning process.



Practice task



What is your role in maintaining and enhancing educational quality in SDU?

How do you as a teacher help students to open their potential for personal and professional development?

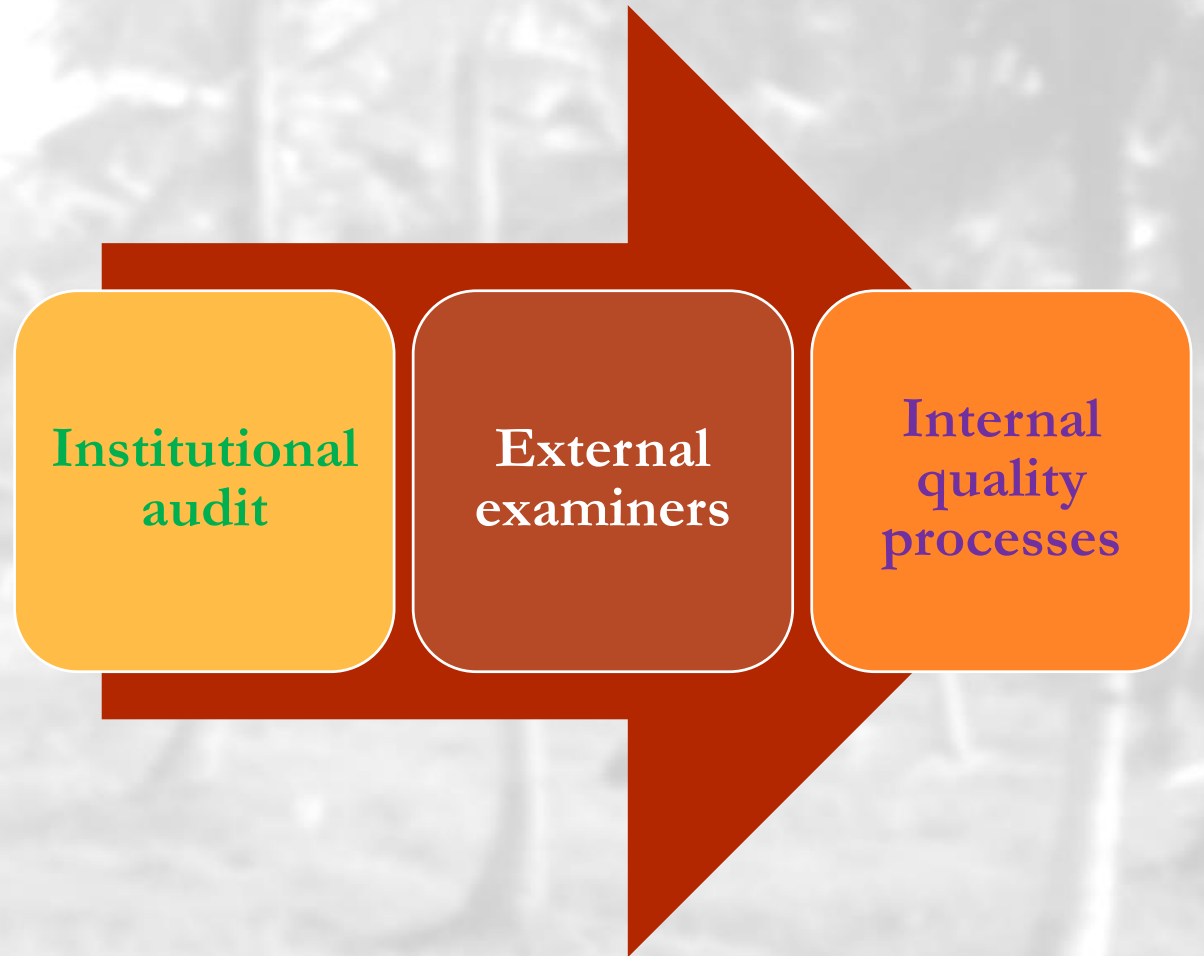
Professional Standards for Teaching and Leadership

How do you see the professional standards helping teachers throughout their career?

CONTEMPORARY QUALITY AGENDA

Higher education institutions are responsible for the standards and quality of their provision and each has its own internal procedures for assuring and enhancing the quality of its programs.

Internal procedures include assessment of students, processes for the design and approval of new programs and regular monitoring and periodic review of educational programs.



