

**Regional Summit to Review and Revise the  
Regional School Leadership Standards  
14-18 August**



**CONCEPT NOTE**

**Background**

In 2007, the regional Education Ministers raised their concerns about the declining trends in students' achievements in the region. The increasing proportion of students leaving schools without acquiring the basic skills in literacy and numeracy was a major concern. This led the regional Education Minister's to call for a regional commitment for the development of the *Regional School Leadership Standards* to define the role of school principals and to make explicit the role of quality school leadership in improving learning outcomes. The *Standards* were developed in the latter part of 2007 by representatives of member countries, regional agencies, and donor partners.

Since then, EQAP has collaborated with the countries in aligning their national leadership standards to the *Regional School Leadership Standards* with four core pillars, namely; *school leadership*; *school management*; *teaching and learning*, and *community partnership*. These standards help schools and education authorities clarify the knowledge, skills, and attitudes of all principals/head teachers in their journey to influence the development of children and young people under their care. In the rapidly changing world and with increasing public expectations, the role of a school principal has never been so demanding and complex. For instance, during the Covid19, school principals were compelled to think outside the box and make very difficult decisions in response to an event unlike any they had experienced before.

The question of “what can I do as a principal to help my school and my students cope with what has happened and what is to come?” posed a new expectation of school leaders. Do countries have new expectations of their school principals? If so, what are the new expectations? What needs changing in the current *Standards* and how might these changes better prepare school principals meet the many expectations of education stakeholders while maintaining a focus on the core purpose of schooling which is the improvement of student learning? All these questions and considerations needed to be asked in making sure that the revised *Standards* are serving the needs of school principals well in performing their roles effectively in an ever-increasing and often volatile environment

The review and evaluation of the *Standards* will be used to strengthen policy and future iterations of the work on school leadership standards both at the national and regional levels.

**The Summit**

EQAP will be inviting representatives of member countries to the *Regional Summit to Review and Revise the School Leadership Standards* from July 17<sup>th</sup> -21<sup>st</sup>, 2023.

The key objectives of the Summit include;

- a) Share country perspectives on the different roles of school principals;
- b) identify the various factors hindering or supporting principals' effectiveness in nurturing a school environment that promotes a culture of learning;
- c) formulate a regional framework that encapsulates the ideal attributes and professional ethics of a school principal;
- d) review the current regional school leadership standards and identify areas that are still relevant and those that are no longer relevant for principals;
- e) formulate a measure for assessing the performance of principals against a set of standards; and
- f) showcase the Samoa SMILE as a tool for monitoring and evaluating the performance of school principals.

The core aim of the summit is to support member countries in redefining the regional school leadership standards to meet the current national and regional expectations of school principals. The ultimate outcome of this summit will be to facilitate consensus amongst member countries to finalise the new regional school leadership standards.

Prior to the Summit, EQAP will be working closely with each of the countries to conduct a small-scale research to investigate the different types of leadership styles that are commonly practiced by school principals in the region, the impact they have on student learning, and identify the various challenges faced by school leaders.

### The Research

The main goal of the research is to collect information on the current situation of school leaders across the region. The findings will be carefully synthesized and presented in a discussion paper during the Summit. Earlier research indicates that principals who create stimulating learning environments and establish effective relationships with their wider communities, usually develop schools that bring out the best in students, teachers, parents, and communities. The proposed research aims to involve a good representative sample of principals from each of the countries. This work will be a collaborative research between member countries, the Institute of Education (USP) and EQAP. The scope of work below outlines the main activities for the design, development, and implementation of the research.

The findings of the research will inform the review of the *Standards*. It is therefore essential that the research is completed in June in time for the Summit in July.

### Scope of Work

The anticipated scope of work includes the following:

Month	Activity Description	Responsible
February	a. Concept Note and research design (completed)	EQAP
March	a. Invitation to Summit circulated to countries (completed) b. Request PBEQ for support and collaboration in the research (completed) c. Country participants and/or focal point nominated (completed)	EQAP
April	a. Online survey platform tested b. Administration of survey in 3 weeks c. Analysis and reporting template developed d. Literature review e. Survey instruments, sample frame developed f. Research analysis framework developed	Country/Consultant/EQAP
May	a. Discuss research findings with countries b. Preliminary review of Standards using the findings	Country/Consultant/EQAP
June/July	a. Recommendations for reshaping the pillars of the regional school leadership standards developed b. Draft framework for reviewing the standards developed	Country/Consultant/EQAP
August (14 <sup>th</sup> – 18 <sup>th</sup> )	a. Regional Summit to Review and Revise the Regional School Leadership Standards	Consultant/EQAP
October	a. Final Regional School Leadership Standards developed as a post-Summit activity.	Consultant/EQAP

## Participants

EQAP invites **three participants** from each country, preferably someone from **a)** a senior management position **b)** a school inspector or an officer whose responsibility is monitoring and evaluating the performances of teachers and school principals, and **c)** a senior and seasoned school principal.

It is essential that the country participants are very well aware of the national principal standards and have been involved in one way or another in their implementation. It is also crucial that a member in the country delegation is the representative of the regional panel for the review and revision of the regional teachers' competency standards.

The involvement of each country in the collaborative research raises the need for your country to submit your nominations by the **15<sup>th</sup> March 2023**.

## Themes

Strengthening collaboration and partnership between EQAP and member countries in producing a regional product that can contribute to sustaining the quality of good leadership in schools in the region.

## Format of the workshop

The workshop will be face-to-face and will be delivered using a mixture of presentations, group and individual activities, and lots of panel discussion. Participants are also expected to bring their own national documents and data.

## Venue and programme

The venue and programme of the Summit will be circulated to countries on a later date.