# The role of leadership in school improvement: Evaluating improvement efforts of a school in Jordan

دور القيادة في تحسين المدرسة: تقييم جهود تحسين المدرسة لمدرسة في الأردن

**by**

**ZEID EL TURK**

**A dissertation submitted in fulfilment**

**of the requirements for the degree of**

**MASTER OF EDUCATION IN MANAGEMENT AND LEADERSHIP**

**at**

**The British University in Dubai**

**Dr. Solomon Arulraj David**

**April 2017**

## DECLARATION

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

## COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean of Education only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

## Abstract

School improvement is a continuous process which is crucial to any school aiming to increase effectiveness of its outcomes. School improvement involves a wide range of intricate processes and interactions which determine the overall results. Improving, changing or removing some of these processes is vital to increasing the likelihood of achieving better results. The strategies, behaviors and decision making of school leaders can influence these processes and the degree to which they are successful.

This study looks at a single case of a school in Jordan aiming to improve overall school outcomes. By looking at a single case this study aims to achieve a deeper understanding towards the hidden elements and processes involved in determining school improvement efforts.

## ملخص البحث

تحسين المدرسة هي عملية متواصلة و مستمرة وحاسمة لأية مدرسة تهدف إلى زيادة فعالية النتائج المدرسية. ان تحسين المدرسة يشمل مجموعة واسعة من العمليات المعقدة والتفاعلات التي يمكن أن تحدد النتائج الإجمالية. ان تحسين أو تغيير أو إزالة بعض هذه العمليات أمر حيوي ومهم في زيادة احتمالية تحقيق نتائج أفضل. ان الإستراتيجيات وسلوكيات وحسن اتخاذ القرار لدى قادة المدرسة تؤثر على هذه العمليات ودرجة نجاحها.

هذه الدراسة تبحث في حالة واحدة لمدرسة في الأردن تهدف إلى تحسين فعالية المدرسة بشكل عام ومن خلال الإطلاع على حالة واحدة تهدف هذه الدراسة إلى تحقيق فهم أعمق نحو العناصر الخفية والعمليات المتعلقة في تحديد جهود تحسين المدرسة.

## Dedication

To my mentor, the late Clifton Chadwick

## Acknowledgements

Special thanks go to my family for their continued support, to Dr Solomon Arulraj for his support and guidance during my time carrying out this study, to the various members of BUiD staff and colleagues, and mostly to my mentor, Dr. Clifton Chadwick (May his soul rest in peace), who taught me so much during my time as a student at BUiD. I would finally also like to thank all the people who participated in my research for their kind support and feedback.

## Table of Contents


Abstract ..... IV
Dedication ..... VI
Acknowledgements ..... VII
List of Tables ..... X
List of Figures ..... X
Chapter 1: Introduction ..... 1
1.1. Overview of the Chapter ..... 1
1.2. Statement of the Problem ..... 1
1.3. Purpose and Objective ..... 2
1.4. Research Questions ..... 3
1.5. Rationale for the Study ..... 3
1.6. Structure of Dissertation ..... 4
Chapter 2: Literature Review ..... 5
2.1. Overview of the Chapter ..... 5
2.2. Review of Related Literature ..... 5
2.2.1. School Leadership and Accountability ..... 5
2.2.2. Theory of Leadership Role and Change Management ..... 6
2.2.3. Change Management ..... 7
2.2.4. Implementing Change ..... 15
2.2.5. Leading Change (Kotter's 8-Step Change Model) ..... 16
2.2.6. Creating Strategies for Change ..... 19
2.3. Situating my Current Study ..... 19
Chapter 3: Methodology ..... 20
3.1. Overview of the Chapter ..... 20
3.2. Research Approach ..... 20
3.2.1. Philosophical Foundations ..... 23
3.2.2. Research Design ..... 23
3.2.3 Case Study ..... 24
3.2.4. Critics of Case Study ..... 26
3.3. Data Collection ..... 28
3.3.1. Data Collection Methods ..... 28
3.3.2. Research Site ..... 30
3.3.3. Population and Sampling ..... 31
3.3.4. Instrumentation ..... 34
3.3.4.1. Interviews ..... 35
3.3.4.2. Document Analysis ..... 37
3.4. Plotting the Instrument ..... 38
3.5. Data Analysis ..... 38
3.6. Ethical Considerations ..... 39
3.7. Trustworthiness/Reliability of Data ..... 40

Chapter 4: Results, Analysis and Discussion ..... 42
4.1. Overview of the Chapter ..... 42
4.2. Analysis of Data ..... 42
4.2.1. Results of Parents Survey [Pre-Research] ..... 42
4.2.2. Results of Questionnaire 1 (Q1) ..... 45
4.2.3. Results of Questionnaire 2 (Q2) ..... 49
4.2.4. Results of Interviews ..... 55
4.2.4.1. Interview with School Principal ..... 55
4.2.4.2. Interview with Participant One of the Previous School Improvement Leadership Team ..... 56
4.2.4.3. Interview with Participant Two of the Previous School Improvement Leadership Team ..... 56
4.2.5. Results of Document Analysis ..... 57
4.2.5.1. School Improvement Action Plan ..... 57
4.2.5.2. Quality Assurance Visit Report (February 2017 QAV) ..... 58
Chapter 5: Conclusion ..... 63
5.1. Summary of Study ..... 63
5.2. Key Findings ..... 63
5.3. Recommendations ..... 66
5.4. Implications ..... 66
5.5. Limitations of the Current Study ..... 66
5.6. Scope for Further Study ..... 67
5.7. Concluding Note ..... 67
References ..... 68
Appendices ..... 73
Appendix A: ..... 73
Appendix B: ..... 119
Appendix C: ..... 120
Appendix D: ..... 130
Appendix E: ..... 136
Appendix F: ..... 158
Appendix G: ..... 160

## List of Illustrations


| No. | Title | Page No. |
|---|---|---|
| Figure 1 | Model of organizational change framework | 8 |
| Figure 2 | The interactive factors which influence implementation | 11 |
| Figure 3 | Health Promoting Schools Framework | 13 |
| Figure 4 | Kotter's 8 steps for leading change | 17 |
| Figure 5 | Kotter's overlapping steps | 19 |


## List of Tables


| No. | Title | Page No. |
|---|---|---|
| 1 | Table 1: Parent satisfaction survey Q.41 result | 44 |
| 2 | Table 2: Parent satisfaction survey Q.32 result | 45 |
| 3 | Table 3: Parent satisfaction survey Q.33 result | 45 |
| 4 | Table 4: Key findings from Questionnaire 1 (Q1). | 49 |
| 5 | Table 5: Key findings from Questionnaire 2 (Q2). | 50 |
| 8 | Table 6: Key areas of School development plan | 58 |
| 9 | Table 7: Summary of QAV Report | 59 |
| 10 | Table 8: Summary of key findings | 63 |

## Introduction

### 1. 1. Overview of the Chapter

This chapter provides a background to the existing problem and identifies the research question raised to guide this study. The purpose of this study is determined and the importance of such a study is also highlighted.

### 1.2. Statement of the problem

Commented [SAD1]: The statement of the problem is very weak – without references to substantiate

A private school in Jordan has undertaken measures in hope of achieving overall school improvement. After eighteen months of initiating a strategic school development plan, there has been mixed feedback from stakeholders, most notably from parents of the children attending this school. The majority of parents are reported to have felt only minor levels of improvement, including a significant number of parents unable to identify any level of improvement.

The school's leadership team is determined to continuously raise standards, maximize progress and enhance the overall school experience by consistently achieving significant levels of improvement in various school areas.

The school board had identified and prioritized earlier key areas for improvement and has set targets accordingly, leading to the development of a school improvement plan, aimed at generating meaningful improvements in school practices and outcomes. Although such measures have been taken to achieve the desired improvement targets, various stakeholders are not overwhelmingly convinced that significant levels of improvement are being achieved, consequently, a certain level of criticism remains evident amongst some parents.

### 1.3. Purpose and Objectives

The purpose of this research is to investigate and understand the actions, efforts, and attitudes of senior management towards school improvement strategies and the consequential effects on organizational behavior and efforts.

In addition, I hope that results of this work may contribute towards existing research in this field of study.

The objectives are:

To understand the current situation by obtaining feedback from members of school staff on their beliefs about recent levels of school improvement.

To identify the areas targeted for improvement by senior management as per the produced school development plan.

To identify if meaningful changes in the school are being generated in accordance with the set improvement target areas.

To understand from school staff what implementation strategies were used towards achieving the school development plan targets.

To obtain feedback on the effectiveness of the implementation strategies currently being used according to the school principal, heads of faculty and teachers.

To identify the factors supporting or hindering improvement efforts.

To highlight any shortcomings of the strategies that have been used by school management which may have held back school improvement.

To identify new strategies that may improve processes for future improvement plans.

To provide school management with recommendations on (Successful change management) strategies in hope of achieving more meaningful improvement results in the future.

To provide the school's senior management with recommendations that may be adopted to increase the likelihood of yielding better results in future improvement efforts.

### 1.4. Research Questions

Understanding the problem on hand has led to asking the following research question: How has senior management's leadership role during the implementation stage affected the overall improvement levels? And what can leadership do to increase the likelihood of yielding better results in future improvement efforts?

Some sub-questions that have been derived from the research questions of this study include: What did management do to monitor effective implementation or to monitor levels of progress in relations to the targets set? What methods or strategies were being used to assess if progress was being made to reach the desired targets? Are the implementation strategies developed and used effective enough to reach or achieve the desired goals?

### 1.5. Rationale behind the Study

Conducting qualitative research could be very beneficial to the subject of interest of this study. Using a scientific approach to investigate the existing processes in the current context will provide a deeper understanding towards any existing problems that may be hindering progress.

This study may as well be important in the educational field: looking at a single case will enable investigation of micro-level data which is sometimes overlooked or untapped in the bigger, multiple case study research. Many schools around the world which might be facing similar functional or operational (micro-management) problems may be able to adopt the recommendations of this study to improve their outcomes.

### 1.6. Structure of the Dissertation

This study is divided into five main chapters. Chapter one is the Introduction which describes the background to the problem under study both theoretically and contextually. The purpose of conducting this study is disclosed and the key objectives are identified. This section also puts forward the research questions and sub-questions. The chapter ends with exhibiting the relevance of this study to the context and to the field as a whole.

Chapter Two is the Literature Review. This chapter reviews several similar previous studies, identifying key theories, models, and frameworks related to this study. This section will define and map out key concepts used in this research.

Chapter Three is the Methodology. This chapter identifies the research approach chosen for this study, the data collection methods used and the process of piloting the instruments. This section later determines the methods of data analysis and discusses matters related to ethical considerations and trustworthiness towards the data collected.

Chapter Four is the Results, Analysis and Discussion. This chapter includes critical analysis, discussion, and interpretation of the results generated from the data collected.

Chapter Five is the Conclusion. This chapter includes a summary of the study, highlights the key findings, recommendations, implications, the scope for further study, and ends with a concluding note.

## Literature Review

### 2.1. Overview of the Chapter

This chapter identifies the key concepts and theoretical framework guiding this study. This section also includes a review of the literature related to this study.

Topic key concepts and terms: School leadership, School improvement, Change management, Accountability, Quality assurance.

### 2.2. Review of Related Literature

#### 2.2.1. School Leadership and Accountability

The roots of school leadership are permeated in the soil of community services i.e., serving the common good. Sergiovanni (1996) argues that schools are unique places that require their own theories and practices. The importance of leadership skills of the principal cannot be underestimated in enabling the environment to make schools a better place of learning for children. They are the instructional leaders, managers, and motivators for teachers.

Sergiovanni (1996) elaborates that leadership in a school is a pedagogy which can be defined as an action of a principal or a teacher that provides a sense of orientation, protection, and direction to a child. In order to ensure students' development and academic progress, accountability plays a vital role. Such judgments follow the sequence of observations, mainly about the standard of student achievement and the effectiveness of school processes in maximizing student achievement. The school leader, who is in most cases the principal, is required to undertake necessary measures to assess the effectiveness of the processes in the school for enhanced student achievement.

'The School Improvement and Accountability Framework' (2008) mentions a number of actions that principals are required to take in order to keep the quality check intact. In collaboration with the staff, they are required to develop a school plan, operational planning and classroom planning. They are also required to actively participate in school review processes, including standards review and external expert reviews.

‘The School Improvement and Accountability Framework’ (2008) mentions the three components of school improvement cycle: assess, plan and act. These three components are interactive, one inputs into the other. This is an ongoing cycle of school improvement; and a continuous process of change and modification based on assessing data and evidence inform on student's achievement and the effectiveness of school operation.

### 2.2.2. Theory of Leadership Role in Change Management

School development can be described as “a distinct approach to educational change that aims to enhance student learning outcomes as well as strengthening the school’s capacity for managing change” (Hopkins 2001, p. 13).

Leadership has a key role to play in inspiring change throughout the organization. It needs to set the direction for the change and ensure that the change is implemented. It can better be understood if we comprehend the theories presented by Sergiovanni (1996).

Sergiovanni (1996) highlights three theories with important lessons that can teach staff members and provide understanding to help make decisions about leadership for schools.

“We as educators need to make schools friendly and rich so the image of leadership, organization and behavior fit with the learning development of the school”. “Theory for the schoolhouse should provide decisions about school organization and functioning, curriculum, and classroom life that reflect constructivist teaching and learning principles”.

First theory: The Pyramid Theory is a hierarchical system with the head manager at the top while managers with delegated powers are below, with the people being managed at the bottom. Rules and regulations are at the top. These provide protocols and guidelines for planning, controlling, organizing, and directing. When this theory is applied to schools the work of principals and teachers become simplified and standardized, and likewise the outcomes of the school.

Second theory: Railroad Theory controls the work of people who do different jobs. This theory handles different responsibilities and instead of relying on direct supervision and hierarchical authority, time is spent anticipating questions and problems that will likely arise. This provides

tracks that people must follow to get from one goal or outcome to another. Once the tracks have been laid out, people are taught how to follow tracks and a monitoring system is put in place so that everyone follows to reach the desired goals. When this theory is applied in the schools, specific objectives are identified and aligned to a curriculum. These objectives are connected to a specific method of teaching. Teachers are supervised and evaluated and students are likewise assessed to ensure that curriculum and teaching are being enforced and followed.

Third theory: High-Performance Theory allows workers to make their own decisions individually or in shared decision making groups. Effective leadership will connect workers together. This theory expects teachers to provide similar results. Teachers and principals are given freedom to organize their schools and teach the way they want to enable learning. This theory collects date on how well workers are doing. It allows teachers and principals to improve the quality of their own performance.

### 2.2.3. Change Management

Oakland & Tanner (2007) states that successful change focuses on both strategic and operational issues. The link between the strategic objectives and operational improvement is through the core processes that need to be understood, measured and improved. If the links are broken then the change is largely ineffective. Effective planning for designing an initiative considers how coherence between different aspects of the school life can be achieved.

**Constructs of change management: Identifying the triggers for change, readiness for change and implementing change.**

"The educational environment is increasingly being characterized by rapid change and complexity" (Fullan 2007; Stoll 2010, cited in Boyd 2012, p. 5). To be effective in this environment, initiatives need to consider how to design and plan for change in ways that use the strengths of the system (Boyd 2012, p. 5).

The concept of systems-thinking, as endorsed by researchers and educators alike, adds to the way how schools are perceived and consequently how the new approaches for improvement are planned. Below is the model of organizational change framework illustrated by Oakland & Tanner (2007, p.16).

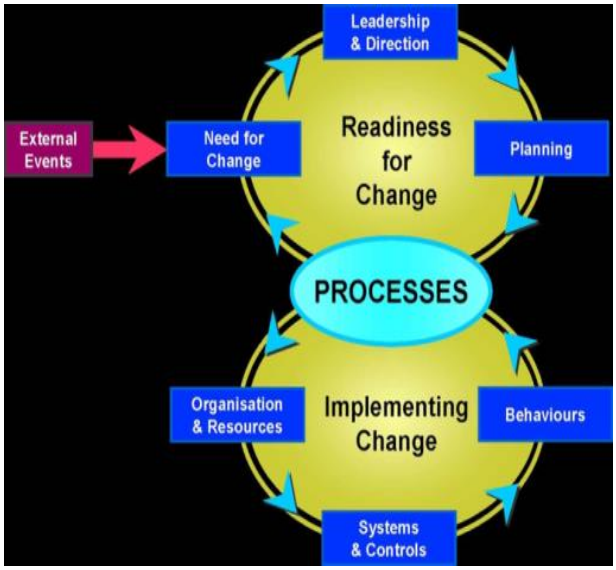



*Figure 1. Model of organizational change framework*
*(Diagram adapted from Oakland & Tanner 2007, p.16).*

Commented [SAD2]: Will you print this page in color? Not necessary though

Oakland & Tanner (2007) elucidates that oftentimes educators are trapped in bringing about changes in the lower circle without engaging the strategic alignment offered by the upper circle.

It is important to break into the upper circle and start with the drivers of change. They emphasize the importance to understand what the key drivers for change are, inside or outside the organization, in order that the need for change may be understood and articulated to reflect the stakeholders' desire for change.

Educators and researchers in education are suggesting that for a whole school change, systems-thinking concepts might help practitioners in the way they think schools and how they plan new approaches for school improvement and development. Considering that the educational environment is totally contextual and complex, therefore, for effective and sustainable change implementation, initiatives need to consider how to plan for change in ways that use the strengths of the system (Fullan 2007; Stoll 2010, cited in Boyd, p. 5).

**Preparing for change: System - thinking**

This section explores the preparation process for implementing an initiative that includes planning, designing and leading change process.

The change process in any educational system is complex and complicated. With consideration to whole school change, (Thomson 2010, cited in Boyd 2012, p. 5) suggested that there are a number of important aspects to consider when thinking about change in schools. This chapter will use systems-thinking concepts to consider some of these aspects, namely:

a) Understanding the 'centrality of the process' used to manage change.
b) Understanding that both the change process and school systems are multilayered.
c) Thinking about schools as networked organizations with networked leaders.

**a) Centrality of the change process**

Research in recent years has emphasized the centrality of processes in an initiative. The processes are as important as the content of change itself. (Louis 2010, cited in Boyd 2012, p. 6) states that the "centrality of process" has emerged as an important concept in its own right and that it involves a careful consideration of the process as well as the product. However important the processes are to the program, it is equally important to find balance between the factors that

do not appear to go together. It is equally important to design a project considering top-down and bottom-up processes of leadership and implementation. Designing programs, therefore, requires a thorough knowledge of contextual and cultural settings; it needs also to be flexible for local adaptability (Fullan 2007, cited in Boyd 2012, p. 6). A number of studies that charted schools' experiences of this process found that schools were more successful in managing change if they explicitly planned how to manage the change process. (Boyd 2012, p. 6).

**b) Change process as a multilayered activity**

(Thomson 2010, cited in Boyd, p. 6) presents two key aspects to consider when planning and designing a change process. The first is that change in a "multilayered activity" is impacted by a range of inter-related variables. The other aspect is that schools themselves are "multilayered systems". Therefore, to be effective, a change process needs to consider all these inter-related variables and subsequently it needs to plan to engage in and work to align the different levels of the school system. Fullan (2007) emphasizes on the flexibility of the plan and its relevance to the context.

