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CAMEROON PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

**Supporting leadership, management and administration
development**

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Abstract

Purpose: Effective leadership is about executing the organisation's vision (or redefining and improving it, in some cases), setting direction and the culture for that particular organization, developing people, engaging communities, and creating conditions for successful teaching and learning. But what does that leadership management and administration look like? The recently updated Cameroon Professional Standards for Educational Leaders (CPSEL) identify what an educational leader must develop the ability to Influence Others, Transparent to an Extent., Encourage Risk-Taking and Innovation, Value Ethics and Integrity, Balance Hard Truths with Optimism and do their job effectively in order to demonstrate and sustain effective leadership in today global society.

Methodology: There are a number of essential understandings about the Standards that merit attention, since the Standards are based only on literature review and policy analysis evidence. The reality is that the Standards were never designed to be constructed using only literature and policy analysis findings. To be sure, a large portion of the Standards rest on the best available documental analysis of literature and policy documents governing educational leadership and administration. At the same time, the creation of the Standards was predicated on the conclusion that other empirical materials need to be employed in the building process of educational leadership; management and administration standards supporting educational leader's development in Cameroon.

Findings: The CPSEL maintain the same basic footprint of the original standards, emphasizing: Development and Implementation of a Shared Vision and core values of sustainable leadership, Mission, vision and core values of sustainable leadership, Good Governance, Ethics and Professional knowledge and interpersonal skills, Equity and Cultural Responsiveness, Curriculum, Instruction and Assessment, Community Engagement, Recruitment and Selection, School Leaders, Teachers, Students and Community Development, Professional Learning Community for School Leaders and Teachers, Financial Management, Succession Planning, School Improvement for the Future. Elements and indicator examples for each of these standards are included to further define leadership.

Unique contribution to theory, practice and policy (recommendation): The paper concludes with elements of all of the leadership standards are organised into inter-related categories with Professional Values and Personal Commitment at the heart of development. These standards emphasize equity, diversity, access, equal opportunity, and empowerment for students, educators, and all members of the educational community as they work together to ensure that all educational practitioners are ready for educational leadership career. CPSEL framework serves as a foundation for educational leader's preparation, induction, professional learning, and evaluation.

Keywords: *Educational Leadership and Administration, Policy Studies, Professional Standards, Educational Leaders, Cameroon*

1.0 INTRODUCTION

The comprehensive Professional Standards for leadership, management and administration development is tailored to the needs of Cameroon educational system, schools and educational leaders. The framework includes both the professional standards for students, teachers, administrators, managers and senior leadership for any educational system (Ebot Ashu, 2014; 2018; Akoulouze et al, 1999; Petko et al., 2015; Heagreave and Fink, 2006; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). The professional standards for educational leadership, management and administration development have been developed to support the self-evaluation and professional learning of those in, or aspiring to, formal leadership, management and administrative roles in schools or at the educational system. These professional standards provide for the first time a comprehensive overview of attitudes to and provisions for educational system and school leadership development (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Commission on Teacher Credentialing & California Department of Education, 2014; Akoulouze et al, 1999; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). The leadership and management framework establishes a solid foundation of new knowledge upon which to base a novel framework for educational leadership development (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Ebot Ashu, 2014; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). This framework combines the findings of an international pool of scholarship with the findings of this leadership framework so that international best practice have shown to be remarkably consistent is integrated into a new Cameroonian model for leadership development but in such a way that the strengths of the existing system are retained, and local realities are taken account of (Ebot Ashu, 2014, 2018; 2020a; Akoulouze et al, 1999; Huber and West, 2002; Commonwealth Secretary, 1996; Harber and Dadey, 1993; Murphy, 2017; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011).

1.1 Problem Statement

These professional standards are underpinned by the themes of the mission, vision and core values of sustainable leadership, management and administration. Professional knowledge and understanding and interpersonal skills and abilities are at the core of the professional standards for leadership development of both middle leaders and senior leaders in learning institutions and the different educational systems (Ebot Ashu, 2014; 2018; Akoulouze et al, 1999). Equity and cultural responsiveness are integral to, and demonstrated through, all our professional relationships and practices (Huber and West, 2002; Commonwealth Secretary, 1996; Harber and Dadey, 1993; Murphy, 2017; Ebot Ashu, 2020a; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). Learning for

sustainable development is a whole commitment that helps the educational system, school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainable leadership has been embedded within the professional actions for Leadership and Management to support leaders in actively embracing and promoting principles and practices of sustainable leadership in all aspects of their work (UNESCO. 2014; 2015; 2016; 2010; UN, 2016). The department of Educational Foundations and Administration and its partners recognize that effective leadership depends on these principles are commonly seen as vital to success, led by example (Ebot Ashu, 2020a). Leadership is about people; Focus on change, Be human and admit mistakes, Understand the value of listening, Develop leadership skills, Promote diversity and equity, Work together to achieve more (Ebot Ahu, 2014; 2018, 2020b; Bush and Oduro, 2006; Black, 2015). All Cameroonian citizens should have opportunities to be leaders (Ebot Ashu, 2014; 2020a). We lead learning for, and with, all learners with whom they engage (Ebot Ashu, 2014; 2020a). We also support the development of our partners. The professional standards for Leadership, Management and Administration include a focus on leadership for learning, teacher leadership, and working collegiately to build leadership capacity in our schools and educational system (Ebot Ashu, 2014; Akoulouze et al, 1999; Bostwana, National Commission on Education, 1993; Nwokeocha, 2017; Waudu et al, 2002).

