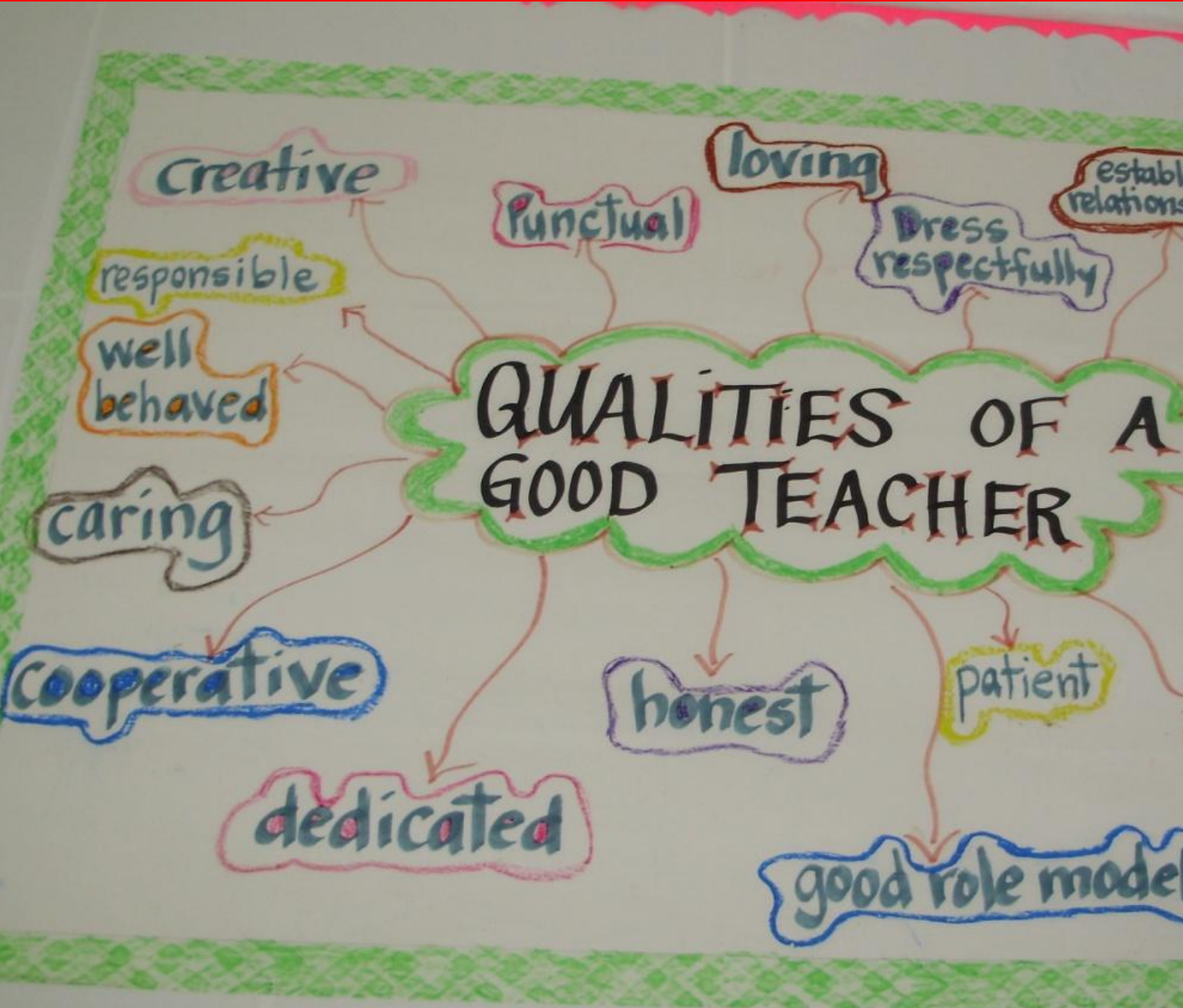


Sio Atu – School Leadership Program

Tonga Institute of Education



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INTRODUCTION

The Ministry of Education, Women's Affairs and Culture (MEWAC), in 2010, tasked the Institute of Education (IOE) at the University of the South Pacific (USP) to conduct research and design a leadership program for the education sector in 2010. The IOE, lead by Dr Seu`ula Johansson Fua with assistance from Dr `Ana Koloto, Dr `Anamaui Taufe`ulungaki and Dr Mo`ale `Otunuku, conducted a series of consultations and workshops throughout Tonga with over 125 principals, head teachers, senior school administrators, teachers, and teacher educators from the Tonga Institute of Education. The project also involved a survey of over 500 Form 5 students from every secondary school in Tonga. Their perceptions of school leadership were indeed interesting and added colour to the research data. The project also involved consultation with presidents of Parents Teachers Associations (PTA) from Tongatapu, directors and senior administrators of non-government education systems and senior administrators from the Ministry of Education. This has been the largest research project to date in educational leadership in Tonga.

As a result of this project, we have developed a 3 Year Strategic Plan for Educational Leadership Development for the education sector; a guide for improving Tongan school leadership; and the design of the *Sio Atu School Leadership Program* for TIOE.

The ***Sio Atu School Leadership Program for TIOE*** is a collection of 3 courses to be taught to all TIOE students.

Year 1 students are expected to enroll in the Ethical Leadership course, which will cover key knowledge and skills in: professional ethics, problem solving, decision making and building relationships.

Year 2 students are expected to enroll in the Instructional Leadership course, which will cover key knowledge and skills in: student learning and development, school plan, school finance, teacher professional development and school culture.