Implementing change involves a need to plan for alignments within the school. For a sustainable change, the whole system has to change. This requires taking into consideration the wider policy environment and challenges the school is facing that may influence the ways the initiative is promoted or hindered.

A complex combination of individual, social and organizational characteristics contributes to the elements that interact to influence the pace and nature of the implementation process in the wider system (Fullan 2007; Supovitz & Weinbaum 2008, cited in Boyd, p. 7).

In Figure 2, Fullan (2007) identified key variables concerned with the external system around the school, the local system within school and characteristics of the expected change, along with examples of each variable. He elucidates that if "more of these variables are aligned in the direction of the change, the more likely change is."

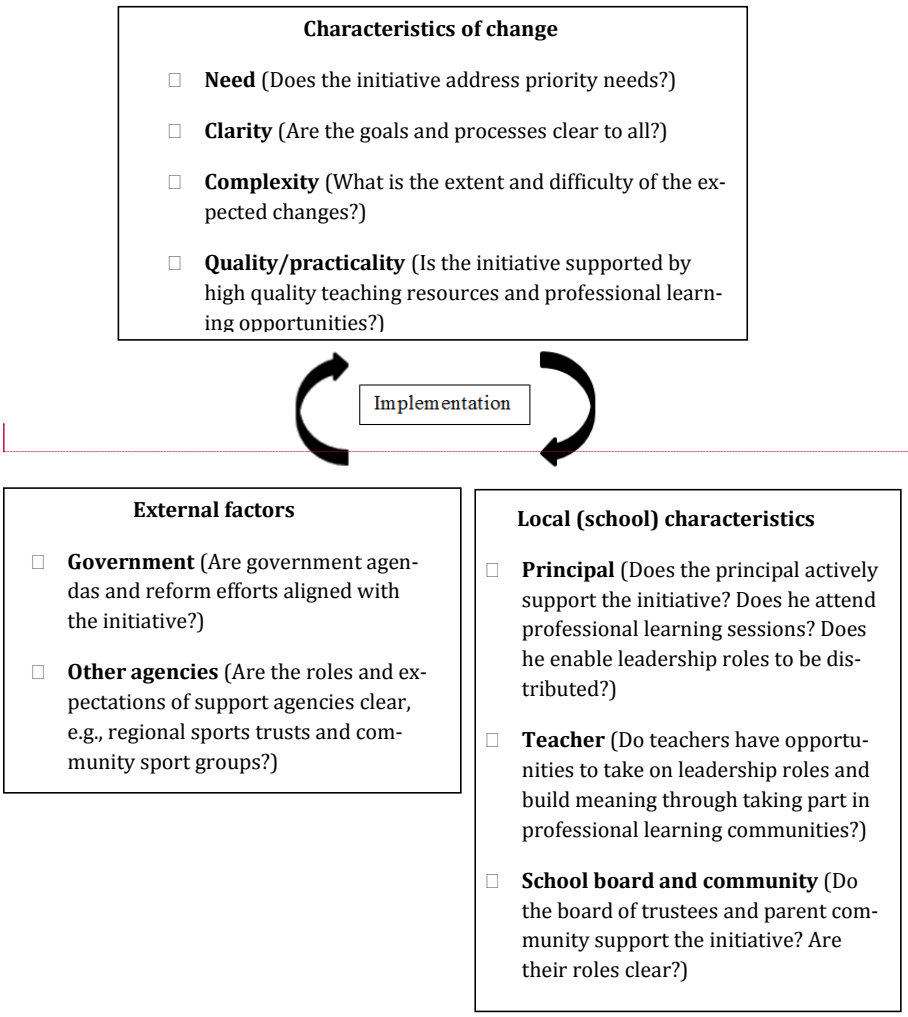



*Figure 2. The interactive factors which influence implementation*
*(Diagram adapted from Fullan 2007, p. 87)*

Commented [SAD3]: Diagram seem to be outside margin

This figure emphasizes the importance of the roles of the variables and their interactional mechanism in the planning and management process. If these all are aligned in the direction of change, then change will be effective and sustainable.

The multilayered characteristics of school life influence one another when working together. Each school's local context makes it unique and consequently makes change a contextually complex and subtle process. Fullan (2007) mentions that these systems interact with each other, they can learn, change and adapt. For leadership, it is important to exercise systems-thinking for effective change. Systems-thinking in schools helps align those multilayered variables systematically so that they function effectively when working independently or interconnectedly by influencing one another to promote effective change.

Whole school change can mean different things also, depending on the extent to which the initiative is attempting to bring about change. Is it introducing a new dimension to the school, is the change required for only one or two school departments, or is the whole school change requires involving all members of staff.

Schools as a system imply careful consideration in planning strategies to work within and across the different layers of school life. Not all of the layers are tangible and direct to act on. Some of the more tangible ones that can be taken into account when planning and designing the implementation initiative are listed below:

- School-wide policies
- Leadership roles
- Continuous professional development programs for teachers
- Curriculum and assessment policies and practices
- Scheming
- The timetable

The above aspects of school life have a huge influence on the change process that can hinder or promote the progress of change implementation. The less visible aspect that can equally impact the change process is school culture. School culture implies the perceptions of all staff about how the school operates (Tableman 2004).
It is complicated to define school culture; every school is unique in its context, and the initiative can be supported or impeded by the prevailing culture of each school. The culture of leadership in the school, the teaching-learning process in the classroom and the support system for students' affairs are less tangible aspects of the wider school system. Beliefs, values and the norms

of the staff in the school are less visible but create a culture of the school that has a huge influence on the change process.

Before attempting change, it is important to consider the interconnection between the different layers of school life, and to appreciate that change to any part of the system can impact the other parts. If these layers are not aligned or fail to give out similar messages, then change will become difficult to implement.

To understand school systems-based models and to visualize how the different layers of the system interact and are interconnected to plan for effective change, the below framework can be used:

Commented [SAD4]: See to that the diagram fits into margin – might not be captured when printed

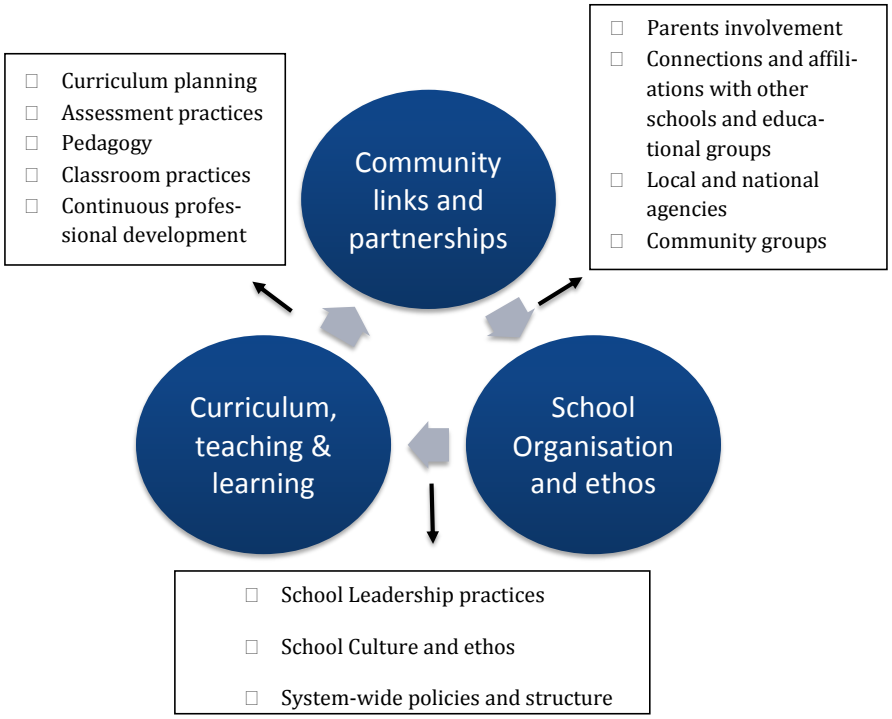



*Figure 3. Health Promoting Schools Framework (Diagram adapted from Fruit in Schools: A 'How to' guide (Ministry of Health, 2006, p.9, cited in Boyd 2012, P.10)*

These are the three key factors and inter-related aspects of school systems to consider in any plan for change. The well-known two bureaucracy models in school settings, i.e., top-down and bottom-up approaches in implementing change, have not been reported in the literature to produce the desired result. The top-down bureaucratic model emphasizes the authority of expertise and the schools are expected to adopt the set initiatives and targets. In the bottom-up bureaucratic model requires schools to improve solely from within. In the end, both have not necessarily been successful; the first was due to its rigidity and the lack of ownership that doesn't allow room for modification at local levels, whereas the second was due to the fragmentation and lack of accountability from the external connections.

This is kind of "too tight/too loose" dichotomy, for which Fullan (2007) suggests to find a balance between them, which can be achieved by creating "continuous improvement culture". Balance requires the schools to establish more structured professional development systems in order to promote networking across the system. (Nusche et al. 2012, cited in Boyd, p. 12).

The networking process will create a culture of continuous improvement. Better knowledge mobilization systems are needed in school settings, which will enable educators to find, share and use research in their practice, which will support best practice to become common practice (Levin 2010).

These networks can become knowledge spreading networks for innovation and sustainable change process (Bentley 2010; Fullan 2007). They create space for development for discussion and collaborative processes. Research based ideas can be learned in this space, tested for the contextual appropriateness and shared with added wisdom for collaborative learning and discussion. Accordingly, schools can respond to the needs of different students and communities in a flexible way and can shape the reform based on their contextual need.

These networks are effective if they are open and have minimal restrictions to users, if they enable all users quick access to new materials and thirdly, if they empower staff and help them become active contributors. Schools can focus on raising capacity across the system by learning from people within their own setting as well as from people in other schools through collaboration (Fullan 2007).

Principals need to provide space for staff to work together and create networking cultures with other schools in a sustained manner. Leadership needs to identify the strategic pathways for introducing the networking process. Louis (2010) points out that not all ideas will take hold and spread; some may reach a dead end. These are the uncertainties of the change process and the leader needs to be prepared to handle the unexpected results.

**c) Schools as networked organizations with distributed leadership**

Effective leadership is crucial to designing and implementing change. School leaders emphasize system thinking and play their important role in the creation of learning organizations. Senge (2000) and Fullan (2007) point out that school leaders can build a school's capacity to self-improve and turn the school into a learning organization through developing leaders by harnessing the expertise of its own community.

A substantial body of literature on the topic of leadership styles in change processes suggests that a mix of distributed, collaborative and pedagogical leadership styles promotes change process, and the change is more likely to become successful when a range of leaders share and act on the same vision. Distributed leadership roles allow staff to manage different aspects of school life and also provide them space to create strong networking with their peers. They start seeing process change as an ongoing and evolving process rather than a one-off experience. They make effort to align other school practices with the initiative to create coherence in the system (Hipkins & Boyd 2011). In this way, they develop approaches within their own school and once they do it they start building on the skills and expertise of the wider network.

### 2.2.4. Implementing change

Awareness about the importance of school context has grown substantially in the last few decades and it has become recognized that the school context and its culture can impede or support the change. This discussion leads us to another very important concern, i.e., when is a school "ready" for change? Will the school's culture and context support change?

In order to assess the status of which schools are more likely to be ready for change and which might need additional help to move from one level to the next, Stoll and Fink (1996) categorized schools into five types of different capacity for change and need of support: moving schools, cruising schools, strolling schools, struggling schools, and sinking schools.

Moving schools are the effective schools, with a shared vision and clear goals. They are capable of embracing an initiative and can manage change themselves. Cruising schools are effective to some extent; they usually serve high socio-economic communities; their influential culture can inhibit change. Strolling schools are moving at a very slow pace, too slow to cope with change, and consequently, inhibit it. Struggling schools are ineffective schools; they invest their resources to improve, and as a result, achieve improvement, but not necessarily the skills. They need some professional support to benefit from and to build their capacity for sustainable change. Sinking schools are totally ineffective, their staff's perception about the operational aspects of the school is negative; they lose faith and are unable to change. This type of school needs significant support to change.

### 2.2.5. Leading Change (Kotter's 8 step change model):

"Leading Change" is a book written in 1996 by John Kotter which focuses on leadership's role in transforming organizations. Kotter introduces an 8-step change model as a golden rule to help managers with transformational change.

*Figure 4: 8 steps for leading change. (Kotter 1996).*

Commented [SAD5]: Manage space

The 8 steps may be summarized as follows (Kotter 1996):

1) Create a sense of urgency: “Help others see the need for change through a bold, aspirational opportunity statement that communicates the importance of acting immediately.”

2) Build a guiding coalition: “A volunteer army needs a coalition of effective people – born of its own ranks – to guide it, coordinate it, and communicate its activities.”

3) Form a strategic mission and initiatives: “Clarify how the future will be different from the past and how you can make that future a reality through initiatives linked directly to the vision.”

4) Enlist a volunteer army: “Large-scale change can only occur when massive numbers of people rally around a common opportunity. They must be brought-in and urged to drive change – moving in the same direction.”

5) Enable action by removing barriers: “Removing barriers such as inefficient processes and hierarchies provides the freedom necessary to work across silos and generate real impact.”

6) Generate short-term wins: “Wins are the molecules of results. They must be recognized, collected and communicated – early and often – to track progress and energize volunteers to persist.”

7) Sustain acceleration: “Press harder after the first successes. Your increasing credibility can improve systems, structures and policies. Be relentless with initiating change after change until the vision is a reality.”

8) Institute change: “Articulate the connections between the new behaviors and organizational success, making sure they continue until they become strong enough to replace old habits.”

Although these steps have been developed as an aid to managers mainly in organizations and in the field of running businesses, these methods may also be useful when adopted in an educational setting, as there are many existing similarities in the operational processes embedded within a school environment and that of other businesses.

To be able to maximize favorable opportunities, the important thing to consider is leadership from more than one executive. Furthermore, it is not only about the necessary processes involved such as project management, reviews of budget, and plan accountability. It is also about vision, opportunity, inspired action, innovation and celebration (Kotter & Cohen 2002).

Commented [SAD6]: Manage space

Kotter's 8-step model comprises eight overlapping steps. The first three focus on creating a "Climate for change", the next on "Engaging and establishing an organization", and the last, "Implementing and sustaining change" (Kotter & Cohen 2002).

*Figure 5: Kotter's 8-step change model.* (Kotter & Cohen 2002).

We gathered from experience itself that successful change can happen when there is commitment, a sense of urgency, stakeholder involvement, openness, clear perception, effective means of communication, solid leadership, and the ability to carry out a plan (Kotter & Cohen 2002).

One reason why a number of the strategies or measures used are ineffective in achieving the goal is that institutions may be lacking in the eagerness to participate in the proposed plan or

that they are simply wasting energy opposing the process of change-management (Kotter & Cohen 2002).

### 2.2.6. Creating strategies for change:

(Leslie 2000) raises many interesting ideas for developing effective strategies for successful change. (Leslie 2000) points out that the difference between those schools that are successful in implementing whole school change and those who aren't lies in that those who are successful use a combination of effective change strategies. (Leslie 2000) lists six strategies for change that "nearly guarantee success": 1) Developing an atmosphere and context conducive to change. 2) Developing and communicating a shared vision. 3) Planning and providing resources. 4) Investing in professional development. 5) Monitoring and checking progress (specifically related to the set school development plan targets). 6) Continuing to give assistance. A facilitative leader can use the mentioned strategies to bring about school change.

## 2.3. Situating the current study

This study continues investigating the ideas and concepts raised and contemplated in the reviewed literature section of this research. It is perfectly situated to further evaluate the reviewed theories as the school under investigation is aiming at achieving whole school improvement while currently experiencing elements of change. In order to examine the leadership role in bringing about effective school change, the data collected will be evaluated according to the leadership theories presented in the literature review section of this study. The methodology of data collection will be discussed in the next chapter.

## Methodology

### 3.1. Overview of the Chapter

This chapter presents the methodology used to conduct this study. The details of the research approach, research design, data collection methods and data analysis methods that have been adopted to answer the research questions raised in this study are identified below.

### 3.2. Research Approach

"The approach adopted and the methods of data collection selected will depend on the nature of the inquiry and the type of information required" (Bell & Waters 2014, p.8). I chose a qualitative approach for this study for a number of significant reasons:

First, understanding people:

In a wider perspective, qualitative research is essential when researchers aim to explore behaviors, perspectives, and the experiences of people (Holloway & Wheeler 2002). Patton and Cochran (2002) identify qualitative research as an approach that can be used to understand people's belief system, perceptions, encounters, and attitudes.

The purpose of this study was to investigate and understand the actions, efforts and attitudes of senior management towards school improvement strategies and the consequential effects on organizational behavior and efforts.

In this study, I explored the perceptions of various stakeholders by aiming to gain a better understanding of their "feelings or thought processes" (Strauss & Corbin 1998, p. 11) in relation to the school improvement efforts already in place.

Mack et al. (2005, p.1) point out that a key strength of qualitative research is "its ability to provide complex textual descriptions of how people experience a given research issue." In the case of this research paper, my aim was to gain a deep understanding of the staff's reactions to recent school improvement efforts.

The foundation of qualitative research remains in its interpretation of social reality, helping obtain a strong understanding of the lived experiences (Holloway & Wheeler 2002). Different people have different experiences, views, perceptions and attitudes on being part of a certain phenomenon. A qualitative research approach is most suitable for this study because it generates a deeper understanding of the "lived experiences" of the participants, (in this case school staff members), having their own perceptions towards leadership efforts on school improvement strategies and how they believe these efforts have contributed to the context as a whole and to themselves as a single unit.

Jones (2002) outlines that the fundamentals of qualitative methodologies lie in developing a deep understanding towards both a particular phenomenon and individuals' developed constructs or 'constructed meaning' resulting from lived experiences.

To enhance chances of successful school improvement, it is crucial to achieve or develop a collective effort and to maximize effective contribution of all stakeholders. Therefore, understanding perceptions, roles and efforts of every single unit is vital, as is each element in this study. "As a social organism the school shows an organismic interdependence of its parts; it is not possible to affect a part of it without affecting the whole" (Waller 1932, p.6).

Qualitative research is useful in the study of human behavior which is crucial to any organization, especially since the use of "reflectivity" will lead to reliable results when using this method (Boodhoo & Purmessur, 2009).

Second, understanding the process:

As Patton and Cochran (2002) put it, qualitative research aims to answer questions about the 'what', 'how' or 'why' of a phenomenon, enabling a researcher to observe a process in depth and to understand intricate details of processes. In this study, the following questions were asked: How has senior management's leadership role during the implementation stage affected overall improvement levels? What can leadership do to increase the likelihood of yielding better results in future improvement initiatives? Aiming to answer the "how" and "what" will help achieve a better understating of the processes involved in the improvement strategies currently being adopted.

Third, understating a phenomenon in its natural setting:

More specifically, the qualitative research approach is most useful when it aims to study phenomena in "their natural settings" (Denzin & Lincoln 2000, p. 3). This research focuses on understanding how leadership roles in the natural setting of a school, within the school campus, has affected staff attitudes, efforts, and beliefs in its natural operational context.