1.2 Aim of the Standards for Educational Leaders Development

- What's does the literature have in stock about professional leadership, management and administration standards for educational leaders development?
- To evaluate policy matters relating to leadership, management and administration development of school leaders?
- To encourage and promote self-evaluation and reflection for teachers in, and aspiring to, formal leadership roles in our schools and educational system;
- To design a leadership framework leading to the attainment of the professional award or academic qualification leading to the Standard for Headship or Principalship; management or administrative post and student learning
- A framework contributing to dialogue about leadership and management and administration for educational leaders, teachers and students competence and therefore should be used in this way.

1.3 Research Questions

This study addresses these research questions:

- Professional Leadership, Management and Administration Standards for Educational Leaders?
- What Makes the Professional Leadership, Management and Administration Standards for educational leader's?
- To whom do the Professional Leadership, Management and Administration Standards Apply to?
- What is the Link between Educational Leadership and Student Learning?
- How can the Professional Leadership Standards be used by educational leaders, teachers and students?

In this introduction, we explore the foundations of the Professional Standards for Educational Leaders (CPSEL). We begin by uncovering the aims and research questions of the Standards for educational leaders, what they are designed to influence educational leaders to be more productive. We undertake this initial assignment through policy analysis and review of conceptual and theoretical frameworks and by highlighting core methodological design principles, and with an analysis of the importance of the Standards. In the balance of the findings, we examine the twelve Professional Leadership Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to educational leaders , school and educational systems success.

2.0 Policy challenges for Educational Leadership Standards for school leaders

A historical perspective of Cameroon's educational, political, economic, social and philosophical transition is spread within the lanes of indigenous, missionary activities, colonialism, independence, one party system, democracy and multiparty democracy that greatly affect educational reforms in Cameroon aimed at the development and progress of the national economy (Ebot Ashu, 2020b; Actionaid, 2017; African Union, 2016a; 2016b; 2018). Njeuma et al. (1999) argue that many reform objectives were designed to address the challenge of providing quality education, granting of more academic and management autonomy to educational establishments, the provision of more varied programmes (more professional and adapted to respond to the needs of the job market), and reduce unemployment among graduates since the main university focused on classical liberal programmes compared to specialised professional and technical institutions seemed to receive more attention from an immediate development perspective (Njeuma et al., 1999; Presidency of the Republic of Cameroon, 1992; 1993; 2001; African Union & European Commission, 2019; Ministry of Education, Republic of Ethiopia, 2013; Republic Of Cameroon, 1963; 1998; Commission on Teacher

Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). There were interrelated problems inherent in the nation's bilingual status, difficulty with determining equivalence between Francophone and Anglophone qualifications, and the conditions for recruitment and promotion of educational leaders (Njeuma et al., 1999). There are also arguments about educational standards supporting leadership development of educational leaders (Njeuma et al., 1999; Presidency of the Republic of Cameroon, 1992; 1993; 2001; African Union & European Commission, 2019; Ministry of Education, Republic of Ethiopia, 2013; Republic Of Cameroon, 1963; 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011).

Law No. 98/004 of 14 April 1998: To Lay down Guidelines on Education in Cameroon

The Law to lay down Guidelines on Education in Cameroon (1998) included a clear commitment

to improvement of education in Cameroon. During the national dialogue held at Yaoundé Conference centre from 30 September to 04 October 2019, the Committee on the Educational System (headed by former Vice-Chancellor of the University of Buea, Professor Dorothy Njeuma and senior citizens as members) requested for the respect of the 1998 orientation law (Republic Of Cameroon, 1998). It also recommended that the educational situation in the Northwest and the Southwest regions of Cameroon should return to normalcy and that the 1998 law on orientation of education must be revisited and the specificities of the English and French Subsystems of Education strictly respected. We expect the Ministry of National Education to implement these professional standards positively and immediately.