Year 3 students are expected to enroll in the Organizational Leadership course, which will cover key knowledge and skills in: visionary leadership, community connectedness, educational policy, regulations and laws, financing education, organizational planning, communications and information.

In all courses, there is a strong link between theory and practice; students will be expected to demonstrate certain leadership skills during their school practicum. I hope that you will enjoy these courses, be brave enough to take a leadership role and hold fast to your professional ethics.

Seu`ula J Fua (PhD)
Fellow in Research & Leadership in Education
A/Director IOE

Acronyms

IOE – Institute of Education

KD – Key Dimensions

LD – learning and development

MEWAC – Ministry of Education, Women Affairs and Culture

PD – professional development

PTA – Parent Teacher Association

TIOE – Tonga Institute of Education

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ETHICAL LEADERSHIP

Introduction to the course

This course is the first of three Leadership courses that make up the *Sio Atu* School Leadership Program at the Tonga Institute of Education. Students at Year 1 are expected to complete this course before enrolling in the subsequent school leadership courses at Year 2 and Year 3.

School leadership is increasingly shared amongst school administrators, teachers, students and parents. As such, future teachers are required to have an understanding of 'leadership' and the role that they will play as teacher-leaders.

Ethical Leadership is the core dimension of school leadership in the Tongan context. Research on Tongan leadership shows that leadership is fundamentally about 'influence' and Tongans are able to influence others through the way that they relate to people. Being able to relate to people appropriately and in context requires a person to have clear values and principles that guide the behaviour, decision making and problem solving processes.

Ethical leadership refers to the values, principles and moral behaviour that guide leadership practices. Ethical leadership is a critical dimension of school leadership for Tonga. Tongans judge leaders based on their behaviour and a Tongan leader's behaviour is judged approving when it centres on the four core values of *faka`apa`apa* (respect); *mamahi`i me`a* (loyalty); *feveitokai`aki* (mutual reciprocity) and *lototō* (humility). All other Tongan principles and values are founded upon these four core values. Leaders demonstrate their values and sets of principles through their behaviour and specifically through the following sub-dimensions (*kafa*):

1. Professional ethics
2. Processes taken to solve problems
3. Decision making processes
4. Relationships

Leaders are ethical when they demonstrate aspired principles through their processes for solving problems and decision making and most commonly through their relationships.

This course will encourage students to critically reflect on their individual perceptions of leadership, their personal and professional ethics, their decision making processes, their problem solving processes, their approach to building relationships and communication processes. The course will encourage students to look within their own beliefs and practices about leadership and thereby begin to think of themselves as teacher-leaders.

General aim

The course is designed to provide students with an understanding of ethical leadership in Tongan schools and society. The course is also designed to link the theoretical understanding of ethical leadership to the student's teaching practicum course.

Course objectives

The objectives for this course are to provide teachers:

1. With an opportunity to critically reflect and clarify their personal values and construct their professional values as teachers
2. With an opportunity to critically reflect, clarify and construct their approach to problem solving processes
3. With an opportunity to critically reflect, clarify and construct their approach to decision making processes
4. With an opportunity to critically reflect, clarify and construct their approach to building and maintaining relationships.

Anticipated learning outcomes

At the completion of this course, students are expected to:

1. Have clarified their professional ethics and set in place clear support processes for developing their growth in this sub-dimension of ethical leadership.
2. Have clarified their approach to problem solving processes and set in place clear support processes for developing their growth in this sub-dimension of ethical leadership.
3. Have clarified their approach to decision making processes and set in place clear support processes for developing their growth in this sub-dimension of ethical leadership
4. Have clarified their approach to building and maintaining relationships and set in place clear support processes for developing their growth in this sub-dimension of ethical leadership.

Assignments

This course is 100% internally assessed. Students will be expected to complete the following assignments during the course:

1. My Professional Ethics Portfolio – 20%
2. Seminar group presentation – 30%
3. Practicum component – 50%

Assignment descriptors and assessment rubrics are attached.

Required readings

Kavaliku, S.L., 2007, Pasifika Leadership: An issue of Quality and Relevance, Pasifika Leaders Forum: 2007 Vol.1: No.1, Massey University.

Fua, S.J., 2007, 'Looking towards the source – social justice and leadership conceptualisations from Tonga', *Journal of Educational Administration*, Vol. 45 No. 6, pp.672 -683.

Begley, P.T., 2003, In pursuit of authentic school leadership practices. In Paul T Begley and Olof Johansson (eds.) *The Ethical Dimensions of School Leadership* (pp.1 -12). Netherlands: Kluwer Academic Publishers.

Additional readings may be offered during the course.

Course & Content Schedule: Ethical Leadership

Week	Unit	Topics Discussed	Anticipated Outcomes
Week 1	Introduction	What is leadership? What is ethical leadership? Why should I be concerned with leadership?	Students appreciate the need for leaders to clarify and commit to a set of professional ethics
Week 2	Professional Ethics	Personal Values	Students can critically reflect and clarify their personal values
Week 3		Professional Values	Students can critically reflect and clarify their professional values
Week 4		Organisational Values My Professional Ethics Portfolio Part A due	Students can critically reflect and appreciate organisational values
Week 5	Problem solving processes	Using policy and regulations for solving problems	Students can identify, collect and use existing policy and regulations to resolve a problem
Week 6		Gathering information, analysing & strategies for problem solving	
Week 7	Decision making processes	Using policy & regulations for decision making processes	Students can identify, collect and use existing policy and regulations to make a decision
Week 8		Gathering information, analysing & strategies for decision making processes Case study on Ethical Practice due	
Week 9	Relationship building	Guiding values for relationship building Mapping relationships within and outside of the school	Students can appreciate the value in building and maintaining relationships
Week 10		Strategies for building & maintaining relationships	
Week 11	Revision/Evaluation	My Professional Ethics Portfolio Part B due Practicum report due	