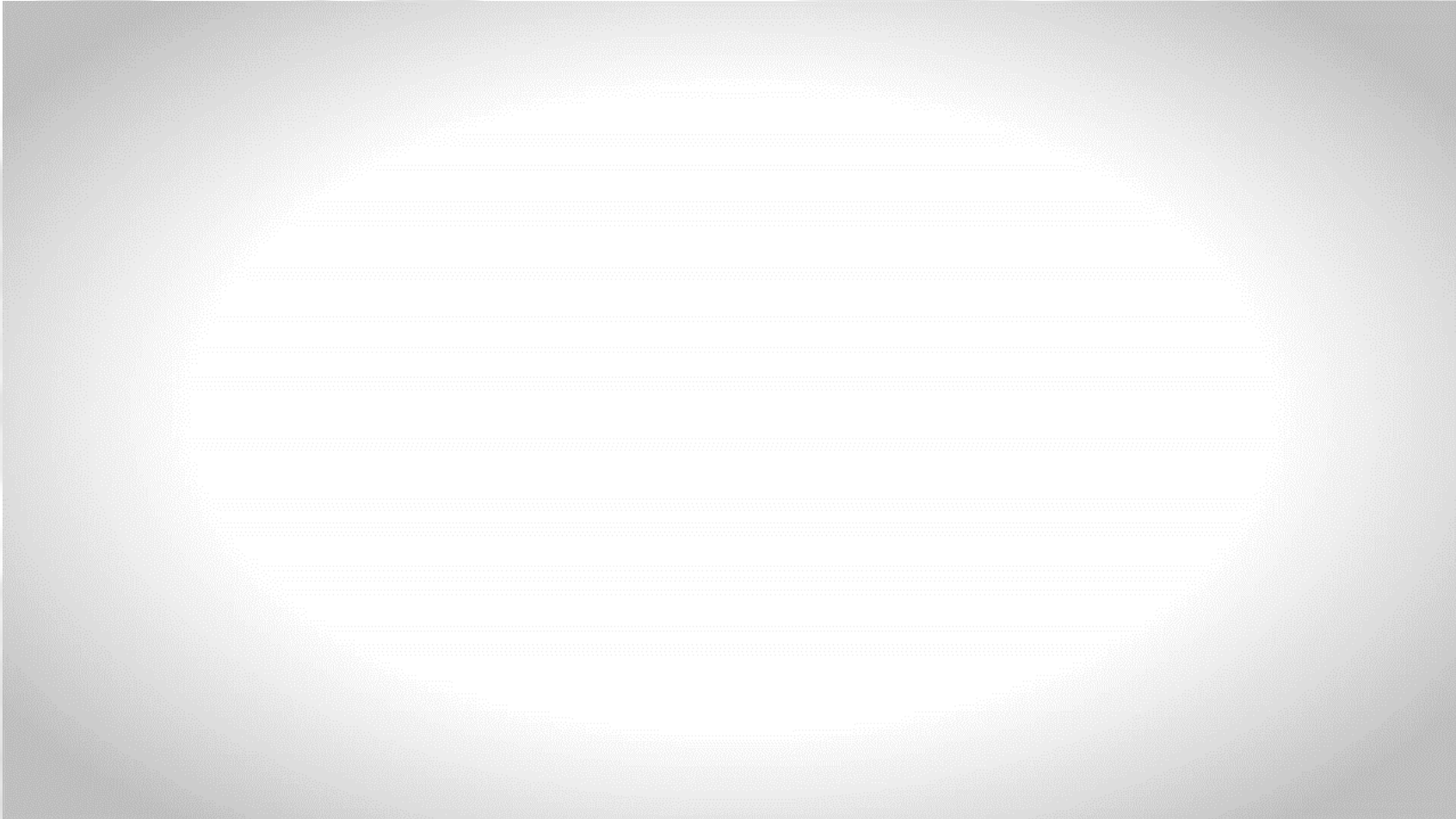
Institutional audit

- **Audit teams** require details of internal assurance processes, student evaluations, student satisfaction surveys, employers' evaluations and input to programs, examiners' reports (internal and external), intake and graduate data and detailed information concerning program content and assessment.
- Institutions are required to publish a Learning and Teaching Strategy. In addition to consideration of the student learning experience and internal monitoring and review procedures, the Quality Assurance Agent review teams consider how institutions demonstrate adherence to the Learning and Teaching Strategy and effectively use any associated Teaching Quality Enhancement Funds.

External examiners

- The external examiner plays an important role in all degree level examinations in higher education. The external examiner system originated in 1832 with the establishment of the University of Durham, the first in England since Cambridge was founded 600 years earlier. Durham used Oxford examiners to assure the public that its degrees were a similar standard to Oxford's.
- The establishment of more universities in England from the 1880s was accompanied by a requirement that examinations be conducted by internal and external examiners. It is also found in countries whose higher education systems were developed from United Kingdom practice, or strongly influenced by it, after its introduction, including New Zealand, and India. It is one of the oldest systems of quality control within higher education.