Law No. 005 of April 2001 (LOHE) on the orientation of higher education in Cameroon

Besides education and general government strategy papers, there have been revisions and additions to the 1993 reforms which relate to higher education. Some of these include: Law No. 005 of April 2001 (LOHE) on the orientation of higher education in terms of Equal Access, High Quality Teaching and Learning, Professional Standards research and contribution to development, bilingualism and multiculturalism and unity (Presidency of the Republic of Cameroon, 2001; Njeuma et al., 1999). The different Ministry of Education in Cameroon first standards for educational leaders in Law No. 98/004 of 14 April 1998: To Lay down Guidelines on Education in Cameroon, followed by a modest update in Law No. 005 of April 2001 (LOHE) on the orientation of higher education in Cameroon based on the empirical research at the time. Both versions provided frameworks for policy on education leadership in the different regions in Cameroon (Presidency of the Republic of Cameroon, 1992; 1993; 2001). But the world in which the different Ministry of Education operates today is very different from the one of just a few years

ago and all signs point to more change ahead. The global economy is transforming jobs and the 21st century workplace for which educational systems, universities, professional schools, vocational training institutions and schools prepare staffs and students (Ebot Ashu, 2014; 2020a Presidency of the Republic of Cameroon, 1992; 1993; 2001). Technologies are advancing faster than ever. The conditions and characteristics of teachers, children, in terms of demographics, family structures and more, are changing. On the education front, the politics and shifts of control make the headlines daily.

In 2001, the UN Committee on the Rights of the Child identified a number of problems with the education system in Cameroon, including rural/urban and regional disparities in school attendance; lack of safe and secure learning environments, lack of trained and skilled teachers and school leaders, limited access to formal and vocational education for children with disabilities; children falling behind in their primary, Quality of Education, Budget for Education, Drop-out Rate (Out-of-school youth, Brain Drain, Social Divide, Lack of Facilities and Teacher Shortage in Public Schools, even as schools are being subjected to increasingly competitive market pressures and held to higher levels of accountability for student achievement (UNESCO, 2014; 2015; 2016; 2010; ; UN, ,2016). The professional actions for Leadership, Management and Administration will be used for multiple purposes, including:

- support for self-evaluation and reflection for educational leadership and management students, head teachers and principals, teachers in, and aspiring to, formal leadership roles in our schools;
- the design of programmes for aspiring or serving middle leaders;
- the design of programmes leading to the attainment of the professional award and / or academic qualification leading to the Standard for headship or principal ship;
- an assessment framework for such leadership learning programmes;
- a template to plan and enhance coherent leadership development pathways and programmes;
- informing the process of recruitment and selection;
- contributing to dialogue about leadership, management and administration

This paper reaffirms with the basic mission of educational development in Cameroon in article 2 which boosts social promotion, with the participation of competent national and international bodies and socio-professional circles in the drawing-up of programmes and the organization

of theoretical courses, practical sessions and internships; and to ensure continuous training of higher education staff and students and other learners in the intellectual physical and moral domains (Njeuma et al., 1999; Ebot Ashu, 2014).

2.1 Conceptual and Theoretical Frameworks

Tikkanen et al. (2019) provide data for analysing internal stakeholder's provision of high-quality leadership effectiveness in the implementation strategy for achieving equity, diversity, equal access and professionalization of educational leadership in schools, universities, the educational system etc. This data provides a central determinant of reform success and what it doesn't (Fullan & Milles, 1992). Thus, such strategies in educational leadership for achieving quality practical learning program, capacity building, use of technology to achieve results of professionalization consist of top-down-bottom-up reform implementation strategies and collective proactive strategies of well-being and are crucial for universities in Africa development (Fullan, 1994, 2007; Petko et al., 2015; Akoulouze et al, 1999; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). Thus, Tikkanen et al. (2019) imply that top-down-bottom-up implementation strategy, consisting of leadership for change management and knowledge sharing can promote educational system or learning instructions impact of equity, diversity, equal access and professionalization in leadership Education reform in terms of deep long-lasting changes.

High quality leadership change management (Commission on Teacher Credentialing & California Department of Education, 2014; Fullan, 2016) practices are likely to enhance knowledge sharing of educational leadership in educational establishments. Top-down-bottom-up reform strategy calls for leadership for change management and the enhancement of knowledge sharing curriculum reform that involve educational practitioners in the transformation of national curriculum to local curricula (Tikkanen et al., 2019; Fullan, 1994; 2007; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999).

Hargreaves and Fink (2006) prescribe that sustainability leadership development framework can be established to context-sensitive development work, where the learning and well-being of stakeholders take centre stage. Thus, learning becomes both a means and goal of the development work to achieve plans suggested by stakeholders. In this study, related concepts and theories are used to develop models of change in educational leadership and provide explanations regarding the degree of success of some initiatives over others. Lessons from these theories and conceptual frameworks can be used by curriculum implementers to guide teachers implement the curriculum and other improvement programs (Fullan, 2001). Talking about educational leadership development, Fullan (1991) highlights successful implementation patterns sustaining the improvement program (Fullan & Stigelbauer, 1991; Fullan, 2016; Commission on Teacher Credentialing & California Department of Education,

2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999).