Assignment 1: My Professional Ethics Portfolio

Weight: 20%

Due date: Part A – Week 4; Part B – Week 11

Descriptor:

Students are expected, in the duration of the course, to collect a series of strategies that will help them clarify and commit to a clear set of Professional ethics. These strategies need to be evident in their approach to problem solving, decision making and building and maintain relationships. The Portfolio is to document students' list of personal and professional values, their strategies for problem solving, decision making and building and maintaining relationships. These strategies are collected from their readings, their school experience and from their peers. The goal is to provide students with some real life examples of ethical practice.

Assessment rubric:

Concepts	5	4	3	2	1	Score
Professional ethics	Demonstrates a thorough understanding and application of professional ethics	Demonstrates a thoughtful understanding and professional ethics application.	Demonstrates a basic understanding and attempts to apply professional ethics	Demonstrates a limited understanding of professional ethics. Needs revision	Demonstrates little or no understanding of personal, professional & organisational values. Needs revision	
Problem solving	Demonstrates a thorough understanding and application of a sound problem solving process	Demonstrates a thoughtful understanding and a problem solving process application.	Demonstrates a basic understanding and attempts to apply a problem solving process	Demonstrates a limited understanding of problem solving processes. Needs revision	Demonstrates little or no understanding of a problem solving process. Needs revision	
Decision making	Demonstrates a thorough understanding and application of a sound decision making process	Demonstrates a thoughtful understanding and application of a decision making process	Demonstrate a basic understanding and attempts to apply a decision making process	Demonstrates a limited understanding of decision making processes. Needs revision	Demonstrates little or no understanding of a decision making process. Needs revision	
Building & maintaining relationships	Demonstrates a thorough understanding and application of a sound process for building and maintaining relationships	Demonstrates a thoughtful understanding and application of a process for building and maintaining relationships	Demonstrates a basic understanding and attempts to apply a process to building and maintaining relationships	Demonstrates a limited understanding of building and maintaining relationships. Needs revision	Demonstrates little or no understanding of any process for building and/or maintaining relationships. Needs revision	
Depth of reflection	Demonstrates a conscious and thorough understanding professional ethics and its application. Can be used as an example for other students	Demonstrates a thoughtful understanding of the application of professional ethics	Demonstrates a basic understanding of the application of professional ethics	Demonstrates a limited understanding and application of professional ethics. Needs revision.	Demonstrates little or no understanding and application of professional ethics. Needs revision.	
Total						

Assignment 2: Case Study on Ethical Practice

Weight: 30%

Due date: Week 8

Descriptor:

Students, in groups of 4, are required to conduct a small case study on two school principal/head teacher's approach to problem solving, decision making and relationship building. Collect the data, analyse and write a report on the strategies that both school leaders use to solve problems, make decisions and build and maintain relationships. Share the findings with the class. Students are also expected to learn and gather information from other case studies presented in the class.

Assessment rubric:

Concepts	5	4	3	2	1	Score
Professional ethics	Demonstrates a thorough understanding of professional ethics with sound examples from the case study	Demonstrates a thoughtful understanding of professional ethics supported with clear examples from the case study	Demonstrates basic understanding of professional ethics with some evidence from the case study	Demonstrates limited understanding of professional ethics. Needs revision	Demonstrates little or no understanding of professional ethics. Needs revision	
Problem solving	Demonstrates a thorough understanding of problem solving processes with sound examples from the case study	Demonstrates a thoughtful understanding of problem solving processes supported by clear examples from the case study	Demonstrates basic understanding of problem solving processes with some evidence from the case study	Demonstrates limited understanding of problem solving processes. Needs revision	Demonstrates little or no understanding of problem solving processes. Needs revision	
Decision making	Demonstrates a thorough understanding of decision making processes with sound examples from the case study	Demonstrates a thoughtful understanding of decision making processes supported by clear examples from the case study	Demonstrates basic understanding of decision making processes with some evidence from the case study	Demonstrates limited understanding of the decision making processes. Needs revision	Demonstrates little or no understanding of decision making processes. Needs revision	
Building & maintaining relationships	Demonstrates a thorough understanding of building and maintaining relationships with sound examples from the case study.	Demonstrates a thoughtful understanding of building and maintaining relationships supported by clear examples from the case study	Demonstrates basic understanding of building & maintaining relationships with some evidence from the case study	Demonstrates limited understanding of the building & maintaining relationships. Needs revision.	Demonstrates little or no understanding of building & maintaining relationships. Needs revision	
Research Skills	Demonstrates a thorough understanding of the research process.	Demonstrates a thoughtful understanding of the research process.	Demonstrates basic understanding of the research process.	Demonstrates limited understanding of research process. Needs revision	Demonstrates little or no attempt at carrying out research. Needs revision	
Total						

Assignment 3: Practicum

Weight: 50%

Due date: Week 11

Descriptor:

Students are required as part of their practicum to demonstrate very clear professional ethics. Associate teachers are asked to support students in applying their professional ethics in resolving problems, making decisions and relating to their colleagues.