Quality Assurance in Higher Education - with Prof. Nick Harris



Internal quality processes

- Internal quality assurance measures learner achievements, assessor judgements, assessor knowledge and the standard of processes and procedures within a provider.
- This is in order to ensure learners can achieve qualifications, assessors are making the correct assessment judgements and a provider is offering a high quality service.
- Internal quality assurance principles include; ensuring standardization activities take place, assessment decisions embrace inclusion, equality is promoted with learners and the diversity of learners is valued by all staff.
- Internal Quality Assurance must also ensure assessors and staff members are motivated and that clear communication between all provider employees takes place regularly

What makes great leaders (teachers)?



- Community-Building
- Positive Thinking
- Reflection
- Development and Communication of Vision and a Plan
- Authenticity
- Passion

2. Personal Application Tasks: Teaching Quality, Standards, Enhancement, and School Leadership Models

Task 2: Analyzing Teaching Standards

Objective: To explore and critique teaching standards and their role in enhancing quality education.

Instructions:

1. Think about the key teaching standards for your region or educational system (e.g., National Professional Standards for Teachers, or similar frameworks).
2. Select two standards that resonate most with your current teaching practices or career goals.
3. Analyze:
 1. Why did you choose these standards?
 2. How do these standards influence teaching quality and student outcomes?
 3. How can these standards be applied in real-life classroom situations?

School leadership models

- The impact of head teacher leadership is typically 5–7% and total leadership is 27% on student learning outcomes.
- Direct leader involvement in curriculum planning and professional development is associated with moderate or large leadership effects.
- Gunter (2004) shows that definitions of school leadership have changed from ‘*educational administration*’ to ‘*educational management*’ and, more recently, to ‘*educational leadership*’.
- Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values.
- They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision.

9 typologies for leadership in school

Instructional leadership - learning-centred leadership. Teachers are engaged in activities directly affecting the growth of students.

Managerial leadership – focuses on functions; if they are carried out competently, the work in the organisation will be facilitated.

Transformational leadership – focuses on intrinsic motivation.

Moral leadership – focuses on spirituality/morality of a teacher.

Authentic leadership - is underpinned strongly by leaders' values. The model acts with integrity and professional values.

Distributed leadership – is a shift from solo to shared leadership.

Teacher leadership – is about teachers' leadership of development work, teachers' knowledge building, and teachers' voice.

System leadership – focuses on schools as independent units or as prime institutions within a hierarchical structure. Networks have the potential to influence outcomes

Contingent leadership - requires different leadership responses the diverse nature of school contexts, and the advantages of adapting leadership styles to the particular situation

Effective leaders of a school

- Effective leaders are continuously reading the situation and evaluating how to adapt their behaviour to it.
- Leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation.
- Successful leaders are increasingly focused on learning, the central and unique purpose of educational organisations.
- Leaders and managers require greater understanding, skill and stress resistance.
- The theory of leadership is important for two main reasons.
- First, it provides a way of understanding and interpreting the actions of leaders.
- Second, understanding theory provides a guide to leadership practice for principals and other leaders.

Implications for school leaders

- Leadership is second only to classroom teaching in its potential to generate school improvement.
- Cross-school teams (or networks) also have the potential to influence learning and teaching outcomes.
- Managerial leadership, operating through the hierarchy, can mandate clearly targeted change, such as a stronger focus on examination and test scores.
- Transformational leadership approaches aim to widen commitment to school-wide objectives, through the development of shared vision.
- Contingent leadership suggests that a flexible approach is required but attention to leadership for learning is a key element of successful schooling.

3. Personal Application Tasks: Teaching Quality, Standards, Enhancement, and School Leadership Models

- **Task 3: Identifying School Leadership Models**
- **Objective:** To understand the impact of different leadership models on school culture, teaching quality, and student achievement.
- **Instructions:**
 1. Research and explore at least three school leadership models (e.g., transformational leadership, distributed leadership, instructional leadership, etc.).
 2. Choose one model that you believe is most effective in promoting teaching quality and school improvement.
 3. Identify your leadership model:
 1. Explain the key principles and practices of this leadership model.
 2. Provide examples of how this model can impact teaching quality, staff morale, and student achievement.
 3. Reflect on how this model could be implemented in a school setting (e.g., professional development programs, decision-making processes, community involvement).

Summary

Assuring and enhancing educational quality and academic standards can be seen as complex and multifaceted activities and graduates compete successfully in a global market. But at the centre of these wide-ranging activities are the individual learner and lecturer and what happens in their classroom and programs.

It is often hard to maintain a balance between 'quality as inspection' and 'quality as enhancement' and between 'requirements' and what makes good sense in terms of effective teaching practices.

The Best Leaders Are Great Teachers.
Teaching is not merely an “extra” for good managers; it's an integral responsibility. If you're not teaching, you're not really leading.

References

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- Gunter, H. 2004. "Labels and Labelling in the Field of Educational Leadership." Educational Discourse – Studies in the Cultural Politics of Education 25 (1): 1-14. doi:10.1080/0159630042000178464

- **What is Internal Quality Assurance?**

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