Schools are considered as complex phenomena much as organizations and communities. "Schools are complex, dynamic systems that influence students' academic, affective, social, and behavioral learning" (Crick et al. 2013; Gu & Johansson 2013, cited in Bascia 2014, p. 4).

Schools are made up of very complex social interactions. Dougherty (2002, p.849) defines the purpose of qualitative research as to, "Delineate some of the essential qualities of complex social phenomena" such as those that lie in the concepts of organizational theory. These concepts are structured by "intricate webs of causes, effects, processes, and dynamics" which could be dismantled and characterized by the use of a qualitative research approach, so that we can understand and appreciate "What the phenomenon is really like in practice, how it works, and how it is affected by other patterns in the organization." Studying a complex phenomenon in its natural, uninterrupted context is best practice for research and for accurate findings.

To achieve a deeper understanding towards the fundamental aspects of the school in question in this study, qualitative methods of research are used to "identify a few central themes that explain why and how a particular phenomenon operates as it does in a particular context," (Dougherty 2002, p.849) will help untangle any complicated social phenomena existing within the context, helping to clarify and understand vital processes in detail.

Waller (1932, p.6) describes schools as a "unity of interacting personalities", and that in a school personalities meet and are brought together through an "organic relation". Understanding a variety of personalities and their interactions in a natural setting will be most beneficial to a researcher, as it will generate a real feel to the context without interrupting the natural processes, and thus yielding better chance of more realistic and accurate research results.

Fourth, understanding change:

Holloway & Wheeler (2010, p. 3) assert that qualitative research can be also "useful in the exploration of change or conflict." This study's focus is on exploring the effects of change brought about by initiatives and strategies aiming to achieve overall school improvement. So many hidden elements affect processes of change, this research hopes to gain a clearer understanding of these elements which are related to this particular context of study.

### 3.2.1. Philosophical Foundations

The choice of research method reflects a particular epistemological stance and not just the "mere application of a specific data-gathering technique" (Perren & Ram 2004, p. 85). This study is based on a constructivist research paradigm. Constructivists hold fast to the "relativist position that assumes multiple, apprehensible and equally valid realities" (Schwandt 1994, cited in Ponterotto 2005, p.129). I, as the researcher, aim to understand the individual realities of each subject involved in this study. This will enable me to surface any hidden meaning held by any single individual who is part of the context, gaining deeper levels of understating towards personal perceptions of the school staff, which will enable me to more likely achieve the purpose of this study. "The life of the whole is in all its parts, yet the whole could not exist without any of its parts" (Waller 1932, p. 6).

### 3.2.2. Research Design

This study adopted a qualitative case study research design. In this section, I highlight the background of case study research, identify the importance of case study methodology, explore case study research design and examine the case study research process. I also review some criticisms and misconceptions about case study research.

There exists a vast number of well-known case study researchers. However, in this study, I rely predominantly on case study theories developed by case study methodologist Yin (2009).
The choice of research method is determined by several factors, "including the type of research question, the control an investigator has over actual behavioral events, and the focus on contemporary as opposed to historical phenomena" (Yin 2009, p. 2).

### 3.2.3. Case Study

Yin (1984, p.23) defines the case study research method as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." Stake in 1995 (cited in Creswell 2003, p. 15) describes case study methodology as a strategy of inquiry in which the "researcher explores in depth a program, event, activity, process or one or more individuals." Gall et al. (1996, p. 545) explained case study design as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon".

In this current study, I focused on assessing a contemporary phenomenon, with no control over the actual real life events that are taking place. As such, the phenomenon investigated is the "school improvement implementation" process. The process of "implementing improvement strategies" in a real-life context of a school, where the sources of evidence are (the participants involved in this phenomenon), who are the various members of school staff.

Yin (2009) states that the case study method is the ideal method to use when attempting to answer how and why questions. Yin (2009) also adds that case studies allow for confirmatory (deductive) as well as explanatory (inductive) findings.

Yin (1984) identifies three most notable categories of a case study: exploratory, descriptive and explanatory. This study takes the exploratory route of research. "Exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher," (Yin 1984, cited in Zainal 2007, p. 3). The phenomenon being explored in this study serves as a point of interest to myself, the researcher of this case, mainly due to the fact that a) I was previously employed in the school being examined in this study and b) My personal interest in the fields of educational leadership, management and improvement. I, the researcher, also believe that the questions asked in this study are very likely to open up future research of the phenomenon to be explored.

Yin (1984) adds that in case study research, prior fieldwork may also be carried out before research questions are formulated. This initial work will help plan out the study and set the initial direction the study will take.

Prior to developing the research questions of this study, a small procedure of data collection was carried out in the form of a parent survey, to identify if any truth existed on the assumptions held (dissatisfaction from various stakeholders on levels of school improvement) when the idea of carrying out this research was being contemplated.

Stake (1995) distinguishes case studies into three types: intrinsic, instrumental and collective. He defines intrinsic case studies as only aiming to "acquire better understanding" of the particular case of interest, or "examining a case for its own sake" to help try to "solve problems of an individual case". Such a study focuses on only one particular case of interest.

Research design can be seen as the link between the research questions and the research conclusions using the chosen data collection and data analysis methods to create this link (Yin 2009).

An effective case study research design should compile the following five components (Yin, 2009): (1) research questions, (2) propositions or purpose of study, (3) unit analysis, (4) logic that links data to propositions, and (5) criteria for interpreting findings.

The first component of case study research design is "research questions". Case study research is best used when aiming to answer the "how" and "why" type of questions. These questions should be formulated after closely examining previous related research, and keeping in mind how these questions may develop to contribute to future research in the field. The questions of this study are as stated in chapter one of this research.

Defining the purpose of the study is the second component of case study research design. The purpose of this research is to investigate and understand the actions, efforts, and attitudes of senior management towards school improvement strategies and the consequential effects on organizational behavior and efforts.

Unit of analysis is the third component of case study research design. Yin (2009) defines the unit of analysis as the key areas of focus that are needed to be analyzed in a case study. The unit of analysis may be anything from an individual or an event to a process or an organization (Yin 2009). In this case study, I am analyzing a process. The unit of analysis is (the school improvement processes).

In addition, Baškarada (2013, p.6) sees that, "in the case of an event or a process, defining the time boundaries is imperative."

Linking and connecting data to propositions is the fourth component of case study research design. After the data collection phase and once data is analyzed, themes and patterns may start to emerge and the researcher may be able to start linking the data with the theoretical proportions of the study. The emerged connections may be seen as possible answers to the questions raised in the case study.

The fifth and final component of case study design is the criteria for interpreting findings. According to Yin (2009), the researcher codes the data before creating themes. After developing a theme, meaningful conclusions are generated and can be presented as recommendations for future research and better practice.

Although the use of the case study method holds a vast range of advantages, especially in generating detailed data on the behavior of the real-life phenomenon, attention must be given to some of the criticisms certain researchers have identified when adopting this method.

### 3.2.4. Critics of Case Study

One of the main criticisms of case study research is the small sampling involved, i.e, studying a small number of cases would not justify a basis to establish reliability or generality of the findings (Zainal 2007). The question commonly raised is "How can you generalize from a single case?" (Yin 1984, p. 21).

A worry about case study research is that the case under study may not represent "a wider social setting", therefore, the result cannot be generalized (Creswell 2007). Another criticism is that

some feel that case study findings may become bias due to the intensive exposure when studying a particular case (Zainal 2007). Although some researchers identify case study research only as an explanatory tool, many others continue to believe it is the most successful method if carefully planned to study real life phenomenon (Zainal 2007).

A main concern of case study research method is "lack of rigor" (Yin 1994, p. 9) and this may lead researchers to have a biased interpretation of the data, resulting in inaccurate findings and conclusions. Yin (1984) raises another concern that the case study research method is often seen as a very tedious process that is very time-consuming and difficult to conduct, having generated a large number of documentation of the data that was collected from a number of sources over a period of time. Therefore, it is crucial to manage, organize, and plan key aspects such as timeframe or data collection methods to avoid pitfalls.

According to Benbasat, Goldstein, and Mead (1987, p.372) answering the following questions can help determine if the case study method is suitable for the research situation:

1. *Can the phenomenon of interest be studied outside its natural setting?*

Naturally descriptive studies in education cannot be studied outside their natural settings. Studying the phenomenon outside its natural setting will disrupt the natural occurring operations and processes which may result in biased results.

2. *Must the study focus on contemporary events?*

To focus on contemporary events in order to achieve an accurate understanding of the actual current situation and problems on hand will make the study better positioned to produce more beneficial conclusions and recommendations.

3. *Is control or manipulation of subjects or events necessary [or possible]?*

In this study, it is not possible to control or manipulate (senior management/staff) and the events that are naturally occurring. To ensure this, I conducted this research as an outsider without physically entering the context during the time period of conducting the study.

*4. Does the phenomenon of interest enjoy an established theoretical base?*

The theoretical knowledge concerning the area of interests of this phenomenon of this study is relatively limited, since throughout my time reviewing the literature to substantiate theoretical basis to this study, I found a very limited number of articles that are specifically related to this area of interest.

Therefore, it can be concluded that the case study method was a suitable method for my study. In addition, a case study research method is relevant to my research since in education it is vital to have qualitative competence to use research as a basis to recommend actions to managers, policy informers and owners (Merriam 2009).

### 3.3. Data Collection

This section identifies the methods of data collection adopted for this research. It also identifies the key components involved in compiling this study such as the population included in this research, the site where this research was carried out and the instrumentation used to collect the data.

#### 3.3.1. *Data Collection Method(s)*

Creswell (2005) highlights that in qualitative research methods, the researcher must be an active participant in the study. In this study, my participation as researcher was vital in data collection and data analysis.

"The concept of methods refers in general to the appropriate use of techniques of data collection and analysis" (Prasad 2005, p. 8). The qualitative research methods used in this study included document data analysis, questionnaires and interviews.

Cavaye (1996) highlights that one of the strengths of case study research is its flexibility and adaptability when using multiple sources of data collection to investigate a problem. Using qualitative research methods means that the data collected will predominantly be in the form of words and not numbers. Interviews, group discussions and observations are some of the most common data collection methods employed in qualitative research (Patton & Cochran 2002).

Yin (2009) identifies six main sources for collecting data in case study research: interviews, documentation, direct observation, participant-observation, archival records, and physical artifacts. Each of these methods could be used for various sources of evidence. However, it is vital to be familiar with the data collection procedures when using any of the mentioned methods. It is also crucial to address design changes such as internal validity, external validity, construct validity, and reliability.

Using multiple sources of evidence, maintaining a chain of evidence and creating a case study database, are the three key principles to follow in case study research in order to maximize benefits from data collection. Green, Camilli, and Elmore (2006) echoing Yin (2009), stated that a carefully conducted case study benefits from having multiple sources of evidence, to ensure that the study is as robust as possible.

"Triangulation is the rationale for using multiple sources of evidence" (Yin 2009, p.114). An advantage of using multiple sources of evidence is that the researcher will be able to address a wider range of issues or be able to produce convergent lines of inquiry (Yin 2009), as well as to allow significant insights to emerge (Myers 1997). Yin (2009) and Stake (2000) concur that triangulation is crucial to performing a case study reliably.

Patton (2002, cited in Yin 2009, p.116) describes four types of triangulation: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. In this study, I used the method of data triangulation.

Providing multiple measures of the same phenomenon by using multiple sources of evidence will help address potential problems of construct validity. Therefore, using the method of data triangulation will aid in handling issues of construct validity (Yin 2009, p.116).

Creating a case study database will increase the reliability of the whole study. Two collection methods exist: data or evidentiary base and the report of the investigator. In case study methods, the researcher's notes are the most likely component of a database. Every note written by the researcher in any form from the start of the study should be stored into the database (Yin 2009, p. 120). While carrying out this study I have kept notes and drafts of what I have written in a separate folder in order to attach in the appendices section of this document. Yin (2009) adds

that all the items should be categorized, indexed, and cross-referenced in order to facilitate easy retrieval.

It is important to keep in mind that when reviewing documents, what is being reviewed might not always reflect the actual reality of the situation (Yin 2009). Such is the case of outdated policy documents. To avoid such pitfalls when carrying out this research, I ensured that all the documents under review were up to date and are in current use by the school under investigation. Case study documents should be included in the case study protocol, creating an annotated bibliography of any documents used for the case study will help achieve this (Yin 2009). Maintaining a chain of evidence should enable the researcher "to trace back the steps" from "conclusions back to initial questions or from questions to conclusions".

Triangulation is the process by which several data sources, theories or researchers are used in the study of one phenomenon (Flick 2009). In a case study, it is important to converge sources of data, also known as triangulation, as a means to ensure comprehensive results that reflect the participants' understanding as accurately as possible.

It is important to have multiple sources of evidence in order to increase the rigidity of a case study. It is, therefore, vital to use triangulation, the method of converging various sources of data, in order to ensure that the results reflect an accurate understanding of the participants involved in a study (Yin 2009). Collecting data from various sources may result in possible contradicting or supporting views on certain matters, creating a new meaning to previously understood areas or existing gaps, which will help build the story of the study.

I selected the questionnaire as a primary data collection vehicle.

### 3.3.2. Research Site

The site for this study was a private school in Jordan, the identity of which will remain anonymous for privacy reasons as requested by the owners of the school. The school was established in 1982 and is a bilingual school that adopts the British Curriculum. The school holds an enrollment of one thousand and two hundred students and caters for students from the age of four to sixteen. This school is identified as one of the leading educational establishments in Jordan and strives to consistently provide its students with high quality education.

The reasons I chose this school for the current study were, a) I have a sentimental connection with this school since I was a previous employee at the school. My previous connection with the school encourages me to continue supporting the school by finding new ways (through the use of scientific methods and research) to help improve the school as a whole. b) Since I had previous knowledge of the processes that exist in this school, and I remain in the loop about current issues as an outsider, through receiving casual feedback from ex-colleagues and friends. As such, the school was ideal for me to investigate. c) Accessing the needed data was uncomplicated due to my previous connections with this school.

At the time of the study, the total number of students enrolled in the school was one thousand two hundred and the total number of staff employed by the school was three hundred. The School is located in the capital city of Jordan, Amman. The school building is subdivided into three main sections: The Early Years building, the Primary School building and the Secondary School building.

During my carrying out this research, I understood from the school's management team that they were very interested to receive the findings that will be concluded from this study, as it may be used by them as recommendations for their own future benefit, especially since no scientific investigation of this sort has been performed previously at this school. During my research, there were no barriers to accessing data. Gaining access to staff and key members of the leadership team was simple and straightforward.

### 3.3.3. Population and Sampling

This research focused only on the primary section of the school as the school development plan was targeting improving areas concerned only with the primary. Purposeful sampling was the strategy used to select the participants for this study.

Patton (2002, cited in Palinkas et al., p. 533) describes purposeful sampling as "a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources." Whereas (Maxwell 2005, p.88), defines this technique as "a selection strategy in which particular settings, persons or activities are selected deliberately in order to provide information that can't be gotten as well from other choices."

(Palinkas et al., p. 534) added that this strategy involves "identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest."

The purpose of this study determined the sample. Accordingly, the sample included all the primary school teachers of the school to get a holistic and most realistic view of the current situation without bias.

Although the selected sample did not represent the whole population of the entire school, it included all samples directly linked to this research and needed for this study. The total population of this study included twenty-eight participants: Twenty primary school teachers, five primary school heads of faculty, two former members of the school development team (who are still currently members of the school staff but in other capacities), and the school principal. All participants are current staff members.

Some key changes in staffing and staff roles were identified and taken into consideration prior to conducting this study which played a part in the final selection of participants for study.

The considerable number of changes in staffing and staff roles since the previous academic year had made it difficult for me as a researcher to investigate certain aspects. Therefore, to gain a deeper understanding of the real situation, I have decided to include previous members of the school development team in this study, along with the current members of staff in order to converge the data and identify any contrasting or conflicting results on the matters under focus.

During the course of my research, the high number of changes in key staff has raised new concerns for me since, inconsistency in leadership roles will most probably hinder chances of progress and meaningful school improvement. However, the purpose of this research is not to understand and investigate staffing decisions and structuring by senior management but to focus on the management strategies that leadership has implemented during the two-year improvement plan phase. Hence, when analyzing my results, I will keep a keen eye on how the implementation of improvement strategies by senior management had been affected during such phases of transition or adjusted to adopt the changes in staff.

It was an uncomplicated decision to include the mentioned participants (primary staff members), as the aim of the study was to gain a holistic view of the current real life situation from different perspectives.

The Arabic subject primary school teachers were not included in this study since their understanding of English is weak. The exclusion of these members of staff will not influence results since they are a very small minority among the primary school teachers.

One key demographic variable related to the sample selected, which may have an influence on the results, is the staff's years of employment. Since many of the questions rely on identifying an improvement in various areas from year to year, some of the feedback collected came from teachers who were only in their first year at the school. The new teachers were not excluded from the selected population in order to get a holistic view of the current situation.

One final note on the participants is that the current head of primary refused to take part in this study for personal reasons. It was later understood that she had just been relieved of her duties as head of primary due to an internal conflict with senior management. Although this study is based on investigating matters in the primary section of the school, there should be no worry that the results will be affected as feedback and comments from a key figure were not available. Add to that the fact the school development plan had just been submitted as part of a quality assurance report. Mainly since the full feedback from the head of primary school on the areas targeted for improvement, as per the school development plan, had just been submitted during the most recent quality assurance report.

This study included two questionnaires and interviews.

For questionnaire one (Q1), the participants chosen were purposeful. The first questionnaire (Q1) was designed to collect the feedback from the primary school teachers for the following reasons:

1) To receive their own personal feedback on the school improvement strategies set by senior management.
2) To have an understanding of their current levels of knowledge towards the focused areas of school improvement as per the school development plan.

For questionnaire two (Q2), the participants chosen were also purposeful. The second questionnaire (Q2) was designed to collect feedback from the current heads of faculty for the following reasons:

1) To assess their perception of teachers' ability levels and knowledge towards the target areas of improvement.
2) To gain an understanding about their conviction on senior management's school improvement efforts and strategies implemented. (To explore the level of understanding between senior management and middle management towards improvement strategies).
The administrators selected for interviews were again purposeful.

The first interview was conducted with the school principal to get an overall view on matters from the school leader (senior management vis-a-vis teachers) and compare these results with the data collected from the two questionnaires.

Doing so (converging the data) will help me identify any gaps between senior management and the rest of the school staff (heads and teachers).

The second interview was conducted with a member of the previous year's academic leadership team. The reason for this interview was to get feedback on how issues were being dealt with during the previous leadership team, prior to the staffing changes that took place at the start of the current academic year, and to try to identify any meaningful links to the present situation.

**3.3.4. Instrumentation**

Fraenkel & Wallen (2006, p.112) define instrumentation as "the whole process of preparing to collect data, it involves not only the selection or design of the instruments but also the procedures and the conditions under which the instruments will be administered."

Instrumentation, in this qualitative case study design, included multiple data collection methods in the form of phone interviews, questionnaires, and document analysis. The collected data was then converged (through the method of data triangulation) and analyzed to generate themes and findings.