Assessment rubric:

Concepts	5	4	3	2	1	Score
Professional ethics	Demonstrates a thorough understanding and consistent application of professional ethics	Demonstrates a thoughtful understanding and application of a number of professional ethics	Demonstrates a basic understanding and application of professional ethics	Demonstrates a limited understanding and application of professional ethics	Demonstrates little or no understanding nor application of professional ethics	
Problem solving	Demonstrates a thorough understanding and consistent application of a range of approach to problem solving	Demonstrates a thoughtful understanding and application of a problem solving processes	Demonstrates a basic understanding and application of a problem solving process	Demonstrates a limited understanding and application of a problem solving process	Demonstrates little or no understanding nor application of a problem solving process	
Decision making	Demonstrates a thorough understanding and consistent application of a range of approaches to decision making	Demonstrates a thoughtful understanding and application of a decision making processes	Demonstrates a basic understanding and application of a decision making process	Demonstrates a limited understanding and application of a decision making process	Demonstrates little or no understanding nor application of a decision making process	
Building & maintaining relationships	Demonstrates a thorough understanding and consistent application of a range of approaches to building and maintaining relationships	Demonstrates a thoughtful understanding and application of approaches to building/maintaining relationships	Demonstrates a basic understanding and application of an approach to building/maintaining of relationships	Demonstrates a limited understanding of an approach to building/maintaining of relationships	Demonstrates little or no understanding nor application of an approach to building/maintenance of relationships	
Total						

INSTRUCTIONAL LEADERSHIP

Introduction to the course

This course is the second of three Leadership courses that make up the *Sio Atu* School Leadership Program at the Tonga Institute of Education. Students at Year 2 are expected to complete this course before enrolling in the school leadership course for Year 3.

School leadership is increasingly shared amongst school administrators, teachers, students and parents. As such, future teachers are required to have an understanding of 'leadership' and the role that they will play as teacher-leaders. Instructional leadership refers to the school principal and/or the school leadership team playing more than an administrative role as leaders of an organisation.

Instructional leadership requires the school leadership team to be master teachers – that is, they are leaders in their subject fields. Instructional leaders provide the technical expertise in best practices for teaching and ensuring effective learning. Instructional leadership contains the following sub-dimensions for Tongan schools:

1. Student learning & development
2. School plan
3. School finance
4. Professional development for teachers
5. School culture

Instructional leadership needs a high level of competency in teaching and learning, developing meaningful and responsive school plans to meet the learning needs of students and developing necessary teaching methodology to meet students' needs. Instructional leadership also needs the ability to finance, direct resources where most needed and seek out additional financial assistance when needed to develop teachers and to meet the learning needs of students. Perhaps most importantly, instructional leadership requires the expertise to identify and offer relevant and meaningful professional development programs for teachers. It is also important that instructional leaders can create and sustain a school culture that will promote a learning environment for teachers, students and surrounding community.

This course will encourage students to learn about the role that they will play as teacher-leaders in developing student focused teaching and learning programs; their participation and contribution towards school plans, school finance and school culture. Most important is that in this course students will develop for themselves a professional development (PD) program.

General aim

The course is designed to provide students with an understanding of instructional leadership in Tongan schools. The course is also designed to link the theoretical understanding of ethical leadership to the student's teaching practicum course.

Course objectives

The objectives for this course are to provide teachers:

1. With an opportunity to develop their own Student Learning & Development (LD) Plan
2. With an opportunity to develop their own Teacher Professional Development Plan
3. With an opportunity to gain understanding of the school plan and the contribution that they can make as teachers
4. With an opportunity to gain understanding of the school budget and the contribution that they can make as teachers
5. With an opportunity to gain understanding of a school culture and the contribution that they can make as teachers

Anticipated learning outcomes

At the completion of this course, students are expected to:

1. Have clarified their understanding of various dimensions of the curriculum and have developed their own Student Learning & Development Plan
2. Have clarified their understanding of the roles of a teacher and have developed their own Teacher Professional Development Plan
3. Have clarified their understanding of a school plan and specify their role in the design and implementation of a school plan
4. Have clarified their understanding of a school budget and specified their role in the design, use and reporting of a school funding
5. Have clarified their understanding of a school culture and specified their role in the creation and maintenance of a healthy school culture

Assignments

This course is 100% internally assessed. Students will be expected to complete the following assignments during the course:

1. Reflective journal – 20%
2. My Teacher Professional Development Plan – 25%
3. My Student Learning & Development Plan – 25%
4. Practicum – 30%

Assignment descriptors and assessment rubrics are attached.

Required readings

Taufe`ulungaki, A., 2009. Tongan Values in education: Some issues and questions. In Kabini Sanga & Konai Thaman (eds.) *Re-thinking Education Curricula in the Pacific: Challenges and Prospects*, He Parekereke Institute for Research and Development in Maori and Pacific Education, Victoria University, Wellington (pp. 125 – 133)

Thaman, K., 2009. Introduction: The need to re-think Pacific curriculum. In Kabini Sanga & Konai Thaman (eds.) *Re-thinking Education Curricula in the Pacific: Challenges and Prospects*, He Parekereke Institute for Research and Development in Maori and Pacific Education, Victoria University, Wellington (13 – 19)

Fua, S.J., 2008. *Tonga Teachers Professional Development Framework: Langa fale ako*. Ministry of Education and Training, Nuku`alofa

Fua, S.J., 2012. Improving Tongan Schools: A guide, Ministry of Education and Training, Nuku`alofa.

Other documents to be available for the course:

School Plan, School budget, Job description for teachers, Education Regulation and Education Act.