3.0 Methodological Design of Professional Standards for supporting the Development of Educational Leaders?

The Professional standards are the result of an extensive process that took an in-depth look at the new education leadership landscape (Ebot Ashu, 2014). It involved a thorough review of empirical research and policy analysis (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 30 schools of leadership, management and administrative thoughts to identify gaps among Law No. 98/004 of 14 April 1998: To Lay down Guidelines on Education in Cameroon and Law No. 005 of April 2001 (LOHE) on the orientation of higher education in Cameroon demands of the future (Yin, 2002; 2013; Denscombe, 2003; Presidency of the Republic of Cameroon, 1992; 1993; 2001; Commission on Teacher Credentialing & California Department of Education, 2014; Akoulouze et al, 1999; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). Literature and Policy documents from the Department of Educational Foundations and Administration, Faculty of Education, University of Buea, The Cameroon Council for Educational Leadership and Management Society (CCELMS), Cameroon Ministry of Higher Education (MINESUP), Cameroon Ministry of Employment and Vocational Training (MINEFOP), Cameroon Ministry of Secondary of Education (MINESEC), Cameroon Ministry of Basic Education (MINEDUB). The public was also invited to comment on two drafts of the Professional Leadership, Management and Administration standards, which contributed to the final product. The Cameroon Council for Educational Leadership and Management Society (CCELMS), a consortium of professional organizations committed to advancing educational leadership (including those named above), has assumed leadership of the Professional Standards in recognition of their significance to the profession and will be their steward going forward.

4.0 Presentations of Professional Leadership, Management and Administration Standards for Educational Leaders

The Standards acknowledge and honor the reality that educational leadership, management nor administration is and should be a profession of values, of ethics, and of professional norms (Ebot Ashu, 2014; 2018; Akoulouze et al, 1999; Petko et al., 2015; Heagreave and Fink, 2006; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). For example, there is review of literature and policy analysis for the claim that leaders should be stewards of public resources (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana,

National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). .Nor is there any empirical evidence that school leaders, managers and administrators should disproportionately allocate human and social capital to care for marginalized children and their family's practices (Huber and West, 2002; Commonwealth Secretary, 1996; Harber and Dadey, 1993; Murphy, 2017; Ebot Ashu, 2020a; Akoulouze et al, 1999; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999). Yet it would be an impoverished profession if we failed to underscore such norms and values (Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998). The Standards also include craft knowledge of colleagues in the practice of administration, what scholars often refer to as the wisdom of practice (Murphy, 2017; Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Ebot Ashu, 2014; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Akoulouze et al, 1999; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011).

4.1 What Makes the Professional Leadership, Management and Administration Standards?

Professional Standards define the nature and the quality of work of persons who practice that profession, in this case educational leaders (Ebot Ashu, 2014; 2020a; Hargreaves and Fink, 2006; Commission on Teacher Credentialing & California Department of Education, 2014). They are created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated (Botswana, National Commission of Education, 1993; Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Ebot Ashu, 2014; Commission on Teacher Credentialing & California Department of Education, 2014; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999). They inform government policies and regulations that oversee the professional development of educational leaders and teachers (Njeuma et al., 1999; Presidency of the Republic of Cameroon, 1993; African Union & European Commission, 2019; Ministry of Education, Republic of Ethiopia, 2013; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999). By articulating the scope of work and the values that the profession stands for, standards suggest how practitioners can achieve the outcomes that the profession demands and the public expects (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). Professional Leadership and Management standards are not static. They are regularly reviewed and adjusted to accurately reflect evolving understandings of, expectations for, and contexts that shape the

profession's work (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999).

4.2 To whom do the Professional Leadership, Management and Administration Standards Apply to?

The Professional Standards are foundational to all levels of educational leadership. They apply to educators (education leadership students, bursars, headteachers, principals and assistant principals) and they apply to educational system leaders and administrators as they engage in similar domains of work as educational leaders (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Nwokeocha, 2017; Pheko, 2008; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). However, the specific leadership activities that follow each Professional Leadership Standards are cast more toward educational system and school-level leadership (Nwokeocha, 2017; Pheko, 2008; Ebot Ashu, 2014; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Akoulouze et al, 1999; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). Moreover, leadership learning at the educational system or school level have additional responsibilities associated with their particular roles (e.g., working with school boards and labor relations), and those responsibilities extend beyond these Leadership Professional Standards (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999). Such additional responsibilities are described in other Leadership Professional Standards focusing specifically on educational system leadership.

4.3 What is the Link between Educational Leadership and Student Learning?

The Leadership Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning (Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998). Improving student learning takes a holistic view of leadership Standards (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Commission on Teacher Credentialing & California Department of Education, 2014; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998;

Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014;

Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). The Professional Leadership Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success.

Those that achieve accreditation will have access to information that will help them in this process:

1. Mission, vision and core values of sustainable leadership
2. Good Governance
3. Ethics and Professional knowledge and interpersonal skills
4. Equity and Cultural Responsiveness
5. Curriculum, Instruction and Assessment
6. Community Engagement
7. Recruitment and Selection
8. School Leaders, Teachers, Students and Community Development
9. Professional Learning Community for School Leaders and Teachers
10. Financial Management
11. Succession Planning
12. School Improvement for the Future

4.4 How can the Professional Leadership Standards be used?

The Leadership Standards are “model” professional standards in that they communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leaders (Tikkanen et al., 2019; Jones et al, 2013; Hargreaves and Fink, 2006; Standards (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011; Akoulouze et al, 1999). They are a compass that guides the direction of practice directly as well as indirectly through the work of policy makers, professional associations and supporting institutions (Ministry of

Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Standards (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Akoulouze et al, 1999; Australia Institute for Teaching and School Leadership, 2011). They do not prescribe specific actions, encouraging those involved in educational leadership and its development to adapt their application to be most effective in particular circumstances and contexts (Huber and West, 2002; Commonwealth Secretary, 1996; Harber and Dadey, 1993; Murphy, 2017; Ebot Ashu, 2020a; Standards (Ministry of Education, Republic of Ethiopia, 2013; Murphy, 2013; Gallier and Keery, 2014; Presidency of the Republic of Cameroon, 2001; Republic Of Cameroon, 1998; Commission on Teacher Credentialing & California Department of Education, 2014; Botswana, National Commission on Education, 1993; Australia Institute for Teaching and School Leadership, 2011). Elements of all of the leadership standards are organised into inter-related categories with Professional Values and Personal Commitment at the heart. These elements are inherently linked to each other in the development of teachers and school leaders, and one aspect does not exist independently of the others. It is this inter-relationship among all of the categories which develops their understanding, their practice and their professionalism.

4.5 Professional Standards for Educational Leaders, Teachers and Students

1. Mission, vision and core values of sustainable leadership

What does this mean?

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student

Why is this important?

An organisation needs direction and purpose. Therefore, your organisation will have considered what it aspires to achieve, what approach or model it needs, and what culture is required to drive success

What this means in practice to the Educational System?

1. Present documentation on national policy of educational system mission, vision, goals and values of expectations upon which such a structured education could be developed

Mentor

Supervisor

Student

<p>2. Understand the role of the educational system, inspectors and other educational authorities and vice versa needs to be clearly defined</p>			
<p>3. The educational system demonstrates core commitment in encouraging diversity, social justice and equality</p>			
<p>4. Embracing locally and globally the educational and social values of sustainability, equality, social justice and recognizing the rights and responsibilities of future as well as current generations.</p>			
<p>5. Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.</p>			
<p>6. Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.</p>			
<p>7. Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.</p>			
<p>8. Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.</p>			
<p>School Head Teacher or Principal</p>			

<p>9. Develop an educational mission, vision and values for the school to promote the academic success and well-being of each student</p>			
<p>10. Work in collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</p>			
<p>11. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</p>			
<p>12. Strategically develop, implement, and evaluate actions to achieve the vision for the school.</p>			
<p>13. Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.</p>			
<p>14. Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported</p>			
<p>Teachers</p>			
<p>15. Teacher understand the aspirations of the school and can explain why the chosen mission, vision, values and culture best fits the learning institution and they can provide examples of how it drives performance.</p>			

16. Demonstrating openness, honesty, courage and wisdom.

17. Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning

Students

18. Student and members of the community confirm that they understand the mission, vision and values of their school and the benefits that these bring to their lives and society

2. Good Governance

What does this mean?

Leaders and Managers practice the principles of Good Governance and understand the assurance this provides for the educational system, school, teachers and learners, investors, suppliers, contractors and employees

Why is this important?

Leader and Manager have clearly defined the legal and ethical requirements needed to meet its strategic aims, and these form the basis of Good Governance. The roles of the educational system and school are clearly defined and understood by all parties. Leaders and Managers can show how Governance guides decisions to ensure sustainable compliance, and that leaders and managers aspire to the practice of Good Governance. Teachers, learners and the wider community recognize what good Governance means in their school and how it is being practiced.

What Good Governance means in practice to the Educational System?

1. The roles and responsibilities of the educational system, Board of directors of a private or faith school, the CEO of a private school, and the Operational Managers are clearly

Mentor	Supervisor	Student

defined and do not overlap.

2. The educational system, Board of directors of a private or faith school, the CEO of a private school, oversees the strategic direction of the organisation and the values by which it operates, and defines what Good Governance means in line with the strategy it seeks to deliver.
3. The senior leader involved in the implementation can differentiate between strategic aims, organisation planning, and operational practice, and ensure these are auctioned effectively.
4. Senior leader can show they have identified the areas of the organisation that require legal and ethical parameters, and the plans, processes or principles are in place.
5. Senior leader regularly review governance arrangements to ensure that the evidence shows they are effective, and report progress to the legally accountable people, organisations and internal or external stakeholders.
6. Senior leader show they consider and respond appropriately to feedback and guidance provided.

School Head Teacher or Principal

7. Leader and manager can explain what Good Governance means in their organisation and how this impacts on their role.
8. Leader and manager demonstrate how their leadership and management practices align

with this Good Governance

Teachers

- 9. Teacher can describe and provide examples of Good Governance decision making at all levels of the organisation.
- 10. Teacher express confidence in the way that the organisation is governed and can give examples of how it works effectively.

Students

- 11. Governance helps to strengthen participation and exercise students’ rights
- 12. Governance policies help to promote and enhance student’s leadership skills.
- 13. Students have a good understanding of *good governance* and the principles of accountability, transparency, civic participation, efficiency

3. Professional knowledge and interpersonal skills

What does this mean?

Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Why is this important?

The educational system outline the Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills and Abilities required of school leaders and teachers in formal leadership roles.

What Professional knowledge and interpersonal skills mean to the Educational System?

Mentor	Supervisor	Student
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1. Senior leader have defined the structure needed and how this will drive and improve the organisation’s performance, support its aspirations, approach to market, working practices, and responsible leadership.
2. Senior leader define the requirements (knowledge, skills and behaviours including coaching and mentoring) that leaders and managers need to contribute to the organisations aspirations and performance.
3. Senior Leader engage critically with knowledge and understanding of research and developments in teaching and learning and work with others to ensure the application of relevant development to improving outcomes for learners.
4. Leader keep abreast of, and apply their enhanced knowledge and understanding of, contemporary developments in society, digital technologies, the environment and the wider global community (including trends and changes in family patterns, work patterns, the media, leisure and politics) and consider the implications for their leadership

School Head Teacher or Principal

5. Leader and manager understand and can describe the organisations leadership and management requirements, including the reporting structure.
6. Leader and manager understand and can describe how efective leadership and management will drive and improve the performance of the organisation, teams and individuals and how progress will be measured

7. Leaders apply their enhanced knowledge and critical understanding of research and developments in education policy to support school development.

Teachers

8. Leader understand the political and social context and the ways in which this impacts on schools and those within schools, taking account of this in their leadership and management practices.

9. Leader continually develop self-awareness; they regularly question their practice through processes of reflection and critical enquiry. They manage self and others effectively, with a commitment to collegiate practice. They build and sustain personal credibility by modeling their commitment to career-long professional learning, integrity and ethical practice, thus developing a culture of trust and respect

Students

10. Student can confirm that they understand the defined structure and approach to leadership and management and how this contributes to the organisations performance, its aspiration, approach to market and culture

11. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.

12. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

13. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

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4. Equity and Cultural Responsiveness

What does this mean?

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Why is this important?

It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

What Equity and Cultural Responsiveness means in practice to the Educational System?

1. Address matters of equity and cultural responsiveness in all aspects of leadership
2. Provides resources, tools, and briefs for educators such as professional learning for culturally responsive teaching, addressing diversity in schools, and culturally responsive literacy education.
3. Provide training modules for educators on building collaborative leadership teams, understanding culture, culturally responsive pedagogy and practice, and culturally responsive response to intervention.
4. Evidence of addressing structural and systemic inequities long present in the education system, schools have opportunities to develop and model equitable and anti-tribal policies and practices. We all have the ability to learn, heal, and grow together.

Mentor	Supervisor	Student

School Head Teacher or Principal

- 5. Provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education.
- 6. Within this larger context, schools address the tribal and linguistic disparities in discipline and the opportunity gap.

Teacher

- 7. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context
- 8. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 9. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

Students

- 10. Ensure equity for all and that honor and welcome diverse input.
- 11. A trove of studies favorably link racial and ethnic pride and belonging to school engagement, interest in learning, and even better grades.

12. Because culturally responsive teachers center students' identities in the classroom, they support the development of students' racial and ethnic pride

5. Curriculum, Instruction and Assessment

What does this mean?

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Why is this important?

Using curriculum, instruction and assessment they plan and implement differentiated lessons and align them to important learning goals, essential questions, and formative and summative assessments while ensuring that their instruction includes meaningful applications of knowledge

What Curriculum, Instruction and Assessment means in practice to the Educational System?

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

School Head teacher and Principal

3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

Mentor	Supervisor	Student

4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

Teacher

5. Promote the effective use of technology in the service of teaching and learning.
6. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
7. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

Student

8. Understand the curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students
9. Assess learning outcomes using technology offer multiple pathways to demonstrate and deliver learning outcomes

6. Community Engagement

What does this mean?

Community engagement is a two-way street where the

Why is this important?

Engendering commitment and encouraging improved performance from

school, families, and the community actively work together, creating networks of shared responsibility for student success. School leaders and managers are effective in engaging people in the community to improve performance.

your people is one of the essential foundations upon which great leadership is built. Your leaders and managers create the type of environment that involves people and inspires them to deliver exceptional performance through creativity and engagement. Leaders and managers have the structures in place to ensure people can be engaged whilst ensuring the required performance is sustained.

What Community Engagement means in practice to the Educational System?

1. Senior leader define what strategy or approach they have taken to develop a culture of engagement and creativity in schools
2. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
3. Senior leader seek continuous improvement, innovation and creativity that contribute to the engagement of people in the delivery of the organisations performance, its aspiration, and approach to market and culture.
4. Senior leaders measure the effectiveness of their people engagement at all levels

Head teacher or Principal

5. Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners
6. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible

Mentor	Supervisor	Student

member of the school community.