In this study, I used questionnaires as the primary source of data collection. The developed questionnaires measured a) The teachers' continuing exposure to knowledge as per the school development action plan. b) Leadership's (heads of faculties/principal) perceptions of the staff's understating of these set areas of focus (as per the school improvement plan).

**3.3.4.1. Interviews:**

McNamara (1999, p. 2 of 10) explains that "interviews are particularly useful for getting the story behind a participant's experiences." Merriam (2009, p.88) explains "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them." Interviews are guided conversations that are usually one of the most important sources of case study evidence (Yin 2009).

"We interview people to find out from them those things we can't observe" (Patton 1980, p. 196).

Patton and Cochran (2002) describes interviews as resembling everyday conversations, while to some extent focusing on the researcher's need for data. One key element of conducting interviews is ensuring validity and reliability or "trustworthiness" of the data to be collected. Asserting importance towards these elements will add rigor to the study, which is usually the main concern when it comes to qualitative research as a whole. In addition, this will in turn provide the researcher with confidence that the findings reflect the questions the research aims to answer (Patton and Cochran 2002).

"The skills and training of the interviewers are crucial for maximizing validity and reliability." The interviewing techniques should aim to be reproducible, systematic, credible and transparent. Patton and Cochran (2002, p. 12).

There are different types of interviews, from semi-structured to less structured to the very detailed (Patton and Cochran 2002). In my interviews, I used a semi-structured technique. "These are conducted on the basis of a loose structure made up of open-ended questions defining the area to be explored." (Patton & Cochran 2002).

The reason I chose this method of interviewing was my objective to get the participant's own perceptions on the matters of interest, as well as to encourage real and honest points of view and feedback, whilst remaining on track of the main subject of this study. Successful interviewing relies on efficient probing and sequence of questions (Cohen et al. 2000).

"With participant approval, I audio recorded the interviews to ensure accurate transcription" (Merriam 1998, cited in Dodge 2011, p. 55).

During conducting the interviews, I used a recording device to be able to go back and write down the key points from the transcript and to avoid missing any key information during the real-time interview.

Yin (1984) describes using a recording device during an interview as "a matter of personal interest." However, it is important to gain permission of the participants to do a recording prior to the interview. In addition, many methodologists advise against the use of recording devices during interviews as they may make the interviewee feel uneasy or uncomfortable during the interview (Yin 2009), especially if sensitive information is to be discoursed during the interview.

Some important issues to consider before and whilst conducting an interview (Patton & Cochran 2002).

*Access*. I requested permission from the school's senior management to interview certain members of staff and then coordinated with the leadership team on setting fixed times to conduct the interviews following acceptance and convincing by each intrigued member of staff. Interviews were conducted using Skype video calls.
*Ethical issues.* In order to ensure the accuracy of feedback received and to avoid bias, I made sure that the participants of each interview were willingly accepting to carry out the interview.

*Bias*. I interviewed all staff members involved in the school improvement processes to avoid or limit opportunities for bias feedback and to collect information from different opposing perspectives on similar issues.

*Setting*. I conducted the interview in a private and quiet place to avoid any distractions or to avoid making the participant feel uncomfortable.

*Rapport*. "All qualitative researchers need to consider how they are perceived by interviewees and the effects of personal characteristics such as ethnicity, status, gender, and social distance" (Patton & Cochran 2002, p. 15).

During my interviews, I was non-judgmental and I ensured that the participants trusted that I was interested in what they had to say and that they will be able to give freely their own personal feedback on the situation without judging anything they will be saying.
I felt during some interviews some of the participants did not hesitate to share some sensitive feedback which may have been a good sign that they were comfortable with the interview.

During my interviews, I used open-ended questions to obtain feedback on the participants' views on school improvement, (See Appendix for interview guide). Open-Ended questions encourage participants to respond freely during interviews and are used to avoid leading the participant towards certain responses related to a closed style of questioning (Esterberg 2002).

#### 3.3.4.2. Document Analysis

Document analysis, also referred to as content analysis (Miller & Whicker 1999), allows the researcher to create categories and codes in order to analyze patterns in text and develop themes to understand underlying ideas (Yang & Miller 2008).

This study also involved analysis of the following documents: School development action plan and quality assurance visit report.

I requested these documents from the school principal for the purpose of my research and he was happy to provide them to me.

The analysis of these documents provided an additional source of data for triangulation, alongside the conducted interviews and data collected from the questionnaires.

Document review was used to clarify or substantiate participants' statements (Glaser & Strauss 1967), and to provide a thick description of the case (Esterberg 2002; Merriam 2002).

The aim of content analysis is also to identify patterns from the data to enrich the findings of the research. This was possible by using the method of coding the data.

### 3.4. Plotting the Instrument

Due to the need to start data collection immediately in order to capture the actual situation at the time of initiating this research, it was not possible to carry out a pilot study with the school chosen. The questions used in the questionnaires and the interviews were sent to my advisor to be checked prior to adopting the instruments for this research.

### 3.5 Data Analysis

"Qualitative analysis is a form of intellectual craftsmanship" (Denzin & Lincoln 2000). Similarly, "a qualitative study capitalizes on ordinary ways of making sense" (Stake 1995).
"There is no single way to accomplish qualitative research since data analysis is a process of making meaning. It is a creative process, not a mechanical one" (Denzin & Lincoln 2000).

Strauss and Corbin (1994) explain that qualitative research involves the continuous interplay between data collection and data analysis. I began by analyzing the data collected from the questionnaires in order to try to identify any emerging patterns. Consequently, I then started to analyze the data collected from the interviews to try also identify any emerging patterns, in order to find any links or themes between the sources of data.

The analysis of the data of this study was aimed at identifying any emerging patterns or themes related to views on strategies that are enhancing or hindering school improvement efforts.
The data analysis from the questionnaires is hoped to tell the story of the experiences of the primary school teachers towards school improvement strategies.

In this case study research, I followed Creswell's (2009, pp. 185-189) six steps during the data analysis process. However, it should be noted that although these steps of analysis are presented

in linear order, Creswell (2009) identifies that this approach should be used interactively and not necessarily in the linear order of analysis as presented.

The first step was to organize and prepare the data for analysis, having already collected the filled-out questionnaires and documents related to the school implementation plan. I also listened to the audio recordings of the interviews and wrote down the document transcripts.

The second step was to "read through the data". I read each of the response to the questionnaires to get an overall view on matters from the perspective of the teachers/heads of faculties. I also read all the related school improvement/policy documents.

The third step was to "begin the detailed analysis with the coding process". By following Creswell's data segmenting procedure, I organized the text data by segmenting sentences into categories. I then labeled each category with the relative key terms.

The fourth step involved using "the coding process to generate a description of the setting or people as well as categories for the analysis". By doing so, I was able to generate codes which led to the development of a few generalized themes or categories. I then analyzed these themes. The fifth step was for me to determine "how the description of the themes will be represented in the qualitative narrative". I did so by translating the emergent themes into narrative passages, producing logical findings as per the participants' feedback.
The sixth step was to "interpret the meaning of the data".

**3.6 Ethical Considerations**

In this study, there was a high-risk of ethical issues involved. Accordingly, all procedural ethical issues were taken into account.

To avoid any bias, I included all primary school teachers as participants. It was my responsibility as a researcher to ensure against any ethical wrongdoings towards any of the participants of this study. In that respect, Beauchamp's and Childress' (1983) principles of ethical concerns were considered:

The first concern was autonomy: to "respect the rights of the individual beneficence", to respect the welfare of any research participant. Although I personally feel the context of this study is a sensitive one since a lot of transitions were occurring within the structure of the staff, some of the participants felt uneasy or uncomfortable when asked certain questions, apprehensive about the consequences of having other members of staff with different views on important matters. As such, I made sure that the questions I asked the participants were not intimidating or gave reason to raise any anxiety.

The second ethical concern was consent. Every participant in the study should have "freely consented to participation" (Patton & Cochran 2002, p. 6). I received verbal consent from the participants in this study.

The third, confidentiality. In this study, I assured the participants that I will protect their identity. Questionnaire B remained anonymous. At all times, I ensured that the data collected from the participants remained protected and enclosed in a private folder to avoid any unauthorized access to the private information. The written transcripts of the interviews were shared with the participants for verification before being included in the appendices of this research. The findings of this study were shared with the management of the school.

### 3.7 Trustworthiness / Reliability of the Data

To increase trustworthiness and credibility of this study, I used the method of data triangulation in order to confirm and add reliability to my findings. I did this by using multiple sources of data to confirm emerging findings (Merriam 2002; Prasad 2005; Stake 1995; Yin 2009, cited in Dodge 2011, p.60).

As a researcher, in order to increase the trustworthiness and reliability of my study, I followed guidelines and strategies which were recommended by (Merriam 2002) which included; a) Reflectivity: This strategy engaged me as the researcher to be continuously self-critical when assessing and reflecting on matters related to biases, assumptions and relationships embedded in the study (Merriam 2002). b) Maximum variation: to achieve this, I used multiple sources of data collection methods to confirm findings (Merriam 2002). By adopting this strategy, the reliability and validity of this research was strengthened (Merriam 2002). c) Rich description,

as defined by (Merriam 2002), “providing enough description to contextualize the study such that readers will be able to determine the extent to which their situation matches the research context” (Merriam 2002, p 31).

## Results, Analysis and Discussion

### 4.1. Overview of the Chapter

This Chapter presents the results of each method used for data collection. The data obtained from each source is discussed and analyzed.

### 4.2. Analysis of Data

#### 4.2.1. Results of Parent Survey (pre-research)

The parent satisfaction survey was for the academic year 2016 - 2017. The questions were based on a survey conducted in previous research that uses methodology to assess overall school quality. The survey was sent out to all parents - a total number of approximately 700 parents, of which 350 parents attempted to answer the survey. However only 215 parents made it to the end and were able to answer all questions. Although the results may not be a 100% accurate reflection of the current situation since we were not able to obtain feedback from the majority of the parents, we still got a general understanding of the current feelings / beliefs amongst a good portion of parents. Date of survey:

The complete results of this survey could be found in the appendices section of this document. However, the main concerns that resulted from the Parent Survey are as follows:

| Q.No | Question: | No Improvement | Minor Improvement | Major Improvement | Remarks: |
|---|---|---|---|---|---|
| Q41. | If your child has been attending this school for more than one academic year, have you felt any level of school improvement in any school area since the previous academic year (2015/2016)? | 22.79% | 57.21% | 20.00% | 80% of parents felt minor to no school improvement in the past two years (since the start of implementing the improvement plan), with 22.79% suggestion of no improvement. Therefore, the majority of parents have not witnessed any significant school improvement within the given period of time.<br><br>According to targets set, a significant level of improvement should have been achieved after two years of adopting the school development plan. As this survey was conducted a year and a half after implementing the school development plan, parents believe that it will be unlikely the school will achieve the desired school improvement targets. |

*Table 1: Parent satisfaction survey Q.41 result*

| Q.No | Question: | Excellent | Good | Fair | Poor | No opinion | Remarks: |
|---|---|---|---|---|---|---|---|
| Q32. | How would you rate your child's school over-all? | 29.15% | 49.80% | 16.60% | 4.05% | 0.40% | Approximately 20% of parents rate the quality of the school as Fair or below, while approxi-mately 50% rate the school as a Good school. A total of 70% of parents that took this survey rate the school overall as a Good school and below. I believe that a bigger portion of parents should have rated the school as an excellent school. |

*Table 2: Parent satisfaction survey Q.32 result*

**Commented [SAD7]:** Discuss the results you present in each of the tables or figures

| Q.No | Question: | Yes | No | Not Sure | Remarks: |
|---|---|---|---|---|---|
| Q33. | If you could choose any school in the city for your child, would this school be one of your top three choices? | 72.06% | 8.50% | 19.43% | Approximately 70% of parents believe that the school is one of the top three school choices in the city. I believe the number of parents that believe so should have been higher. |

*Table 3: Parent satisfaction survey Q.33 result*

Conclusion: The data collected from this survey backs up claims and perceptions from parents about the lack of overall school improvement since the initiation of the 2015 / 2016 plan, which I have casually received from various stakeholders prior to carrying out this study.

#### 4.2.2. Results of Questionnaire 1 (Q1)

The first questionnaire in this study (Q1) was used to assess the primary teacher's current level of competency and ability towards some of the key areas which were targeted in the school development action plan. (And to identify any improvements since implementation of the action plan at the start of the 2015/2016 academic year). A table representing the full summary of results from (Q1) can be found in the appendices section of this document. The key findings from the results are summarized as follows:

In general, the results illustrate the fact that many of the teachers lack an understanding or the ability to adopt many of the fundamental aspects in areas targeted for improvement. Many inconsistencies in feedback are evident. Additionally, teachers' levels of competency in key areas seem to vary widely. To conclude, the results of this questionnaire also portrayed some emerging themes.

| Theme: | Comments: | Some of the most memorable quotes which highlight a lack of professional development included: |
|---|---|---|
| ***Theme 1: Lack of professional development.*** | This theme has emerged as dominant from the results, which is lack of professional development. Almost in all areas targeted for improvement, most teachers have complained about lack of training.<br><br>Most teachers believe that there is a lack of adequate training towards the adopted school policies, marking and feedback policy, peer assessment and health and safety policies. All the policies targeted were to be successfully adopted as per the school improvement action plan.<br><br>A number of teachers wanted training in setting individual targets for improvement, on methods of differentiation, peer assessment, questioning techniques and lesson planning. | "We need more workshops covering lesson planning".<br><br>"We need workshops that show real examples and not spending hours listening to workshops without any real example"<br><br>When asked, Have you been giving adequate training on questioning techniques? "We got a document that explains questioning technique" and "we did a workshop about it the other day but, "I am still not clear about the assessment policy".<br><br>"We have not had formal effective training on the agreed assessment policy".<br><br>"We need to be trained on how to use the introduced assessment method Cat 4".<br><br>"I attended one session of AFL training"<br><br>"I would be more comfortable in implementing the adopted marking and feedback policy, see some good models and examples of feedback" |
| ***Theme 2: Lack of recognition from senior management:*** | Almost all teachers feel a lack of recognition. Only a few feel recognized for their efforts by senior management. | "It does not always seem that senior management is truly aware of what improvements occur within my lessons."<br><br>"A lot of credit goes to other people"<br><br>One teacher also mentioned that she feels that management doesn't realize the time and effort teachers are putting into their work. |

| | | |
|---|---|---|
| ***Theme 3: Problems in school systems.*** | | When asked the question, Is there an increase in the amount of AFL One teacher answered: "No, we are forced to use certain text-books and cover most of them. So I am not satisfied with the freedom I'm given to give learn-ers formative AFL assessments, and to be able to use them to guide my teaching."<br><br>Some teachers pointed out that there is no pupils tracking system embedded into the school system, however, they believe its im-portant to have.<br><br>Some teachers don't see an over-all improvement on the level of order and discipline.<br>One teacher pointed out: "We never carry out peer observa-tions".<br><br>Some teachers feel that other teachers are not fulfilling the su-pervision duties as required, this seems to be a big problem ac-cording to some teachers. |
| ***Theme 4: Unfamiliarity with school policies:*** | | One teacher stated that on school policies :"Staff and management need to work together to imple-ment them".<br><br>Another teacher noted: "I don't believe that staff are aware of school policies".<br><br>"These are not our codes?" As per the marking and feedback policy adopted. |
| ***Theme 5: Lack of teacher involvement in school improvement strategies:*** | | No involvement in formulating draft policies. / No input given towards the development of the action plan. Almost all teachers agree to this point.<br><br>One teacher stated that: "Teach-ers did not contribute to the con-tent of the action plan". |

| | | |
|---|---|---|
| ***Theme 6: Lack of communication:*** | | There seems to be some minimal improvement on levels of communication however this area is still lacking and needs to be vastly strengthened.<br><br>One teacher said: "I am appreciated but for sure not heard"<br><br>Another mentioned that: "Communication has improved with management "<br><br>And another stated: "This year I'm happy, thank God!" |
| ***Theme 7: Lack of support:*** | | Some teachers felt that they did not receive enough support from senior management in aid of achieving improvement targets whilst others did. This is evident from the teacher's feedback from this questionnaire.<br><br>The key findings highlighted some of the current issues faced by this school's leadership team. |

*Table 4: Key findings from questionnaire 1 (Q1).*

### 4.2.3. Results of Questionnaire 2

The second questionnaire in this study (Q2) was used to assess the views of the primary school heads of faculty on teacher competency levels towards various areas targeted for improvement as per the school development plan, and also to gain an understanding on their views towards recent levels of school improvement and the school improvement strategies being used.