Course & Content Schedule: Instructional Leadership

Week	Unit	Topics Discussed	Anticipated Outcomes
Week 1	Introduction	What is instructional leadership? Why should I be concerned with instructional leadership?	Students will appreciate the role of instructional leadership in supporting teacher development and improving student learning
Week 2	Student learning & development	Understanding student learning styles	Students will further understand the various dimensions student learning styles, how to interpret the curriculum, finding appropriate assessment methods and developing relevant resources
Week 3		Working with the curriculum Understanding assessment	
Week 4		Resources for student learning	
Week 5	School plan	Design, Implementation, Monitoring & Evaluation 'My Student Learning & Development Plan' 35% due	Students will understand the processes for designing, implementing and evaluation of a school plan and the roles that they can play in this process
Week 6	School finance	Budget allocation, fund raising, reporting processes	Students will understand the processes for budget allocation, fund raising and financial reporting process and the roles that they can play in these processes
Week 7	Teacher PD	Job description, regulations	Students will gain better understanding of their job descriptions and the regulations that guide their work teachers Students will also design their professional development plan with identified support structures and processes
Week 8		'My Professional Development Plan'	Students will use the <i>Faiako Ma'a Tonga</i> Teacher PD to guide their PD plan
Week 9		Support for 'My PD Plan'	
Week 10	School Culture	'My Teacher PD Plan' 35% due Key factors for successful school culture	Students will gain insight into the key factors that create successful school cultures and the role that they can play in creating such cultures
Week 11	Revision/Evaluation	Practicum 30%	

Assignment 1: 'My Student Learning and Development Plan'

Weight: 35%

Due date: Week 6

Descriptor: Research has shown that the number one contributing factor to student achievement is the teacher. This evidence provides all the more reason why a teacher should be well prepared to support all students achieve. The 'My student Learning and Development Plan' is a practical plan for you to outline the processes and methods you will use to ensure that your students will achieve their learning goals. Two key components to this assignment are the student profile you are required to development and the monitoring and evaluation process you choose to ensure that your plan is achieved and regularly updated.

Assessment rubric:

Concepts	5	4	3	2	1	Score
Student profile	Demonstrates a thorough understanding and application of a student profile	Demonstrates a thoughtful understanding and application of a student profile	Demonstrates basic understanding and application of a student profile	Demonstrates limited understanding and application of a student profile. Needs revision	Demonstrates limited or no evidence of a student profile. Needs revision	
Curriculum	Demonstrates thorough understanding and application of the curriculum to the student LD plan	Demonstrates thoughtful understanding and application of the curriculum to the student LD plan	Demonstrates basic understanding and application of the curriculum to the student LD plan	Demonstrates limited understanding and application of the curriculum to the student LD plan. Needs revision	Demonstrates limited or no evidence of understanding nor application of the curriculum. Needs revision	
Assessment	Demonstrates thorough understanding and application of an assessment model to the student LD plan	Demonstrates thoughtful understanding and application of an assessment model to the student LD plan	Demonstrates basic understanding and application of an assessment model to the student LD plan	Demonstrates limited understanding and application of an assessment model to the student LD plan. Needs revision	Demonstrates limited or no evidence of understanding or application of assessment. Needs revision	
Resource development	Demonstrates thorough understanding and application of resource development to the student LD plan	Demonstrates thoughtful understanding and application of resource development to the student LD plan	Demonstrates basic understanding and application of resource development to the student LD plan	Demonstrates limited understanding and application of resource development to the student LD plan. Needs revision	Demonstrates limited or no evidence of understanding or application of learning resources	
Monitoring & evaluation of process	Demonstrates thorough understanding and application of a monitoring and evaluation process to the student LD plan	Demonstrates thoughtful understanding and application of a monitoring and evaluation process to the student LD plan	Demonstrates basic understanding and application of a monitoring and evaluation process to the student LD plan	Demonstrates limited understanding and application of a monitoring and evaluation process to the student LD plan. Needs revision	Demonstrates limited or no evidence of understanding or application of a monitoring and evaluation process. Needs revision	
Total						

Assignment 2: 'My Teacher Professional Development Plan'

Weight: 35%

Due date: Week 10

Descriptor: Just as it is important for a teacher to have a plan for his/her students' learning development, it is important for every teacher to have a plan for their professional growth and development. As an instructional leader, a teacher must also take responsibility for his/her own professional growth. This assignment requires students to put together a practical plan for their professional growth as teachers. Students are encouraged to follow the *Langafale ako* framework, sometimes referred to as the *Faiako Ma'a Tonga* framework, which is the national teacher professional development framework. The *Faiako ma'a Tonga* framework has four major posts; *lea fakatonga*, *'ilo*, *poto*, and *fakafeangai 'ae faiako* – students are expected to cover all these four posts in their teacher PD plans.

Assessment rubric:

Concepts	5	4	3	2	1	Score
Lea Fakatonga	Demonstrates thorough understanding and application of <i>Lea fakatonga</i> to the Teacher PD plan	Demonstrates thoughtful understanding and application of <i>Lea fakatonga</i> to the Teacher PD plan	Demonstrates basic understanding and application of <i>Lea fakatonga</i> to the Teacher PD plan	Demonstrates limited understanding and application of <i>Lea fakatonga</i> to the Teacher PD plan. Needs revision	Demonstrates no evidence of understanding or application of the <i>Lea fakatonga</i> to the Teacher PD plan. Needs revision	
'Ilo	Demonstrates thorough understanding and application of <i>'Ilo</i> to the Teacher PD plan	Demonstrates thoughtful understanding and application of <i>'Ilo</i> to the Teacher PD plan	Demonstrates basic understanding and application of <i>'Ilo</i> to the Teacher PD plan	Demonstrates limited understanding and application of <i>'Ilo</i> to the Teacher PD plan. Needs revision	Demonstrates no evidence of understanding or application of <i>'Ilo</i> to the Teacher PD plan. Needs revision	
Poto	Demonstrates thorough understanding and application of <i>Poto</i> to the Teacher PD plan	Demonstrates thoughtful understanding and application of <i>Poto</i> to the Teacher PD plan	Demonstrates basic understanding and application of <i>Poto</i> to the Teacher PD plan	Demonstrates limited understanding and application of <i>Poto</i> to the Teacher PD plan. Needs revision	Demonstrates no evidence of understanding or application of <i>Poto</i> to the Teacher PD plan. Needs revision	
Fakafeangai 'a e faiako	Demonstrates thorough understanding and application of <i>Fakafeangai 'a e faiako</i> to the Teacher PD plan	Demonstrates thoughtful understanding and application of <i>Fakafeangai 'a e faiako</i> to the Teacher PD plan	Demonstrates basic understanding and application of <i>Fakafeangai 'a e faiako</i> to the Teacher PD plan	Demonstrates limited understanding and application of <i>Fakafeangai 'a e faiako</i> to the Teacher PD plan. Needs revision	Demonstrates limited or no evidence of understanding or application of <i>Fakafeangai 'a e faiako</i> to the Teacher PD plan. Needs revision	
Monitoring & evaluation processes	Demonstrates thorough understanding and application of a monitoring and evaluation process to the Teacher PD plan	Demonstrates thoughtful understanding and application of a monitoring and evaluation process to the Teacher PD plan	Demonstrates basic understanding and application of a monitoring and evaluation process to the Teacher PD plan	Demonstrates limited understanding and application of a monitoring and evaluation process to the Teacher PD plan. Needs revision	Demonstrates limited or no evidence of understanding or application of a monitoring and evaluation process. Needs revision	
Total						

Assignment 3: Instructional leadership Practicum

Weight: 30%

Due date: Week 11

Descriptor: As part of their practicum students are expected to clearly and consistently show efforts to demonstrate instructional leadership. Associate teachers are asked to support student teachers to apply their 'Student Development and Learning Plan' and their 'Teacher PD plan'. Students are expected to collect school plans, school budget and their observation notes on the culture of the school. Students are also expected to show evidence of applying and refining their Student Learning and Development Plan and their Teacher PD Plan.

Assessment rubric:

Concepts	5	4	3	2	1	Score
School Plan	Demonstrates thorough understanding and collection of school plans	Demonstrates thoughtful understanding and collection of school plans	Demonstrates basic understanding and collection of school plans	Demonstrates limited understanding and collection of school plans.	Demonstrates limited or no evidence of understanding or collecting school plans.	
School Budget	Demonstrates thorough understanding and collection of school budget	Demonstrates thoughtful understanding and collection of school budget	Demonstrates basic understanding and collection of school budget	Demonstrates limited understanding and collection of school budget.	Demonstrates limited or no evidence of understanding or collection of school budget.	
School Culture	Demonstrates thorough understanding of school culture	Demonstrates thoughtful understanding of school culture	Demonstrates basic understanding of school culture	Demonstrates limited understanding of school culture.	Demonstrates limited or no evidence of understanding school culture.	
'My Student Learning & Development Plan'	Demonstrates thorough understanding and application of 'My Student Learning & Development Plan'	Demonstrates thoughtful understanding and application of 'My Student Learning & Development Plan'	Demonstrates basic understanding and application of 'My Student Learning & Development Plan'	Demonstrates limited understanding and application of 'My Student Learning & Development Plan.'	Demonstrates limited or no understanding or application of 'My Student Learning & Development Plan.'	
'My Teacher Professional Development Plan'	Demonstrates thorough understanding and application of 'My Teacher Professional Development Plan'	Demonstrates thoughtful understanding and application of 'My Teacher Professional Development Plan'	Demonstrates basic understanding and application of 'My Teacher Professional Development Plan'	Demonstrates limited understanding and application of 'My Teacher Professional Development Plan.'	Demonstrates limited or no understanding or application of 'My Teacher Professional Development Plan.'	
Total						

ORGANISATIONAL LEADERSHIP

Introduction to the course

This course is the final of three Leadership courses that make up the *Sio Atu* School Leadership Program at the Tonga Institute of Education. Students at Year 3 are expected to have completed Ethical Leadership at Y1 and Instructional Leadership at Y2 prior to taking up this course.

School leadership is increasingly shared amongst school administrators, teachers, students and parents. As such future teachers are required to have an understanding of 'leadership' and the role that they will play as teacher-leaders.

Organisational leadership refers to leading, managing and administration within the school and as a leader within the education system. This refers to skills and roles in relation to 'running' or operation of the organisation that includes the following sub-dimensions:

1. Policy, regulations, laws
2. Financing education
3. Organisational planning
4. Organisational communication & information

In addition, this course will also cover the following dimensions of school leadership:

5. Setting directions
6. Vision development
7. PTA, ex-students and other stakeholders
8. Cultural competency

School teacher-leaders demonstrate better leadership practices when they operate and are connected within the greater education and throughout the education sector. Leadership practices that demonstrate organisational connectedness and cohesiveness are usually evident when schools meet the education system's strategic plans; principals participate in policy development, understands, and confidently apply policy and regulations; and other practices demonstrating that they are part of a living and healthy organisation that directs, and is responsive to, the needs of stakeholders.