- 7. Leader and manager can give examples of the benefits gained from the effective use of the defined strategy or approach to people engagement and creativity.
- 8. Infuse the school's learning environment with the cultures and languages of the school's community.
- 9. Effective educational leader cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Teacher

- 10. Teacher takes approach to engagement and creativity and confirms this enables them to take ownership of their role, collaborate with others and engage with the organisation as a whole.
- 11. Community engagement *is* incorporated into a course or series of courses by way of a project that has both learning and community action goals
- 12. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

Students

- 13. Working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being

of those people

14. Student will express their values in action within our communities in a process of positive civic engagement.

7. Recruitment and Selection

What does this mean?

Recruitment refers to the process where potential applicants are searched for, and then encouraged to apply for an actual or anticipated vacancy. Selection is the process of hiring employees among the shortlisted candidates and providing them a job in the organization. Recruitment and selection strategies are efficient and effective and meet the needs of the organisation.

Why is this important?

If your organisation is going to be successful in bringing value to the society, it will have considered the knowledge, skills, attitudes and talents that will be needed from future employees. With this in mind, your leaders and managers follow transparent processes for the recruitment, selection and progression of people that fit the aspirations and culture of the organisation at all levels.

What Recruitment and Selection means in practice to the Educational System?

1. Education system senior leaders must be in a position to estimate teacher needs and plan.
2. Senior leader define the recruitment and selection strategy of the organisation and how this contributes to the organisation's aspiration, approach to market and culture.
3. Educational system need to reflect on their hiring *practices* and invest planning ... Having well planned and defined recruitment and selection policies in place .
4. Recruit, hire, support, develop, and retain effective and caring teachers and other

	Mentor	Supervisor	Students

professional staff and form them into an educationally effective faculty.

Head teachers and Principals

- 5. School boards need to reflect on their hiring practices and invest planning. Having well planned and defined recruitment and selection policies in place.
- 6. Leader and managers understand and can describe the recruitment and selection approach and process, their role within it, and how this contributes to the organisation’s aspirations, approach to market and culture.
- 7. Leader and manager actively undertake the recruitment and selection of people (including leaders and managers) with the values and behaviors that match those defined by the organisation.

Teachers

- 8. Teacher believes that the recruitment and selection approach and process is transparent and fair.
- 9. Teacher confirm that the approach and process results in the recruitment of people with the values and behaviours that contribute to the achievement of the organisation’s aspirations, approach to market, and culture

Students

- 10. Recruitment mean searching for and obtaining a pool of potential candidates with the desired knowledge, skills and experience to allow students participation in the recruitment

process

8. School Leaders, Teachers, Students and Community Development

What does this mean?

School leader’s development is a comprehensive research-based framework that empowers underprepared learners to achieve intellectual, social and emotional growth. Developmental education includes, but is not limited to, instruction, coursework, tutoring, personal counseling, career counseling and academic advisement. Leaders and Managers are effective in developing their people to improve organisation performance.

Why is this important?

Helping people learn and develop while at work is a core leadership and management attribute. Leaders and managers understand how people learn and take every opportunity to support and encourage people to grow and develop the skills, knowledge and behaviours needed.

What School Leaders, Teachers, Students and Community Development means in practice to the Educational System?

1. Senior leader define the learning and development strategy for the organisation to ensure people at all levels are given the support they need to develop the appropriate knowledge, skills and behaviours required to contribute to the organisation’s aspirations, approach to market and culture
2. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
3. Promote the personal and professional health, well-being, and work-life balance of faculty and staff

Mentor	Supervisor	Student

Head teachers and Principals

4. Leader and manager identify the learning and development needs at organisation, team and individual levels. The resources and plans to implement the requirements and precise outcome measurements are all defined and in place.
5. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
6. Leader and manager can describe the overall investment made by the organisation in the development of people.
7. Leader and manager can explain how the outcome measurements set for their learning and development have demonstrated improvements in performance of the organisation and contributed to its aspiration, approach to market and culture
8. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
9. Leader develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
10. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
11. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of

teachers' and staff members' knowledge, skills, and practice.

Teachers

12. People can confirm that they are provided with the support they need to develop the knowledge, skills and behaviours required for the organisation to be successful; and can give examples of how they have developed and grown within their role.
13. People can give examples of how the outcome measurements set for their learning and development have demonstrated improvements in their performance and the performance of the team and the organisation.
14. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

Students

15. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work and learning-life balance.

9. Professional Learning Community for School Leaders and Teachers

What does this mean?

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Effective educational leaders foster a

Why is this important?

PLCs help school leaders and teachers stay on top of new research and emerging technology tools for the classroom. Collaboration within a region and beyond is essential in order for educators to have ongoing and regular opportunities to learn from each other. A

professional community of school leaders and teachers to promote each student’s academic success and well-being.

global PLC allows school leaders and teachers to share and learn from each other daily.

What does Professional Learning Community for School leaders and Teachers means in practice to the Educational System?

1. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
2. Develop and support open, productive, caring, and trusting working relationships among leaders, teachers and students to promote professional capacity and the improvement of practice
3. Design and implement job-embedded and other opportunities for professional learning collaboratively with school leaders, teachers, students and members of the learning community
4. Design and implement job-embedded and other opportunities for professional learning collaboratively with school leaders, teachers, students and members of the learning community.