Complete results from the questionnaire (Q2) can be found in the appendices section of this document. The key findings from the results are summarized in the table below.
A total of five heads of faculty participated in this questionnaire:

| ***Question*** | Result | |
|---|---|---|
| ***Are most teachers using SMP lesson planning format?*** | All heads of faculty indicated that most teachers are using SMP lesson planning format. | |
| ***Has there been improvement in the use of SMP as compared to the previous academic year?*** | All heads of faculty agreed that there has been improvement with the use of SMP compared to the previous year. "Improvement is observed due to monthly / weekly lesson observations [formal ones, peer coaching, the online regular training.] "Improvement observed monthly in starter and middle. Plenary needs work in terms of the task / questions included. Also, time management for some teachers is important so that the plenary takes place." | |
| ***Has adequate training been completed on planning format?*** | All heads of faculty agree that adequate training has been completed on planning format. "All teachers have been given the same lesson plan sheet to use for their lesson planning." "The general structure has been shared with faculty members. However, more in depth and subject based training is advised for better and specified outcomes." | |
| ***Are teachers providing good quality lesson plans?*** | All heads of faculty agree that most teachers are consistently providing good quality lesson plans within the required lesson structure. | |
| ***Do teachers get a chance to share with others good / successful lesson ideas regularly?*** | Most heads of faculty agree that teachers get a chance to share with others good / successful lesson ideas regularly. However, one head of faculty disagrees with this. "This happens informally | |

| | | |
|---|---|---|
| | among teachers only." Another head mentioned, "Yes, but not regularly." | |
| ***Are staff planning collectively in year groups (not by subject)?*** | Out of the five heads of faculty that have participated in this questionnaire, three heads agreed to this point and two disagreed. As one head mentioned, "Subjects / year meeting only." Another mentioned, "By subject only." | |
| ***Are improving teachers being recognized and rewarded by senior management?*** | Three heads agreed and two disagreed. | |
| ***Has there been an increased or reduced dependency on IWB since the previous academic year 2015-2016?*** | Four heads mentioned an increase in dependency and one mentioned a reduced dependency. | |
| ***Since the previous academic year, have student activities in the classroom been less or more dependent on workbooks and worksheets?*** | Three heads confirmed less dependency and two indicated more. "Student activities have been less dependent on workbooks and worksheets," indicated one head of faculty. | |
| ***Are most teachers effectively using AFL (Assessment For Learning) in most lessons?*** | All heads agreed on this point. | |
| ***Is there an increase in the assessment tools for learning this year as compared to the previous year?*** | Four heads agreed while one disagreed saying, "In the second term last year, teachers were given tools such as smiley faces, traffic lights, mini whiteboards to use for AFL. We were told that more would be available this year but this was not the case." | |
| ***Are most teachers able to successfully employ a child centered approach in classrooms?*** | Three agreed and two disagreed. "There is great improvement but some individual teachers have yet to let go of the didactic / teacher talk approach." | |
| ***Is differentiation evident in most lesson plans produced by teachers?*** | Four heads agreed and one head disagreed to this. "An extra observation sheet is always prepared for students with higher abilities who finish their work earlier than other students. Students with lower abilities are usually given an easier activity sheet." | |

| | | |
|---|---|---|
| ***Have teachers developed the competency for planning for differentiation better than the previous academic year?*** | Two agreed and three disagreed. "Not all teachers are aware of the proper differentiation approaches." "Teachers should be trained or given workshops in order to get ideas on how they can better plan for differentiation in the classroom." | |
| ***Since the previous academic year, have teacher increased the use of questioning techniques in lessons?*** | All heads indicated an increase. "Teachers have been trained to use the questioning techniques." | |
| ***Are most teachers effectively using questioning techniques in lesson to stimulate discussion and thinking skills?*** | All heads agreed to this point. | |
| ***Are most teachers regularly using open-ended questions in their lessons?*** | Four heads agreed and one disagreed. | |
| ***Do teachers use open-ended questions in their lessons more than they did last year?*** | Four agreed and one disagreed. | |
| ***Has adequate training of questioning techniques been given to all staff?*** | Three heads agreed and two heads disagreed. One head mentioned, "We started implementing it recently." | |
| ***Do most teachers generate and stimulate student discussion in lessons?*** | Four heads agreed. One disagreed saying, "Improved but not all the teachers have the confidence to do this. Plus, teachers are under time pressure a lot."<br>Has an assessment policy been agreed and implemented by school senior management? Four agreed and one disagreed. | |
| ***Have the staff implemented the agreed assessment policy in the school?*** | Four heads agreed and one disagreed. | |
| ***Are most teachers aware of the agreed assessment policy?*** | Four agreed, one disagreed. | |

| | | |
|---|---|---|
| ***Have you provided teachers with adequate training for the implementation of the assessment policy?*** | Two disagreed and three agreed. "All teachers are trained well before using the system." "Training needed." "Yes, all teachers were given adequate training." | |
| ***Are teachers competent enough in using deduced assessment standards for benchmarking?*** | Three heads disagreed and two heads agreed. One head mentioned, "Students took Cat 4. Results were shared but teachers were not informed how to interpret the results so they are useless at the moment." "Not enough training is being provided." | |
| ***Has the implemented assessment policy introduced resulted in standardized and consistent testing methods across all classrooms?*** | One head agreed and four disagreed. | |
| ***Is the pupil tracking system in place successfully being used to monitor student progress?*** | Four agreed and one disagreed. | |
| ***Are all staff aware of this system?*** | Three agreed and two disagreed. | |
| ***Are teachers clear about the needs to set students' individual targets for improvement?*** | Four teachers disagreed and one agreed. "Teachers need more training on this." "Targets based on the British International Curriculum were introduced without teachers being trained." "Due to the fact that this system has been abolished in the UK, teachers did not see the point in implementing it." | |
| ***Do teachers encourage students to learn by using investigative learning methods?*** | Three agreed and two disagreed. | |
| ***Are most teachers capable of providing investigative work during lessons?*** | Two agreed and three disagreed. | |
| ***Are teachers aware of the agreed marking and feedback policy?*** | All agreed. "This is new. It has been distributed to teachers but not yet implemented." "Yes, within the faculty." "Subject by subject only." "We are still working on it." | |
| ***Are teachers trained for implementing the agreed feedback policy?*** | Three disagreed and two agreed. | |

| | | |
|---|---|---|
| ***Are most teachers introducing the use of pairs and group works in lesson plans?*** | All heads indicated yes. | |
| ***Do the teachers engage the students in collaborative learning?*** | All agreed. "Room for improvement." | |
| ***Since the previous academic year, has there been an increase in student group work during lessons?*** | All agreed. "Great improvement." | |
| ***Have teachers been given adequate training in peer assessment?*** | All heads disagreed. | |
| ***Are peer observations taking place?*** | Two agreed and three disagreed. "Not implemented." | |
| ***Are staff sharing thoughts on professional development through peer observations?*** | Two agreed and three disagreed. "No, it is not implemented due to the full schedules that are difficult to synchronize." | |
| ***Are teachers using learning objectives (Walt and Wilf) in each lesson?*** | All heads indicated yes. | |
| ***Are teachers fulfilling supervision duties as required?*** | All heads indicated yes. | |
| ***Has adequate training been conducted to enforce classroom management techniques to maintain a healthy working atmosphere while allowing for more child-directed activities?*** | Three agreed and two disagreed. "No training has taken place in this area." "No in-service training sessions were given regarding classroom management." "Mainly all sessions are about AFLs plus marking policies." | |
| ***Do you see improvement in the level of order in the corridors and stairwells since the previous academic year?*** | Three agreed and two disagreed. | |

| | | |
|---|---|---|
| ***Is orderly behavior the norm in the corridors around the school between lessons?*** | Four agreed and one disagreed. | |
| ***Have staff consistently implemented a rewards and sanctions policy to encourage good behavior?*** | All agreed. | |
| ***Are students strictly adhering to the uniform policy?*** | Four agreed and one disagreed. "Just recently." "Most students, vast improvement." "I could estimate a compliance level of 95 percent approximately." | |
| ***Are teachers fulfilling supervision duties as required?*** | All agreed. | |
| ***Has this policy been implemented by senior management?*** | All agreed. | |
| ***Is there significant evidence of people work in this place around the school?*** | All agreed. | |
| ***Are all staff aware and familiar with the content of the agreed school policies?*** | Three agreed. Two disagreed. | |
| ***Are teachers capable of allowing the students to talk during the lessons while remaining in control of the quality of the discussion and being able to take full control and full attention of the classroom back at any time?*** | Four agreed. One disagreed. "Not all the time. It depends on the teacher and the subject." | |
| ***Were the draft policies discussed with staff for input and consultation before implementation?*** | All disagreed. | |
| ***Are all staff aware and familiar with the content of the agreed school policies?*** | All indicated yes. | |

| | | |
|---|---|---|
| ***Has documented risk assessment been carried out?*** | One agreed and four disagreed. "With the exception of fire drills." "A document risk assessment will be carried out at the beginning of next year." | |
| ***Are most teachers making efforts to often allow natural light into the classrooms?*** | Four indicated yes. One indicated "Not sure." Another indicated, "Yes, it's much better than last year." "All classrooms in the primary school have blinds." | |

*Table 5: Key findings from questionnaire 2 (Q2).*

Conclusion: Feedback from the heads of faculty highlights major inconsistencies towards many of the key areas in focus. The inconsistent feedback identifies a lack of clarity and understanding towards the views, beliefs and abilities of the teachers. The differentiation in feedback amongst various heads of faculty also highlights inconsistency between the departments of different subjects.

The feedback from (Q2) also indicates a lack of understanding from the heads of faculty towards key elements of the development plan. This is identified as a problem stemming from the leadership of higher management.

### 4.2.4. Results of Interviews

#### 4.2.4.1. Interview with School Principal

The complete transcript of the interview may be found in the appendices section of this document.

Conclusion of interview: The participant mentioned that it was a total mess to start with especially during the transition phase. There was no actual structure put in place. Not to mention the many things for improvement such as physical structure, lines of communication, sharing/clarity of information, pay structure for the teachers and reward system. Furthermore, the need for the allocation of budgets designated for school improvement has been pointed out repeatedly as one can only do so much with the available resources. It was also noted that there were no major staff role changes as recommended by the principal to promote continuity of

leadership and progress that have been made thus far. Development is happening but there is still so much room for change and improvement.

#### 4.2.4.2. Interview with participant 1 of the previous school improvement leadership team

The complete transcript of the interview may be found in the appendices section of this document.

Conclusion of interview: The participant believes that last year's academic team was successful in implementing the strategies for change. That is why he was very disappointed when it was dismantled with the appointment of a school principal and consequent change in school structure. As with the other interviews, the lack of proper communication amongst each other is mentioned as one of the problems encountered. However, it was acknowledged at a certain point that the levels of communication were good. Moreover, it was also stated that some staff are leaving as they don't feel that the school is investing in them in terms of professional development.

#### 4.2.4.3. Interview with participant 2 of previous school improvement leadership team

The complete transcript of the interview may be found in the appendices section of this document.

Conclusion of interview: In this interview, the participant believed that the strategies used were somewhat successful and that change has started to occur albeit rather slowly. At the beginning, they encountered some resistance as the changes were considered abrupt, unwanted, and even overwhelming to some people. In addition, they also experienced difficulties in trying to achieve their set goals as evidenced by no proper communication (between the academic and management teams), lack of monitoring and/ or guidance from the senior management, and switching of staff roles. Lastly, it was also emphasized that there were not enough resources for staff training / professional development

### 4.2.5. Results of Document Analysis

#### 4.2.5.1. School Improvement Action Plan

The complete action plan document (and accompanying “checkpoints" documents) may be found in the appendices section of this document. The following is a summary of the key areas that have been targeted for improvement:

| ***Area targets for improvement:*** | **Key Terms from the (success criteria) section of the action plan:** | |
|---|---|---|
| *QOT (Quality of teaching):* | Lesson Structure. Use of (S.M.P.)<br><br>Reduced Dependency on IWB (Interactive White Board)<br><br>Common Use of (AFL) Assessment for Learning (more child centered approach in delivery of lessons)<br><br>(Questioning techniques) Regular use of open-ended questioning<br><br>Assessment policy implemented and accurately adopted by all staff.<br><br>Pupil tracking system | |
| *QOL (Quality of leaning):* | Marking and feedback | |
| *PAB (Pupil Attitudes and Behavior)* | Student Behavior (Better order in stairwells and corridors) | |
| *Learning environment (LE):* | | |
| *Policies (P):* | Policies in place and all staff aware and familiar wit the content.<br><br>Assessment<br>Health and Safety<br>Child Protection<br>Admissions<br>Display | |

*Table 6: Key areas of School development plan*

#### 4.2.5.2 Quality Assurance Visit Report (Feb 2017 QAV):

Below is a summary of the key findings from this report:

The quality assurance report which was produced in Feb 2017, was based on the school inspection that took place between 19th and 21st February 2017, by an outside inspection body who helped develop the School Development plan prior to the 2015/16 academic year.

According to the external inspection body; "The purpose of the QAV is to provide a rigorous external review of the quality of work of the school". "Improvements since the last QAV will be assessed together with suggestions for further improvement".

"Whilst a QAV visit is not intended to replace a formal inspection, there are many common elements".

The information below is taken from the results of the 2017 QAV report.

| | |
|---|---|
| ***Reported progress since the last QAV (One year ago):*** | The last Quality Assurance Visit took place in May 2016. Since that report, the areas for suggested development have been addressed.<br><br>The school has set in motion processes to address the recommendations from the last QAV, particularly with regard to:<br><br>Standardized CAT 4 testing. The resultant data has significantly enhanced the staff's understanding of the potential of the students. There is a commitment by the school to develop systems to integrate fully the evidence presented by the CAT 4 tests. This will better inform tracking and planning in the classroom.<br><br>Child Protection and Safeguarding policies have been reviewed and strengthened. A robust Code of Conduct for students has been introduced. A child protection report will be made at each meeting of the Board; this replicates the best practice in UK schools. The Principal has assumed responsibility for child protection and he is in the process of introducing the relevant committee structure. All new teachers to the school are given comprehensive training on child protection. Information on safeguarding is prominently displayed throughout the school.<br><br>A staff appraisal system based on approved UK standards has been agreed and a program of staff appraisal implemented. Whilst the system is still in its infancy, its success is already apparent, particularly with regard to lesson observations. The new system allows data to be produced and subsequently evaluated. Through this process, the leadership of the school can more accurately assess progress made by teachers. It is also proving to be an effective system to introduce the best practices to new teachers of the school.<br><br>It was evident that students' time management has improved. This was highlighted in previous QAVs as a significant concern. A more rigorous emphasis by teachers on the structure of lessons has provided more discipline for the students in the class and as a result arrival and departure is better. There is still room for improvement here.<br><br>The learning environment has improved significantly.<br><br>The Principal has put in place initiatives to improve the pastoral care in the school. |

| | |
|---|---|
| ***Key strengths:*** | There is strong evidence that the training delivered during the year has been incorporated into best practice in the classroom. The training has covered topics such as:<br><br>Developing an Anti-Bullying Policy<br><br>Leadership training for senior leaders<br><br>Effective strategy and development planning<br><br>Planning for Excellence<br><br>Effective differentiation in the classroom<br><br>Managing Pupil Behavior<br><br>Key Stage 2 Assessment and Leveling<br><br>Key Stage 1 Assessment and Leveling<br><br>Passive to Active Learners<br><br>What Makes an Outstanding Lesson<br><br>Climate for Learning (Enabling Environments)<br><br>The Early Years Foundation Stage<br><br>Standards in English (Reading)<br><br>Child Protection<br><br>Assessment Overview<br><br>Developing a School Appraisal Policy<br><br>Assessment for Learning |

| | |
|---|---|
| ***Recommendations:*** | The leadership is committed to introducing a culture of continual school improvement and as such many strategies and programs highlighted below have already been initiated:<br><br>Whilst stronger educational methodology is evident in classrooms there is a lack of challenge for many of the pupils.<br><br>There is an inconsistency of approach between and within departments.<br><br>As a matter of priority, attention must be directed towards a more robust marking and feedback program across the school.<br><br>Job descriptions should be introduced for senior and middle managers. This will give them a clear understanding of their responsibilities and help the leadership of the school set a culture of accountability and it will allow them to understand the CPD requirements of the staff.<br><br>There is a need for more teaching assistants in the junior school.<br><br>The recently introduced standardized baseline assessments for the majority of students (CAT 4) is a substantial improvement that has already provided more sophisticated information that has informed planning; however, further work is needed in this area, particularly with regard to tracking and differentiation in the classroom, something which needs improvement. This was a recommendation from the previous QAV.<br><br>It should be a matter of priority to include the senior students in the baseline assessment.<br><br>There is a need to improve the EAL and the SEN provision by considering in-class support and introducing a comprehensive inclusion policy.<br><br>The curriculum is narrow, particularly in the options available to KS3 and KS5 students.<br><br>There is also a need in the fullness of time to introduce a more comprehensive Personal Social Health Citizenship Education (PSHCE) element to the curriculum.<br><br>Members of the Board should visit the school on a regular basis where possible. |
| ***The quality of leadership and management:*** | Whilst the Principal is relatively new to his post he has already developed a good understanding of the needs of the school, students and the staff.<br><br>He has produced a development plan, which incorporates to good effect the recommendations from the previous QAV.<br><br>The Principal is effective in communication. He prioritizes six categories: vision and purpose; governance and leadership; the use of data; resources and support systems; stakeholder communication and a culture of continuous improvement.<br><br>He plans his time effectively and his priorities are clear. He has a strong understanding of what resources are required to improve the school. |

| | |
|---|---|
| ***Conclusion of report:*** | The school has made sustainable progress since the last QAV; this in the main is due to the leadership shown by the Principal and the training provided. The students and staff have a deep loyalty to the school as have the alumni. The parents interviewed were pleased with the performance of their children; they felt the school communicated well with them and that they were engaged in their child's educational journey.<br><br>The parents of pupils in the Primary and Early Years departments expressed their satisfaction with the teaching and learning with many particularly impressed with their child's progress in English since joining the school. They feel comfortable approaching the school with concerns and that these are dealt with in a timely and professional manner.<br><br>The school has begun to address the recommendations from the last QAV and it is evident that the learning process has improved for all students. The school leadership is committed to continuing this progress; they were responsive to the initial findings and recommendations of this QAV team and this is to be commended. The challenge for the school going forward is to continue to embed the current progress as well as introducing initiatives to address the above recommendations. One of the noted strengths of the school is that there is a willingness among the staff to embrace the suggestions and recommendations.<br><br>The most pressing area that needs particular attention is to develop consistency of differentiation, marking, teaching and challenge across and within the faculties. In addition, the CAT4 evidence clearly highlights the need for a more detailed and comprehensive EAL department. The curriculum needs broadening if the school is to prepare students for the more challenging world that lies ahead of them. A commitment to resource allocation will be essential to the development of the school. |

*Table 7: Summary of QAV Report*

Conclusion: The feedback from the last QAV report highlights that targets of the school development action plan have not been met in a two-year time period. Analyzing and assessing the data will point out some of the reasons behind this. The report indicates that significant levels of improvement had been achieved in some areas whilst progress in other key areas remains lacking. (Only some of this feedback goes in line with the feedback obtained from the school staff).

## Conclusion

### 5.1. Summary of the Study

In summary, this study highlighted the fact that when deeply examining various areas of a school, many hidden and failed processes and problematic interactions which may be hindering progress become evident, as in the case of this school. School leaders play a vital role in insuring appropriate and realistic strategies are put in place to create opportunities for continuous progress within a school's culture.

### 5.2. Key Findings

| Data Source | Developed Themes: |
|---|---|
| 1) Questionnaire 1 (Q1) (Teachers Feedback) | a) Lack of professional development<br>b) Lack of recognition<br>c) Problems in systems and processes<br>d) Unfamiliarity with school policies<br>e) Lack of involvement<br>f) Lack of communication<br>g) Lack of support |
| 2) Questionnaire 2 (Q2) (Heads Feedback) | a) Inconsistency in views on levels of teacher competency in key areas.<br>b) Inconsistency between processes in different departments<br>c) Lack of collective involvement in school improvement plans<br>d) Lack of staff understanding of adopted development plan<br>e) Lack of communication<br>f) Lack of shared vision by staff |
| 3) Interview 1 (School Principal feedback) | a) Lack of planning<br>b) Lack of school readiness for change<br>c) Unclear school systems and policies<br>d) Unclear lines of communication |
| 4) Interview 2 (Former Leadership member 1) | a) Projected a sense of disappointment and demotivation, mainly due to the constant changes in staffing roles which is affecting overall progress.<br>b) Lack of investment in staff professional development<br>c) Lack of communication |

| | |
|---|---|
| 5) Interview 3 (Former Leadership member 2) | a) Change is occurring but very slow improvement.<br>b) Some resistance to change exists<br>c) Lack of school readiness<br>d) No proper levels of communication between the academic teams and management teams<br>e) Lack of monitoring and/or guidance by senior management<br>f) Too many changes in staff roles (inconsistency)<br>g) No enough resources for staff training / professional development |
| 6) QAV Report (From outside inspection body) | a) School has made significant progress.<br>b) Key areas still require major strengthening.<br>c) A commitment of resource allocation will be essential to the development of the school. |

*Table 8: Summary of key findings*

**Interpretation of converged data and discussion:**

To conclude, the final themes obtained from the various areas evaluated which included former members of the leadership team, primary school teachers, primary school heads of faculty and a report form an outside quality assurance inspection body, identify similarities but mostly inconsistencies. This proves a lack of proper leadership in the school.

To answer the question of this study: How has senior management's leadership role during the implementation stage affected the overall improvement levels? And what can leadership do to increase the likelihood of yielding better results in future improvement efforts?