This course will encourage students to learn about the role that they will play as teacher-leaders in developing vision and setting directions; their participation and contribution towards organisational planning and organisational communication and information. This course will also introduce students to key educational policies (in Tonga and around the region), Tonga Educational Regulations and the revised Education Act. Most important in this course is that students will have an opportunity to conduct a case study of a school principal to identify best practices that they may adopt in their preparation to enter into the teaching profession.

General aim

The course is designed to provide students with an understanding of organisational leadership in Tongan schools. The course is also designed to link the theoretical

understanding of organisational leadership to the student's teaching practicum course.

Course objectives

The objectives for this course are to provide teachers:

1. With an opportunity to identify, collect and analyse key educational policies, regulations and the Education Act.
2. With an opportunity to gain understanding about vision development and setting directions
3. With an opportunity to gain understanding of the organisation's plan and financing systems and the contribution that they can make as teachers
4. With an opportunity to gain understanding and reflect on the information and communication strategies used within educational systems
5. With an opportunity to gain understanding of structures, roles and contributions that PTA, Ex-students Associations and other stakeholders have in relation to a school
6. With an opportunity to gain understanding and skills in engaging with communities around a school

Anticipated learning outcomes

At the completion of this course, students are expected to:

1. Have clarified their understanding and possible applications of key educational policies, regulations and the Education Act
2. Have clarified their understanding of vision development and setting directions and how as teachers they can contribute to these processes
3. Have clarified their understanding of the organisation's plan and financing systems and how as teachers they can contribute to the implementation of these plans
4. Have clarified their understanding of the organisations' information and communication strategies
5. Have clarified their understanding of the roles and structures of a PTA, Ex-students associations and other stakeholders; and how teachers may contribute to these structures
6. Have clarified their understanding and gained skills in engaging with communities around the school

Assignments

This course is 100% internally assessed. Students will be expected to complete the following assignments during the course:

1. Document analysis – 30%
2. Case Study of a School Principal – 40%
3. Practicum – 30%

Assignment descriptors and marking schedules are attached.

Required readings

Fua, S. J. (2005). Educational planning in the Pacific: a way forward. *Educational Planning in the Pacific – Principles and Guidelines* (110-126). University of the South Pacific, Suva.

Maka, L. (2005). Educational aid to Tonga: for better or for worse. Sanga, K. & Taufe'ulungaki, A. (Eds). *International Aid Impacts on Pacific Education* (199-266). Victoria University, Wellington.

Puamau, P. (2005). Principles and processes of educational planning in the Pacific. Puamau, P. & Teasdale, G. R. (Eds). *Educational Planning in the Pacific – Principles and Guidelines* (24-44). University of the South Pacific, Suva.

Takai, E. (2005). Global perspectives on strategic planning in education. Puamau, P. & Teasdale, G. R. (Eds). *Educational Planning in the Pacific – Principles and Guidelines* (15-21). University of the South Pacific, Suva.

Other documents to be available for the course:

School Plan, School budget, Job description for teachers, Education Regulation and Education Act.

Course & Content Schedule: Organisational Leadership

Week	Unit	Topics Discussed	Anticipated Outcomes
Week 1	Introduction	What is organisational leadership? Why should I be concerned with organisational leadership?	Students will appreciate their role in supporting organisational leadership
Week 2	Vision development	Participatory vision building Realistic, aspirational & evolving visions	Students will understand processes for vision development
Week 3	Setting Directions	Participatory directions setting Evolving & short term plans	Students will understand processes for setting directions for an organisation
Week 4	Educational Policies, Regulations & Education Act	Key educational policies Education Regulation Education Act (revised)	Students will understand requirements of key Educational Policies, Education Regulation and the Education Act
Week 5	Financing Education	Financing systems for education Aid for education programs	Students will gain insight into the financing system of an education system and current aid programs
Week 6	Organisational Planning	Corporate & Annual Plans Processes of Planning Document Analysis due (30%)	Students will understand processes and current Corporate and Annual Plans of the Ministry of Education & education systems
Week 7	Information & Communication	Information & Communication strategies	Students will understand and reflect on strategies used for information and communication in an educational organisation
Week 8	PTA, Ex-students & other stakeholders	Forming partnerships with community stakeholders	Students will gain insight into processes in forming effective partnerships with community stakeholders
Week 9	Cultural competency	Protocols for community engagement	Students will gain insight and skills in traditional protocols for community engagement
Week 10		Dress code, Public speaking, cultural responsibilities of your school	Students will appreciate the importance of presentation and following protocol for community engagement in developing school leadership
Week 11	Revision/Evaluation	Case study of a School Principal due (40%) Practicum 30%	

Assignment 1: Document Analysis

Weight: 30%

Due date: Week 6

Descriptor: Organisational leaders must be able to not only engage with key educational documents, but also contribute to the development of these documents. Students are expected to have a sound understanding of key educational documents in Tongan education, including the revised Education Act, Education Regulations and various organisational plans. This assignment requires students to collect key educational documents and write an essay presenting a critical reflection on the key documents. Students are asked to consider the application, evidence-based, relevancy and sustainability of projects/ideas put through in relevant key documents.