Head teachers and Principals

5. Develop workplace conditions for teachers and other professional staff that promote

Mentor	Supervisor	Student

effective professional development, practice, and student learning.

6. Promote mutual accountability among teachers and other support staffs for each student's success and the effectiveness of the school as a whole
7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning
8. Develop coherent approaches to professional learning which build and sustain teachers' practice

Teachers

9. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
10. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
11. Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners

Students

12. PLCs allow school leaders, teachers and students an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement

13. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

10. Financial Management

What does this mean?

Leader and Manager are financially literate and competent, and ensure people understand the implications of their decisions.

Why is this important?

Financial astuteness is critical to an organisations success. Your organisation places emphasis on making sure that its leaders and managers have a sound understanding of corporate finance and how financial situations impact on an organization

What does Financial Management means in Practice to the Educational System?

1. Senior leader define what depth of commercial acumen and understanding of organisation fnance is required by people at all levels within the organisation.
2. Senior leader make sure that they and their people have a sound understanding of the organisation’s finance and a commercial aptitude (relevant to their role) through education, training, and work experience.
3. Senior leader understand the importance of taking quality decisions, which are moderated and informed by financial implications and situations that the organisation encounters.

Head teachers and Principals

4. Leader and manager can explain the commercial aptitude and relevant depth of financial knowledge that relates to their role, and how this supports them to perform their roles

	Mentor	Supervisor	Student

roles—often the ownership of a company—to an employee or group of employees. There is clear succession planning at all levels of the organization

and plan for every eventuality and the future. It is critical to ensure that you are not solely dependent on an individual or group of individuals and that succession and progression plans are both in place. These are designed to make the most of talents / abilities within your organisation and also identify how you can harness any relevant external sources of talent.

What does Succession Planning means in Practice to the Educational System?

Senior leader have defined the organisation’s strategy to succession at all levels to assure continuity and improvement of the organisation’s performance.

Senior leader define how people are given the opportunity to make the most of their abilities within the organisation, and where appropriate contribute to the succession plans

Head teachers and Principals

Leader and manager can describe how the organisation’s approach to succession planning impacts on the performance discussions held with their people.

Leader and manager can confirm that they provide people with the information, advice and guidance that ultimately supports them to plan and develop

Teachers

Teacher can confirm that they understand the organisation’s approach to succession planning and that they receive information, advice and guidance that helps them plan their careers.

Mentor	Supervisor	Students

12. School Improvement for the Future

What does this mean?

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. The organisation challenges its approach to leadership and management to anticipate future organisation needs

Why is this important?

Measurement is essential to monitoring progress and identifying areas for improvement. Your organisation uses a blend of effective measurements and feedback channels to enable it to monitor the performance of its leaders and managers, and then puts plans in place for continuous improvement activity. Your aspirations, strategy, culture and approach to leadership and management evolve as a result

What does School Improvement for the Future means in practice to the Educational System?

1. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
2. Senior leader can give examples of how creativity and innovation are used to continually respond to changes to the internal and external organisation environment.
3. Senior leader are able to explain how the Board reviews corporate governance and the steps in place to make adjustments where necessary.
4. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
5. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

Mentor	Supervisor	Student

6. Assess and develop the capacity of school leaders and teachers to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

Head teachers and Principals

7. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
8. Leader and manager can explain how they review and evaluate their own capabilities as a leader and use this to inform their own development to deliver on the future aspirations of the organization
9. Leader and manager can explain how they review and evaluate people leadership, management and development and use this learning to shape the future.
10. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
11. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

Teachers

12. Training, books, words of encouragement, degrees and certifications, Professional

Development, meetings, assistants, rules, policies, laptops—these are the traditional fare of teacher improvement.

13. Digital technology and practices for school improvement: innovative digital equipment to support teaching and learning. School improvement is aimed at improving student educational outcomes

Students

14. As student bodies become increasingly heterogeneous across education systems, *schools* have to improve education outcomes for all students by creating inclusive

5.0 Conclusion and Recommendations

The ongoing work to update the CPSELs has been subject to a number of powerful forces and dynamics. One of the most important was the review of relevant literature and initial revision of Law_No. 98/004 of 14 April 1998: To Lay down Guidelines on Education in Cameroon and Law No. 005 of April 2001 (LOHE) on the orientation of higher education in Cameroon of the creation of the Standards. Organizational leadership, management and administrative competence and skills had built up over 61 years since independent of Cameroon. Second, the reality that the Standards had become a high impact platform was inescapable. They had and most likely would continue to cascade over professional organizations, like the Ministries of Educational establishments, and schools in highly influential ways. They had signaled that important changes in the work of academics, practitioners, policy makers, and program developers were unavoidable. Most significantly, the knowledge base on which the Standards were scaffold, academic institutions and caring support, demanded an enlarged treatment of what leaders should be doing to create educational leaders, schools and educational system where inside an environment of equity, diversity care for all youngsters reach ambitious targets of academic learning.

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