Based on the developed themes from the data collected in this study, senior management's leadership role has hindered the potential to maximize overall school improvement. Some positive changes seem to be slowly occurring in this school; however, a lack of fixed systems and a shared vision highlight a bigger existing problem. The second part of the question is answered in the recommendations section of this document.

Some sub-questions that have been derived from the research question of this study include: What did management do to monitor effective implementation or to monitor levels of progress in relations to the targets it has set? What methods or strategies were being used to assess if progress was being made to reach the desired targets?

Some classroom observations were taking place more regulatory in the previous academic year, however, not as much in the 2016 / 2017 academic year. This may be due to a failed observation and reporting system, which may have diminished the importance of this procedure in the eyes of management and therefore, has become less frequently implemented over time. A rigid observation and reporting system should be adopted and continuously implemented in order to more accurately track any levels of progress or improvement, or to identify any obstacles slowing down progress. It is important that a school's management team be familiar with any changes occurring in order to address existing issues hindering opportunities of school improvement or finding new strategies which may help maximize progressive change.

Are the implementation strategies developed and used effective enough to reach or achieve the desired goals?

No. The school's management did not depend on any implementation strategies to achieve the desired goals. Although the image of the school from the outside may portray a positive and progressive climate, the healthy and successful inner operations and processes of a school are what is of importance in order to maximize progress and overall quality of school outcome.

In the case of this study, the feedback collected represents a lack of leadership when the concern is pointed mainly towards school strategies. Although measures of creating a development plan were taken, a lack of leadership and unsuccessful implementation process were the reasons behind failure in achieving the desired goals. This study showed that creating a school improvement development plan alone is not enough to achieve the desired goals.

The actions, efforts and attitudes of senior management in this study had not met the expectations and standards needed to lead the school towards successful change, and hence improve-

ment in the overall outcome. This lack of successful leadership had created some kind of adverse perceptions by school parents and some members of staff, which can only be seen as negatively affecting overall school outcome on the long run.

### 5.3. Recommendations

It is vital to create a school culture with an embedded habit of constancy and efficiency in operations, systems and processes, which as this study shows, is lacking in this school's culture. The desire to improve in itself is not enough to achieve success. Some of the theories highlighted in the literature review section of this study may be adopted to improve chances of successful change. Getting staff members to understand these theories and the importance of strategies to be adopted is key.

Examples of strategies that may be used by management to improve overall outcomes are: Staff involvement in improvement processes, a focus on both strategic and operational issues, ensuring readiness for change, utilizing systems-thinking theory, adopting and ensuring consistent implantation of school policies by all stakeholders, utilizing a distributed leadership strategy, clarifying and delegating leadership roles amongst various staff members, creating continuity in staff roles and key positions, providing continuous professional development, creating a school culture conducive to change, developing a shared vision, adopting an effective monitoring and reporting framework, providing continued support and assistance,

### 5.4. Implications

Besides the fact that this study highlighted the importance of leadership roles in successful change programs and school improvement, it also points out a greater need for more research towards focused strategy development and implementation related to change initiatives particular to an educational context, since most of the literature related to this area of study is focused on more general business settings.

### 5.5 Limitations of the Current Study

This study showed how a lack of clear and effective leadership may result in varying views and outcome and an overall lack of direction. In addition, the development plan that was produced

only focused on the primary school section and not on the school as whole. This limited the researcher to investigate the school as a whole and to get a more holistic view on outcomes. The changes in staffing from the previous academic year also created some limitations in the sense that a lack of continuity in key roles may have affected the accuracy of some of the data collected. And finally, a lack of understanding of strategies by members of staff in general made it difficult to get direct and accurate answers to some of the questions raised.

### 5.6. Scope for Further Study

This study only begins to highlight how leadership's use of effective strategies for progressive change may increase likelihood of achieving desired outcomes. Future research will test how adopting some of the recommended theories and specific strategies may affect the outcomes of this context, adding towards existing theories in this area of study.

**Commented [SAD8]:** Manage scope

### 5.7. Concluding Note

The current study was conducted to investigate the processes and changes occurring in a school aiming to achieve overall school improvement. It found that a lack of efficient strategic planning by the school's management team will eventually lead to failed outcomes, as in the case of the school in this study. Some strategies and processes which may be adopted by a leadership team have been identified as useful tools which could be used to increase the likelihood of successful change and in turn school outcomes. A lot more research into the links and relationships between strategy implementation and school development is appearing as this field is constantly evolving, and this study may serve as a stepping stone towards the development of new ideas relating to increasing efficiency of strategic processes in educational settings.

**REFERENCES:**

Commented [SAD9]: Maintain consistency in both in-text and end of referencing


Bascia, N. (2014). *The school context model: how school environments shape students' opportunities to learn.* Toronto:People for Education.

Baškarada., S (2014). Qualitative case study guidelines. *The Qualitative Report*, vol. 19 (40), pp. 1-18.

Beauchamp, T. & Childress, J. (1983). *Principles of biomedical ethics.* 2nd edn. New York:Oxford University Press.

Bell, J. & Waters, S. (2014). *Doing your research project: a guide for first-time researchers.* New York:McGraw-Hill Education.

Benbasat, I., Goldstein, D. & Mead, M. (1987). The case research strategy in studies of information systems. *MIS Quarterly*, vol. 11 (3), pp. 369-386.

Bentley, T. (2010). 'Innovations and diffusions as theory of change,' in A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (eds). *Second international handbook of educational change*. London:Springer, vol. 1, pp. 29-46.

Boodhoo, R. & Purmessur R.D. (2009). *Justifications for qualitative research in organizations: a step forward* [online]. Masters. Thesis. University of Notthingham. [Accessed 20 February 2017]. Available at: http://www.nyu.edu/classes/keefer/waoe/deeprosh2.pdf.

Boyd, S. (2012). Key messages about change in schools: a literature scan for sport New Zealand. *Sport New Zealand*. Wellington: New Zealand Council for Educational Research.

Cavaye, A.L. (1996). Case study research: a multi-faceted research approach for IS. *Information Systems Journal*, vol. 6 (3), pp. 227-242.

Cohen, L., Manion, L. & Morrison, K. (2000). Research methods in education. 5th edn. London:Routledge Falmer.

Creswell, J. (2003). *Research design: qualitative, quantitative, and mixed method approaches.* 2nd edn. Thousand Oaks:Sage Publications.

Creswell, J. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* 2nd edn. Upper Saddle River:Pearson Education.

Creswell, J. (2009). *Research design: qualitative, quantitative, and mixed method approaches.* 3rd edn. Thousand Oaks:Sage Publications.

Creswell, J. & Clark, V. (2011). *Designing and conducting mixed methods research*. 2nd edn. Thousand Oaks:Sage Publications.

Denzin, N. & Lincoln, Y. (eds). (2000). *Handbook of qualitative research.* 2nd edn. Thousand Oaks:Sage Publications.

Department of Education and Training. (2008). *The school improvement and accountability framework*. Perth: Department of Education and Training.

Dodge, P. (2011). *Managing school behavior: a qualitative case study*. Ph.D. Thesis. Iowa State University.

Dougherty, D. (2002). 'Grounded theory research methods,' in J. Baum (ed.). *The blackwell companion to organizations.* Malden:Blackwell Publishers. Chapter 37, pp. 849-867.

Esterberg, K. (2002). *Qualitative methods in social research*. Boston:McGraw-Hill.

Flick, U. (2009). *An introduction to qualitative research*. 4th edn. London:Sage Publications.

Fraenkel, J. & Wallen, N. (2006). *How to design and evaluate research in education*. 6th edn. Boston:McGraw-Hill.

Fullan, M. (2007). *The new meaning of educational change*. 4th edn. New York:TeachersCollege Press.

Gall, M., Borg, W. & Gall, J. (1996). *Educational research: an introduction*. 6th edn. White Plains:Longman Publishers.

Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory: strategies for qualitative research.* Chicago:Aldine Publishing Company.

Green, J., Camilli, G., & Elmore, P. (eds.). (2006). *Handbook of complementary methods in educational research.* Washington:American Educational Research Association.

Heck, R. & Brandon, P. (2001). Implementing site-managed educational changes: examining levels of implementation and effect. *Educational Policy*, vol. 15, (2), pp. 302-322.

Hipkins, R. & Boyd, S. (2011). The recursive elaboration of key competencies as agents of curriculum change. *Curriculum Matters*, vol. 7, pp. 70-86.

Holloway, I. & Wheeler, S. (2002). *Qualitative research in nursing.* 2nd edn. Oxford:Blackwell Science.

Holloway, I. & Wheeler, S. (2010). *Qualitative research in nursing and healthcare.* 3rd edn. Oxford:Wiley-Blackwell.

Hopkins, D. (2001). *School improvement for real*. London:Routledge Falmer.

Jones, S. (2002). (Re)writing the word: methodological strategies and issues in qualitative research. *Journal of College Student Development*, vol. 43 (4), pp. 461-473.

Kotter, J. (1996). 8 steps for leading change. Viewed 20 February 2017. https://www.kotterinternational.com/8-steps-process-for-leading-change/

Kotter, J. & Cohen, D. (2002). *The heart of change*. Boston: Harvard Business School Press.

Leslie, B. (2000). Strategies for change: implementing a comprehensive school reform program part 1. *Connections*, vol. 1 (2), pp. 1-13.

Levin, B. (2010). Leadership for evidence-informed education. *School Leadership & Management*, vol. 30 (4), pp. 303-315.

Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. Newbury Park:Sage Publications.

Louis, K. (2010). 'Better schools through better knowledge,' in A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (eds). *Second international handbook of educational change*. London:Springer, vol. 1, pp. 3-27.

Mack, N., Woodsong, C., MacQueen, K., Guest, G. & Namey, E. (2005). *Qualitative research methods: a data collector's field guide.* Research Triangle Park:Family Health International.

Maxwell, J. (2005). *Qualitative research design: an interactive approach.* (2nd Edition). Thousand Oaks:Sage Publications.

McNamara, C. (1999). *General guidelines for conducting interviews* [online]. [Accessed 21 February 2017]Available at: http://managementhelp.org/businessresearch/interviews.htm#anchor1404957

Merriam, S. (2002). *Qualitative research in practice: examples for discussion and analysis*. San Francisco:Jossey-Bass.

Merriam, S. (2009). *Qualitative research: a guide to design and implementation*. 3rd edn. San Francisco:Jossey-Bass.

Miller, G. & Whicker, M. (eds). (1999). *Handbook of research methods in public administration*. New York:Marcel Dekker, Inc.

Myers, M. (1997). 'Interpretive research in information system," in J. Mingers & F. Stowell (eds). *Information systems: an emerging discipline*. Maidenhead:McGraw-Hill, pp. 239-266.

Oakland, J. & Tanner, S. (2007). Successful change management. *Total Quality Management & Business Excellence*, vol. 18 (1-2), pp. 1-19.

Palinkas, L., Horwitz, S., Green, C., Wisdom, J., Duan, N. & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and policy in mental health*, vol. 42 (5), pp. 533-544.

Patton, M. (1980). *Qualitative evaluation methods.* Beverly Hills:Sage Publications.

Patton, M. & Cochran, M. (2002). A guide to using qualitative research methodology. Reprint:Medecins Sans Frontieres, 2007. Available at: https://evaluation.msf.org/sites/evaluation/files/a_guide_to_using_qualitative_research_methodology.pdf

Perren, L. & Ram, M. (2004). Case-study method in small business and entrepreneurial research: mapping boundaries and perspectives. *International Small Business Journal*, vol. 22 (1), pp. 83–101.

Ponteretto, J. (2005). Qualitative research in counseling psychology: a primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, vol. 52 (2), pp. 126-136.

Prasad, P. (2005). *Crafting qualitative research: working in the postpositivist traditions*. Armonk:M.E. Sharpe.

Senge, P. (ed.). (2000). *Schools that learn: a fifth discipline fieldbook for educators, parents, and everybody who cares about education*. New York: Doubleday Currency.

Sergiovanni, T. (1996). *Leadership for the schoolhouse: how is it different? why is it important?* San Franciso:Jossey-Bass Inc.

Stake, R. (1995). *The art of case study research.* Thousand Oaks:Sage Publications.

Stake, R. (2000). The art of case study research. 2nd edn. Thousand Oaks, CA: Sage Publications.

Stoll, L. & Fink, D. (1996). *Changing our schools: linking school effectiveness and school improvement*. Buckingham:Open University Presss,

Strauss, A. & Corbin, J. (1998). *Basics of qualitative research: techniques and procedures for developing grounded theory.* 2nd edn. Thousand Oaks:Sage Publications.

Strauss, A. & Corbin, J. (1994). 'Grounded theory methodology: an overview,' in N. Denzin & Y. Lincoln (eds). *Handbook of qualitative research*, pp. 273-285. Thousand Oaks:Sage Publications.

Tablemann, B. (2004). School climate and leaning. *Best practice briefs Michigan State University*, vol. 31, pp. 1-10.

Waller, W. (1932). *The sociology of teaching.* Hoboken:John Wiley & Sons Inc.

Yang, K. & Miller, G. (eds). (2008). *Handbook of research methods in public administration.* Boca Raton:CRC Press.

Yin, R. (1984). *Case study research: design and methods.* Beverly Hills:Sage Publications.

Yin, R. (1994). *Case study research: design and methods.* 2nd edn. Beverly Hills:Sage Publications.

Yin, R. (2009). *Case study research: design and methods*. 4th edn. Thousand Oaks:Sage Publications.

Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan*, vol. 9, pp. 1-6.

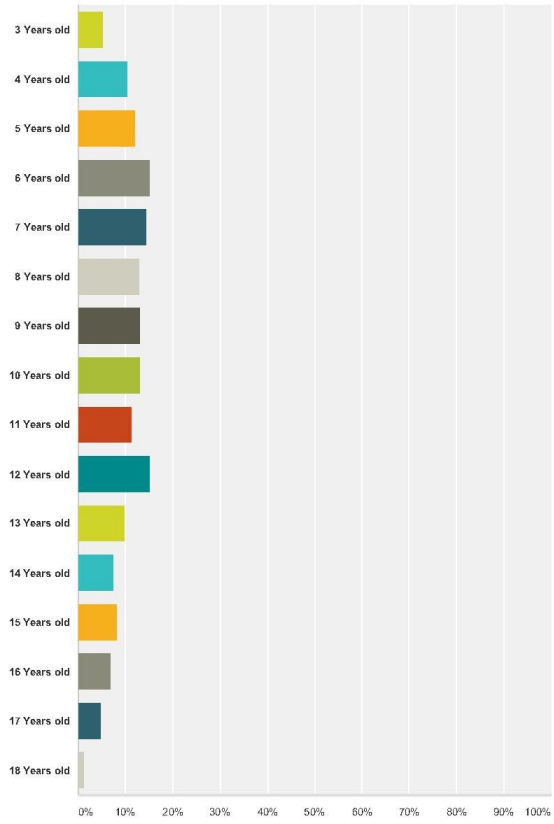
# Appendices

## Appendix A: Parent school satisfaction survey (Interview Questions)

PARENT SATISFACTION SURVEY

**Q1 My child / children's age(s) are:**

Answered: 348 Skipped: 2



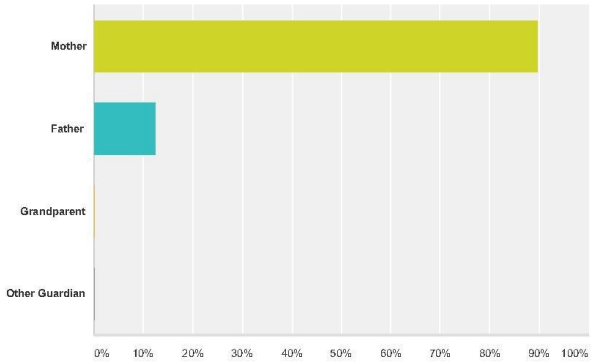

| Answer Choices | Responses | |
|---|---|---|
| 3 Years old | 5.17% | 18 |
| 4 Years old | 10.34% | 36 |
| 5 Years old | 12.07% | 42 |
| 6 Years old | 15.23% | 53 |

1 / 46

| | | |
|---|---|---|
| 7 Years old | **14.37%** | 50 |
| 8 Years old | **12.93%** | 45 |
| 9 Years old | **13.22%** | 46 |
| 10 Years old | **13.22%** | 46 |
| 11 Years old | **11.21%** | 39 |
| 12 Years old | **15.23%** | 53 |
| 13 Years old | **9.77%** | 34 |
| 14 Years old | **7.47%** | 26 |
| 15 Years old | **8.05%** | 28 |
| 16 Years old | **6.90%** | 24 |
| 17 Years old | **4.89%** | 17 |
| 18 Years old | **1.15%** | 4 |
| **Total Respondents: 348** | | |

## Q2 What is your relationship to your child / children?

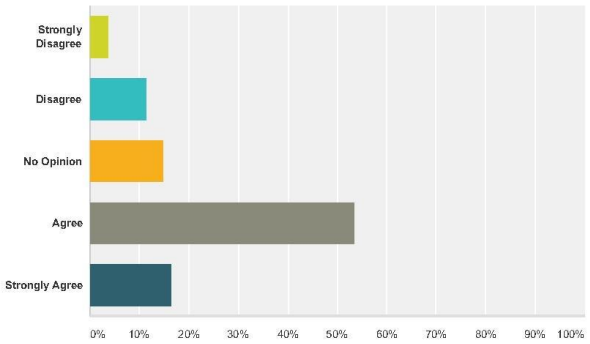
Answered: 330 Skipped: 20




| Answer Choices | Responses | |
|---|---|---|
| Mother | 89.70% | 296 |
| Father | 12.42% | 41 |
| Grandparent | 0.30% | 1 |
| Other Guardian | 0.30% | 1 |
| Total Respondents: 330 | | |

## Q3 The principal and teachers at my child's school seem to work well together.

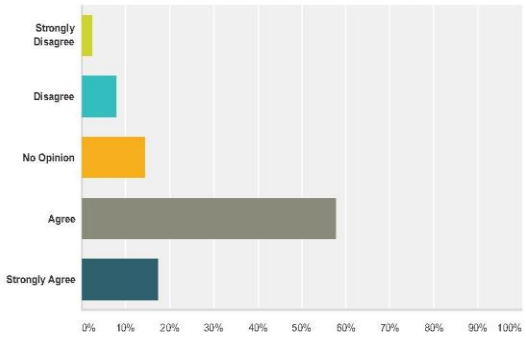
Answered: 290 Skipped: 60




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 3.79% | 11 |
| Disagree | 11.38% | 33 |
| No Opinion | 14.83% | 43 |
| Agree | 53.45% | 155 |
| Strongly Agree | 16.55% | 48 |
| Total | | 290 |