Assessment rubric:

Concepts	5	4	3	2	1	Score
Application	Demonstrates a thorough understanding and application of the document to school context	Demonstrates a thoughtful understanding and application of the document to the school context	Demonstrates a basic understanding and application of the document to the school context	Demonstrates a limited understanding and application of the document to the school context	Demonstrates little or no understanding of the document	
Relevancy	Demonstrates a thorough understanding of the relevancy of the document to the school context	Demonstrates a thoughtful understanding of the relevancy of the document to the school context	Demonstrates a basic understanding of the relevancy of the document to the school context	Demonstrates a limited understanding of the relevancy of the document to the school context	Demonstrates little or no understanding of the relevancy of the document to the school context	
Sustainability	Demonstrates a thorough understanding of the sustainability of the document to the school context	Demonstrates a thoughtful understanding of the sustainability of the document to the school context	Demonstrates a basic understanding of the sustainability of the document to the school context	Demonstrates a limited understanding of the sustainability of the document to the school context	Demonstrates little or no understanding of the sustainability of the document to the school context	
Evidence-based	Demonstrates a thorough understanding of use of evidence in the document	Demonstrates a thoughtful understanding of use of evidence in the document	Demonstrates a basic understanding of use of evidence in the document	Demonstrates a limited understanding of use of evidence in the document	Demonstrates little or no understanding of use of evidence in the document	
Innovation	Demonstrates a thorough understanding of innovation evident in the document	Demonstrates a thoughtful understanding of innovation evident in the document	Demonstrates a basic understanding of innovation evident in the document	Demonstrates a limited understanding of innovation evident in the document	Demonstrates little or no understanding of innovation evident in the document	
Total						

Assignment 2: Case Study of a School Principal

Weight: 50%

Due date: Week 11

Descriptor: This is the major assignment for the course where students are required to conduct a case study on a selected school principal. Students are expected to conduct a research study, identifying an effective school principal, conduct a *Talanoa* on best practice of the principal to improve his/her school. Student may also include other participants in the study, such as students and teachers of the school on their perceptions of the school principal's practices and approach to improving the school. Students are encouraged to examine the practices of the school principal under the five key dimensions of school leadership for Tonga (ethical leadership, visionary leadership, organisational leadership, instructional leadership, and community connectedness). Students are expected to recall knowledge and skills that they have learned in the Leadership courses for Year 1 (Ethical Leadership) and Year 2 (Instructional Leadership).

Assessment rubric:

Concepts	5	4	3	2	1	Score
Ethical Leadership	Demonstrates a thorough understanding and application of ethical leadership	Demonstrates a thoughtful understanding and application of ethical leadership	Demonstrates a basic understanding and application of ethical leadership	Demonstrates a limited understanding and application of ethical leadership	Demonstrates little or no understanding of ethical leadership	
Visionary Leadership	Demonstrates a thorough understanding and application of visionary leadership	Demonstrates a thoughtful understanding and application of visionary leadership	Demonstrates a basic understanding and application of visionary leadership	Demonstrates a limited understanding and application of visionary leadership	Demonstrates little or no understanding of visionary leadership	
Instructional Leadership	Demonstrates a thorough understanding and application of instructional leadership	Demonstrates a thoughtful understanding and application of instructional leadership	Demonstrates a basic understanding and application of instructional leadership	Demonstrates a limited understanding and application of instructional leadership	Demonstrates little or no understanding of instructional leadership	
Organisational Leadership	Demonstrates a thorough understanding and application of organisational leadership	Demonstrates a thoughtful understanding and application of organisational leadership	Demonstrates a basic understanding and application of organisational leadership	Demonstrates a limited understanding and application of organisational leadership	Demonstrates little or no understanding of organisational leadership	
Community Connectedness	Demonstrates a thorough understanding and application of community connectedness	Demonstrates a thoughtful understanding and application of community connectedness	Demonstrates a basic understanding and application of community connectedness	Demonstrates a limited understanding and application of community connectedness	Demonstrates little or no understanding of community connectedness	
Total						

Assignment 3: Practicum

Weight: 30%

Due date: Week 11

Descriptor: Students are expected to demonstrate the knowledge and skills that they have learnt from this course in their teaching practicum. Associate teachers are asked to assist students in providing them with opportunities to demonstrate leadership. This is the final assessment in the *Sio Atua* School Leadership Program, students are expected to recall knowledge and skills from the previous leadership courses and students are expected to demonstrate all five dimensions of school leadership for Tongan schools; ethical leadership, visionary leadership, instructional leadership, organisational leadership and community connectedness.

Assessment rubric:

Concepts	5	4	3	2	1	Score
Ethical Leadership	Demonstrates a thorough understanding and application of ethical leadership	Demonstrates a thoughtful understanding and application of ethical leadership	Demonstrates a basic understanding and application of ethical leadership	Demonstrates a limited understanding and application of ethical leadership	Demonstrates little or no understanding of ethical leadership	
Visionary Leadership	Demonstrates a thorough understanding and application of visionary leadership	Demonstrates a thoughtful understanding and application of visionary leadership	Demonstrates a basic understanding and application of visionary leadership	Demonstrates a limited understanding and application of visionary leadership	Demonstrates little or no understanding of visionary leadership	
Instructional Leadership	Demonstrates a thorough understanding and application of instructional leadership	Demonstrates a thoughtful understanding and application of instructional leadership	Demonstrates a basic understanding and application of instructional leadership	Demonstrates a limited understanding and application of instructional leadership	Demonstrates little or no understanding of instructional leadership	
Organisational Leadership	Demonstrates a thorough understanding and application of organisational leadership	Demonstrates a thoughtful understanding and application of organisational leadership	Demonstrates a basic understanding and application of organisational leadership	Demonstrates a limited understanding and application of organisational leadership	Demonstrates little or no understanding of organisational leadership	
Community Connectedness	Demonstrates a thorough understanding and application of community connectedness	Demonstrates a thoughtful understanding and application of community connectedness	Demonstrates a basic understanding and application of community connectedness	Demonstrates a limited understanding and application of community connectedness	Demonstrates little or no understanding of community connectedness	
Total						

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