## Q4 My child's teachers are up-to-date about things that are happening in the subjects they teach.

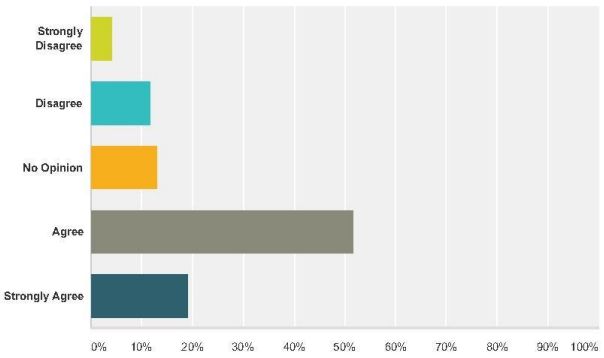
Answered: 290 Skipped: 60




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 2.41% | 7 |
| Disagree | 7.93% | 23 |
| No Opinion | 14.48% | 42 |
| Agree | 57.93% | 168 |
| Strongly Agree | 17.24% | 50 |
| Total | | 290 |

## Q5 My child's teachers are able to make learning exciting and fun.

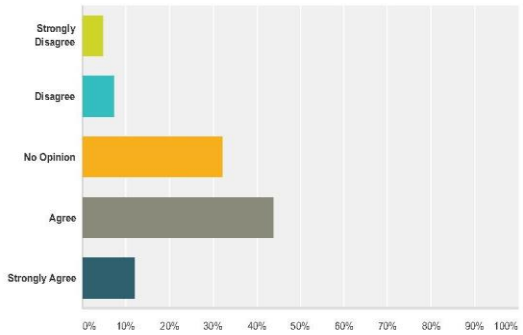
Answered: 290 Skipped: 60




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 4.14% | 12 |
| Disagree | 11.72% | 34 |
| No Opinion | 13.10% | 38 |
| Agree | 51.72% | 150 |
| Strongly Agree | 19.31% | 56 |
| Total | | 290 |

## Q6 The principal in my child's school encourages teachers to try new ways of teaching and seems open to new ideas.

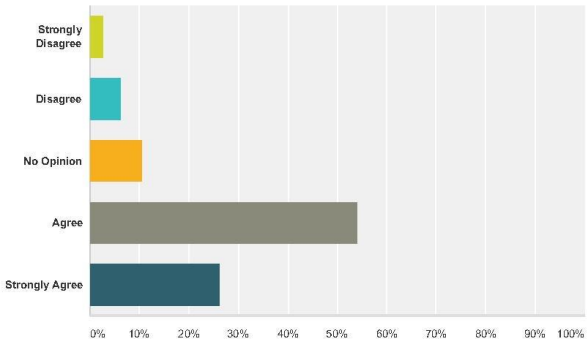
Answered: 290 Skipped: 60




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 4.83% | 14 |
| Disagree | 7.24% | 21 |
| No Opinion | 32.07% | 93 |
| Agree | 43.79% | 127 |
| Strongly Agree | 12.07% | 35 |
| Total | | 290 |

## Q7 My child's teachers are committed to teaching my child.

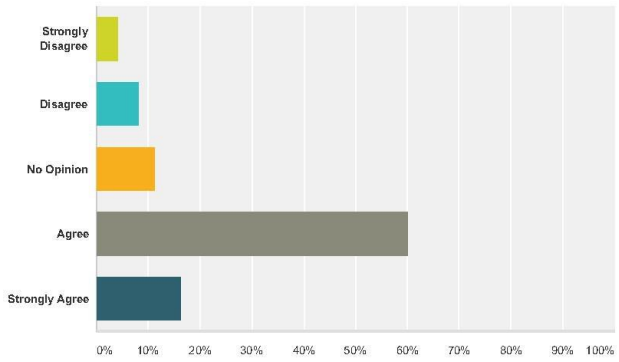
Answered: 290 Skipped: 60




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 2.76% | 8 |
| Disagree | 6.21% | 18 |
| No Opinion | 10.69% | 31 |
| Agree | 54.14% | 157 |
| Strongly Agree | 26.21% | 76 |
| Total | | 290 |

## Q8 My child's school is an orderly place.

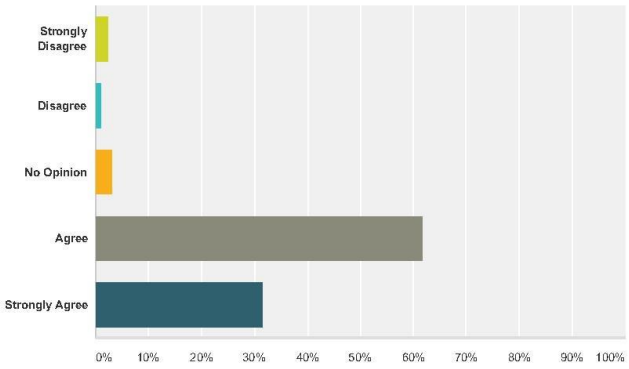
Answered: 283 Skipped: 67




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 4.24% | 12 |
| Disagree | 8.13% | 23 |
| No Opinion | 11.31% | 32 |
| Agree | 60.07% | 170 |
| Strongly Agree | 16.25% | 46 |
| Total | | 283 |

## Q9 My child's school is a safe place to learn.

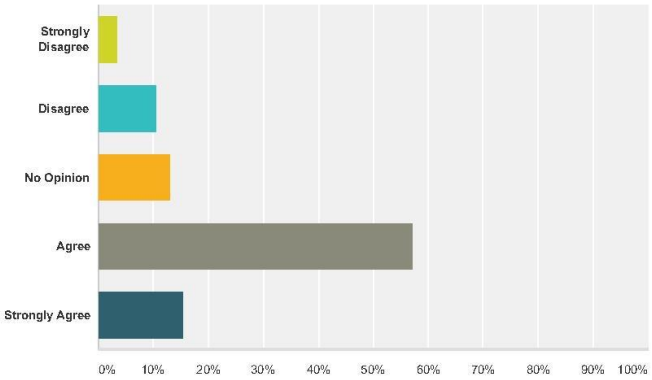
Answered: 283 Skipped: 67




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 2.47% | 7 |
| Disagree | 1.06% | 3 |
| No Opinion | 3.18% | 9 |
| Agree | 61.84% | 175 |
| Strongly Agree | 31.45% | 89 |
| **Total** | | **283** |

## Q10 Students in my child's school are friendly towards my child.

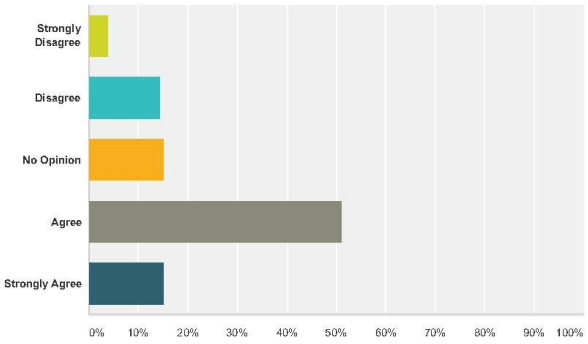
Answered: 283 Skipped: 67




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 3.53% | 10 |
| Disagree | 10.60% | 30 |
| No Opinion | 13.07% | 37 |
| Agree | 57.24% | 162 |
| Strongly Agree | 15.55% | 44 |
| Total | | 283 |

## Q11 The school administrators at my child's school take prompt action when problems occur.

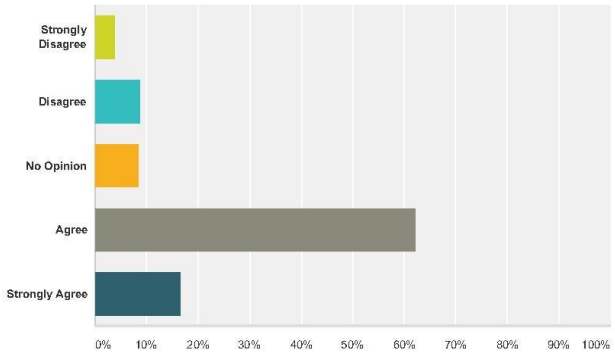
Answered: 283 Skipped: 67




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 3.89% | 11 |
| Disagree | 14.49% | 41 |
| No Opinion | 15.19% | 43 |
| Agree | 51.24% | 145 |
| Strongly Agree | 15.19% | 43 |
| **Total** | | **283** |

## Q12 My child's school building and grounds are neat and well maintained.

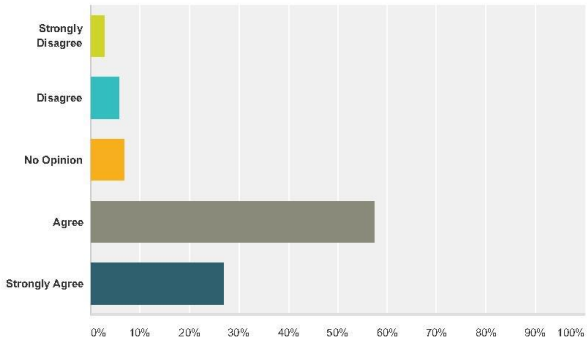
Answered: 283 Skipped: 67




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 3.89% | 11 |
| Disagree | 8.83% | 25 |
| No Opinion | 8.48% | 24 |
| Agree | 62.19% | 176 |
| Strongly Agree | 16.61% | 47 |
| Total | | 283 |

## Q13 My child's school does a good job of teaching my child basic skills such as reading, writing, mathematics and science.

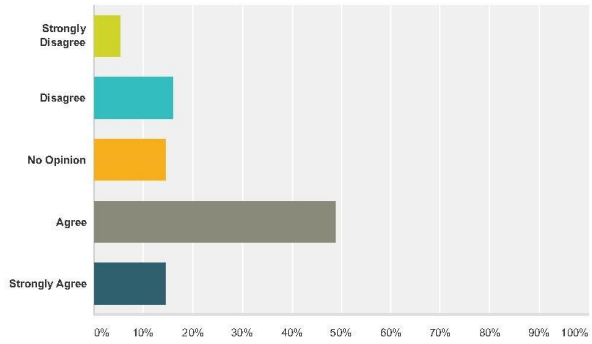
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 2.94% | 8 |
| Disagree | 5.88% | 16 |
| No Opinion | 6.99% | 19 |
| Agree | 57.35% | 156 |
| Strongly Agree | 26.84% | 73 |
| Total | | 272 |

## Q14 My child's school does a good job teaching my child thinking and reasoning skills.

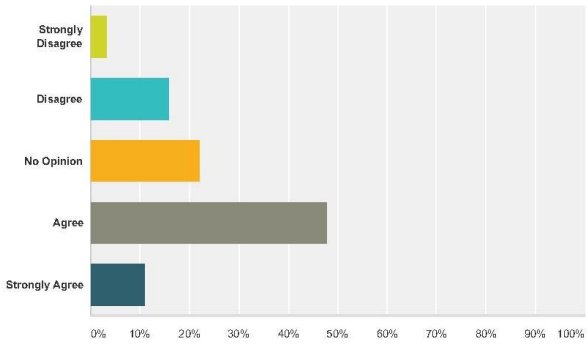
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 5.51% | 15 |
| Disagree | 16.18% | 44 |
| No Opinion | 14.71% | 40 |
| Agree | 48.90% | 133 |
| Strongly Agree | 14.71% | 40 |
| Total | | 272 |

## Q15 My child is challenged in his/her studies at this school.

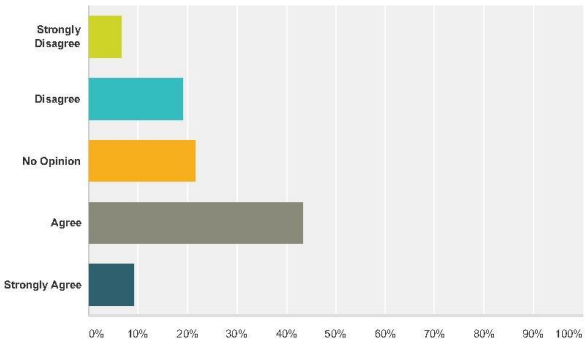
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 3.31% | 9 |
| Disagree | 15.81% | 43 |
| No Opinion | 22.06% | 60 |
| Agree | 47.79% | 130 |
| Strongly Agree | 11.03% | 30 |
| Total | | 272 |

## Q16 My child receives extra help at this school when it is needed.

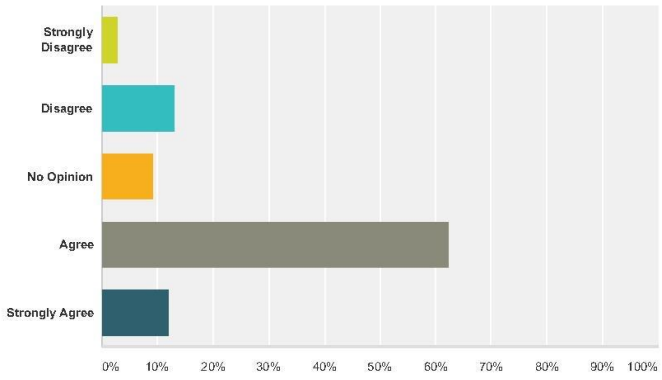
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 6.62% | 18 |
| Disagree | 19.12% | 52 |
| No Opinion | 21.69% | 59 |
| Agree | 43.38% | 118 |
| Strongly Agree | 9.19% | 25 |
| Total | | 272 |

## Q17 Meaningful homework is assigned to my child on a regular basis.

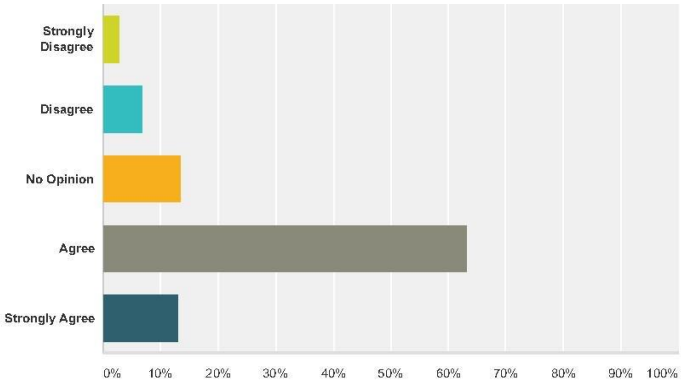
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 2.94% | 8 |
| Disagree | 13.24% | 36 |
| No Opinion | 9.19% | 25 |
| Agree | 62.50% | 170 |
| Strongly Agree | 12.13% | 33 |
| Total | | 272 |

## Q18 The books, materials and equipment at my child's school are adequate.

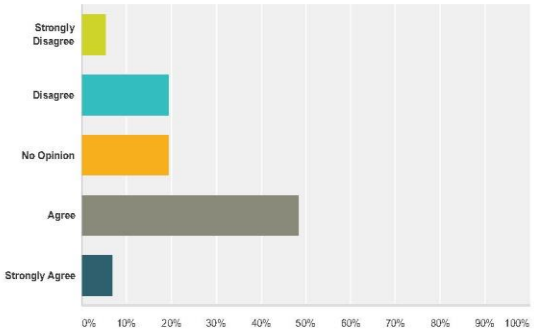
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 2.94% | 8 |
| Disagree | 6.99% | 19 |
| No Opinion | 13.60% | 37 |
| Agree | 63.24% | 172 |
| Strongly Agree | 13.24% | 36 |
| Total | | 272 |

## Q19 My child's school uses many different ways to determine my child's performance.

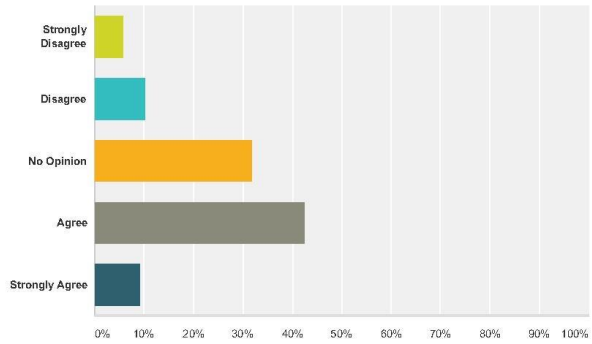
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 5.51% | 15 |
| Disagree | 19.49% | 53 |
| No Opinion | 19.49% | 53 |
| Agree | 48.53% | 132 |
| Strongly Agree | 6.99% | 19 |
| Total | | 272 |

## Q20 The guidance counsellors at my child's school are very helpful to my child.

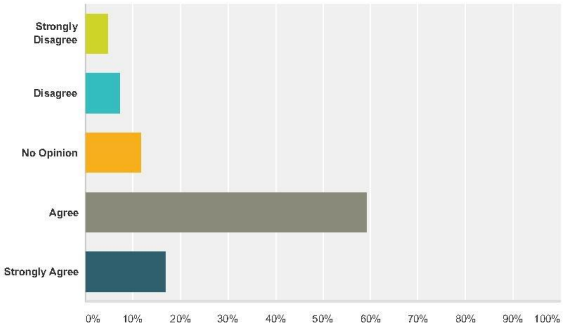
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 5.88% | 16 |
| Disagree | 10.29% | 28 |
| No Opinion | 31.99% | 87 |
| Agree | 42.65% | 116 |
| Strongly Agree | 9.19% | 25 |
| Total | | 272 |

## Q21 My child's school is training my child to use modern technology (e.g., computers and video equipment).

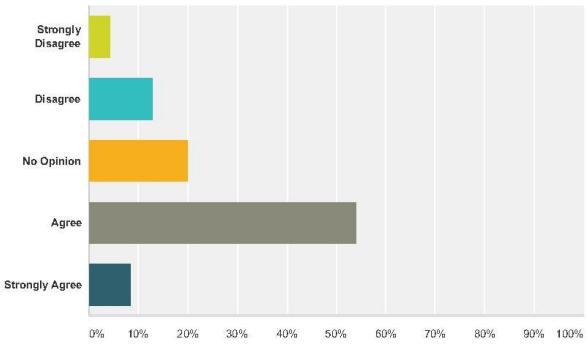
Answered: 272 Skipped: 78




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 4.78% | 13 |
| Disagree | 7.35% | 20 |
| No Opinion | 11.76% | 32 |
| Agree | 59.19% | 161 |
| Strongly Agree | 16.91% | 46 |
| Total | | 272 |

## Q22 My child's school teaches my child how to get along with other students.

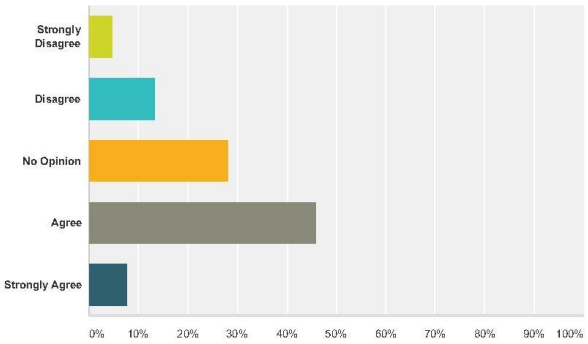
Answered: 270 Skipped: 80




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 4.44% | 12 |
| Disagree | 12.96% | 35 |
| No Opinion | 20.00% | 54 |
| Agree | 54.07% | 146 |
| Strongly Agree | 8.52% | 23 |
| Total | | 270 |

## Q23 My child's school teaches my child about people of different cultures.

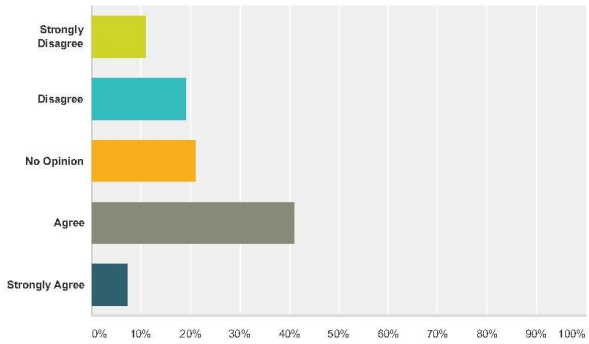
Answered: 270 Skipped: 80




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 4.81% | 13 |
| Disagree | 13.33% | 36 |
| No Opinion | 28.15% | 76 |
| Agree | 45.93% | 124 |
| Strongly Agree | 7.78% | 21 |
| Total | | 270 |

## Q24 My child's special interests and talents are developed at this school.

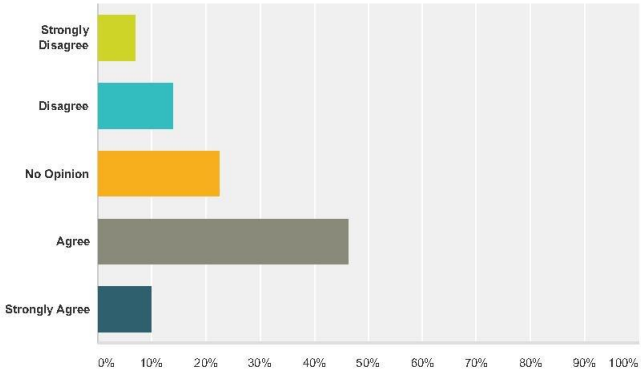
Answered: 270 Skipped: 80




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 11.11% | 30 |
| Disagree | 19.26% | 52 |
| No Opinion | 21.11% | 57 |
| Agree | 41.11% | 111 |
| Strongly Agree | 7.41% | 20 |
| Total | | 270 |

## Q25 My child's school encourages my child to participate in community activities.

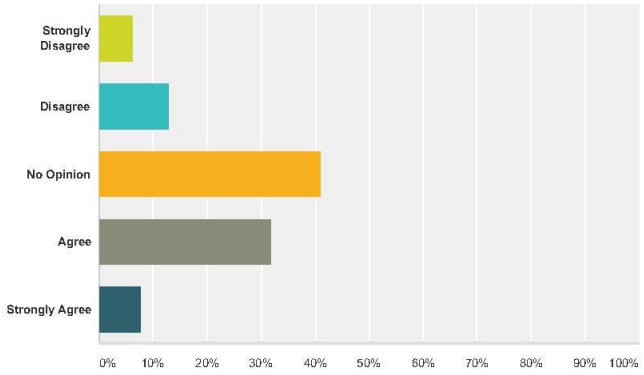
Answered: 270 Skipped: 80




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 7.04% | 19 |
| Disagree | 14.07% | 38 |
| No Opinion | 22.59% | 61 |
| Agree | 46.30% | 125 |
| Strongly Agree | 10.00% | 27 |
| Total | | 270 |

## Q26 My child's school emphasises drug awareness and prevention education.

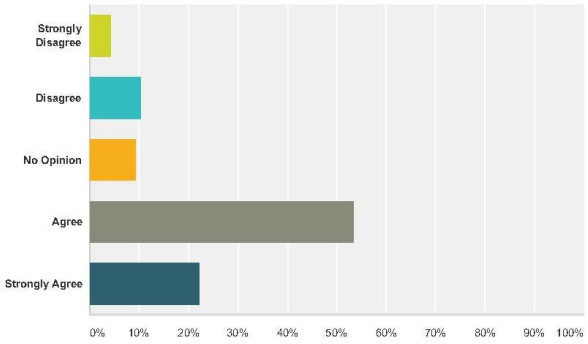
Answered: 270 Skipped: 80




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 6.30% | 17 |
| Disagree | 12.96% | 35 |
| No Opinion | 41.11% | 111 |
| Agree | 31.85% | 86 |
| Strongly Agree | 7.78% | 21 |
| Total | | 270 |

## Q27 I feel welcome to visit my child's school.

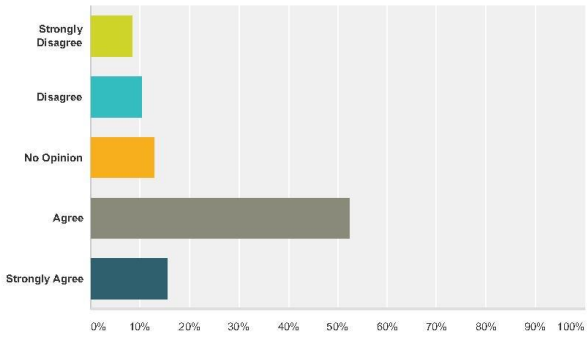
Answered: 269 Skipped: 81




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 4.46% | 12 |
| Disagree | 10.41% | 28 |
| No Opinion | 9.29% | 25 |
| Agree | 53.53% | 144 |
| Strongly Agree | 22.30% | 60 |
| Total | | 269 |

## Q28 It is easy from me to get appointments to meet with the staff at my child's school.

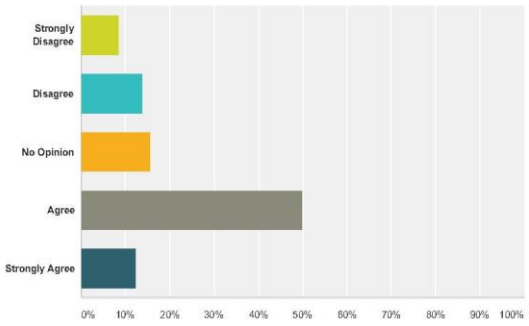
Answered: 269 Skipped: 81




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 8.55% | 23 |
| Disagree | 10.41% | 28 |
| No Opinion | 13.01% | 35 |
| Agree | 52.42% | 141 |
| Strongly Agree | 15.61% | 42 |
| Total | | 269 |

## Q29 I am regularly invited to participate in activities at my child's school.

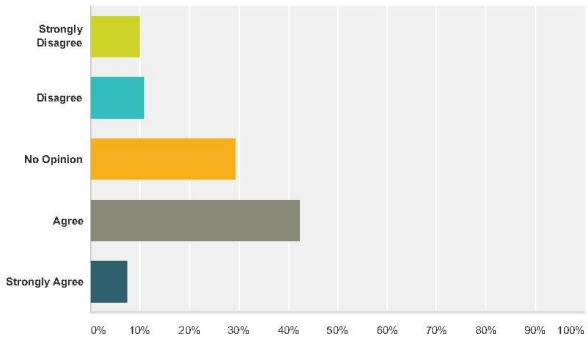
Answered: 269 Skipped: 81




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 8.55% | 23 |
| Disagree | 13.75% | 37 |
| No Opinion | 15.61% | 42 |
| Agree | 49.81% | 134 |
| Strongly Agree | 12.27% | 33 |
| Total | | 269 |

## Q30 I feel welcome to offer my opinion about programs and activities at my child's school.

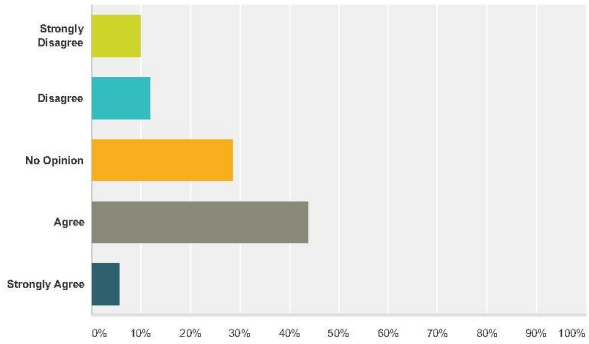
Answered: 269 Skipped: 81




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 10.04% | 27 |
| Disagree | 10.78% | 29 |
| No Opinion | 29.37% | 79 |
| Agree | 42.38% | 114 |
| Strongly Agree | 7.43% | 20 |
| Total | | 269 |

## Q31 My child's school seem willing to accept my opinions and advice.

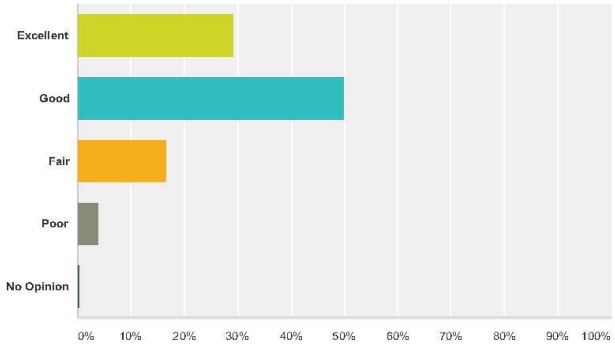
Answered: 269 Skipped: 81




| Answer Choices | Responses | |
|---|---|---|
| Strongly Disagree | 10.04% | 27 |
| Disagree | 11.90% | 32 |
| No Opinion | 28.62% | 77 |
| Agree | 43.87% | 118 |
| Strongly Agree | 5.58% | 15 |
| Total | | 269 |

## Q32 How would you rate your child's school overall?

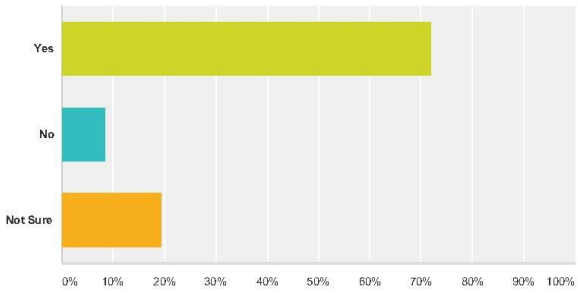
Answered: 247 Skipped: 103




| Answer Choices | Responses | |
|---|---|---|
| Excellent | 29.15% | 72 |
| Good | 49.80% | 123 |
| Fair | 16.60% | 41 |
| Poor | 4.05% | 10 |
| No Opinion | 0.40% | 1 |
| Total | | 247 |

## Q33 If you could choose any school in the city for your child, would this school be one of your top three choices?

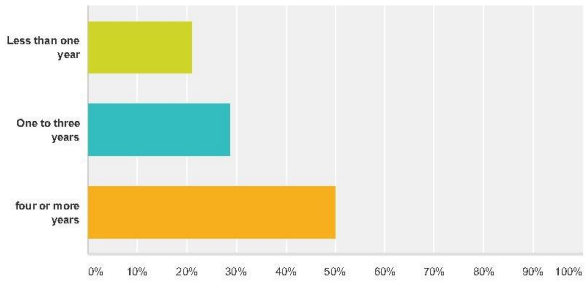
Answered: 247 Skipped: 103




| Answer Choices | Responses | |
|---|---|---|
| Yes | 72.06% | 178 |
| No | 8.50% | 21 |
| Not Sure | 19.43% | 48 |
| Total | | 247 |

## Q34 How long has your child attended this school?

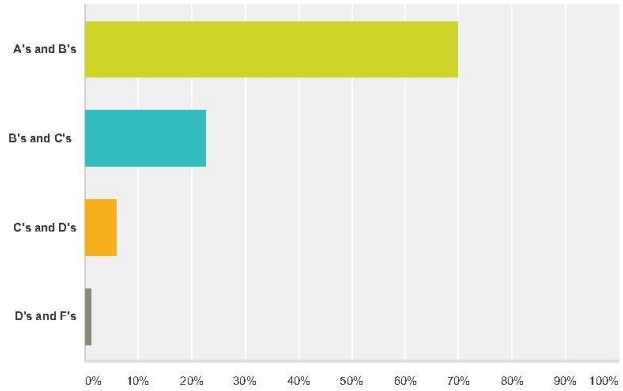
Answered: 247 Skipped: 103




| Answer Choices | Responses | |
|---|---|---|
| Less than one year | 21.05% | 52 |
| One to three years | 28.74% | 71 |
| four or more years | 50.20% | 124 |
| Total | | 247 |

## Q35 What grades does your child usually get at this school?

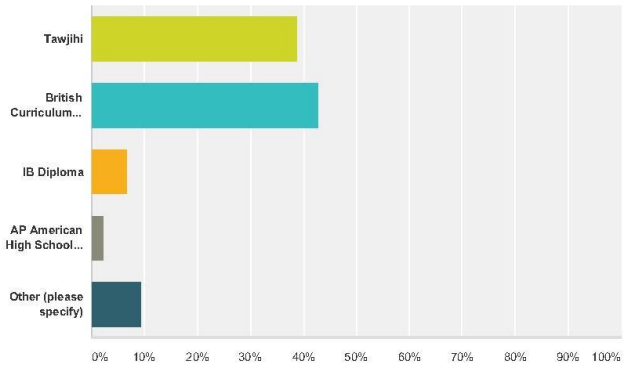
Answered: 247 Skipped: 103




| Answer Choices | Responses | |
|---|---|---|
| A's and B's | 70.04% | 173 |
| B's and C's | 22.67% | 56 |
| C's and D's | 6.07% | 15 |
| D's and F's | 1.21% | 3 |
| Total | | 247 |

## Q36 Type of high school diploma / certificate obtained? (If applicable):

Answered: 222 Skipped: 128



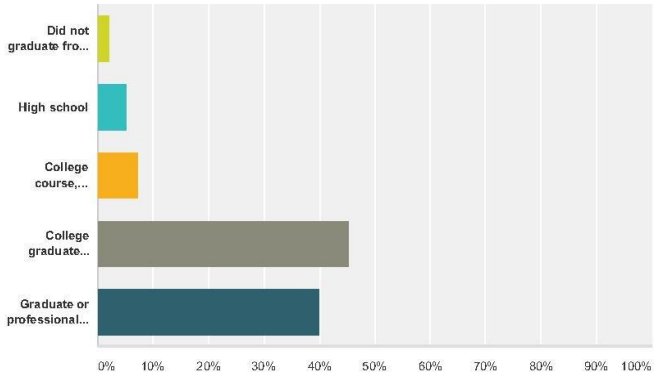

| Answer Choices | Responses | |
|---|---|---|
| Tawjihi | 38.74% | 86 |
| British Curriculum (GCSE / IGCSE / A-level) | 42.79% | 95 |
| IB Diploma | 6.76% | 15 |
| AP American High School Diploma | 2.25% | 5 |
| Other (please specify) | 9.46% | 21 |
| Total | | 222 |

| # | Other (please specify) | Date |
|---|---|---|
| 1 | . | 1/6/2017 8:56 AM |
| 2 | None | 12/25/2016 6:47 PM |
| 3 | Elementary | 12/19/2016 9:46 AM |
| 4 | Damascus university | 12/18/2016 6:28 PM |
| 5 | SAT | 12/18/2016 4:31 AM |
| 6 | Studied in Russia | 12/17/2016 4:58 PM |
| 7 | European baccalaureate (EB) | 12/17/2016 2:12 PM |
| 8 | American | 12/17/2016 2:02 PM |
| 9 | Iraqi High School Diploma | 12/16/2016 7:36 PM |
| 10 | BA | 12/16/2016 7:32 PM |
| 11 | Master | 12/16/2016 7:25 PM |
| 12 | BA | 12/16/2016 6:10 PM |
| 13 | No comment | 12/16/2016 5:53 PM |
| 14 | My son is pre 2 | 12/16/2016 5:52 PM |
| 15 | Bachelor dgree | 12/16/2016 5:45 PM |

| | | |
|---|---|---|
| 16 | Tawjihi | 12/16/2016 1:47 PM |
| 17 | S | 12/15/2016 2:31 AM |
| 18 | Na | 12/14/2016 2:00 PM |
| 19 | Primary | 12/14/2016 12:54 AM |
| 20 | Year2 | 12/14/2016 12:35 AM |
| 21 | No diplomas kg | 12/14/2016 12:23 AM |

## Q37 What is your highest level of education?

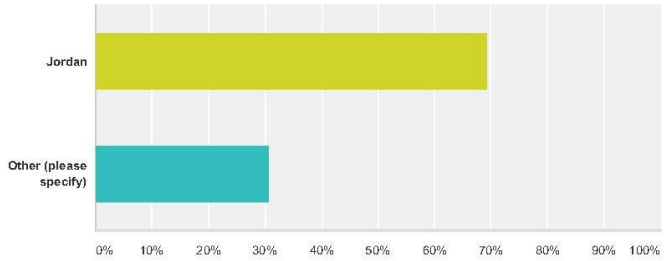
Answered: 247 Skipped: 103




| Answer Choices | Responses | |
|---|---|---|
| Did not graduate from high school | 2.02% | 5 |
| High school | 5.26% | 13 |
| College course, technical school, or associate degree | 7.29% | 18 |
| College graduate (4-your degree) | 45.34% | 112 |
| Graduate or professional degree | 40.08% | 99 |
| Total | | 247 |

## Q38 In which country have you attended University? (If applicable)

Answered: 241 Skipped: 109




| Answer Choices | Responses | |
|---|---|---|
| Jordan | 69.29% | 167 |
| Other (please specify) | 30.71% | 74 |
| Total | | 241 |

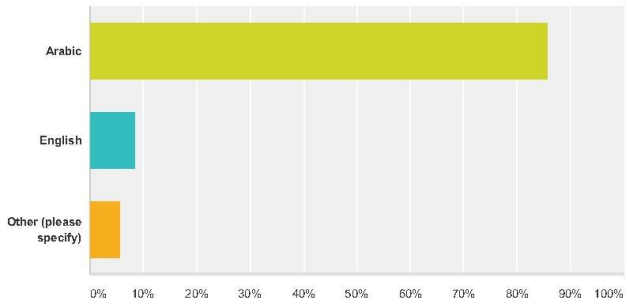
| # | Other (please specify) | Date |
|---|---|---|
| 1 | Pakistan | 1/12/2017 7:57 AM |
| 2 | Iraq | 1/7/2017 3:26 PM |
| 3 | Iraq | 12/30/2016 2:55 AM |
| 4 | None | 12/25/2016 6:47 PM |
| 5 | Sri Lanka and UK Professional Body | 12/20/2016 3:35 PM |
| 6 | USA | 12/19/2016 9:46 AM |
| 7 | Syria and jordan | 12/18/2016 6:28 PM |
| 8 | Iraq | 12/18/2016 1:48 PM |
| 9 | UK | 12/17/2016 11:12 PM |
| 10 | USA | 12/17/2016 7:24 PM |
| 11 | Uzbekistan | 12/17/2016 4:58 PM |
| 12 | Italy | 12/17/2016 2:12 PM |
| 13 | U. S | 12/17/2016 2:02 PM |
| 14 | Canada and Panama | 12/17/2016 7:55 AM |
| 15 | My | 12/17/2016 4:32 AM |
| 16 | iraq | 12/17/2016 3:43 AM |
| 17 | France | 12/17/2016 2:45 AM |
| 18 | UK | 12/17/2016 2:14 AM |
| 19 | London | 12/17/2016 2:02 AM |
| 20 | Iraq | 12/16/2016 11:48 PM |
| 21 | Baghdad | 12/16/2016 8:43 PM |
| 22 | England | 12/16/2016 8:12 PM |

| | | |
|---|---|---|
| 23 | UK | 12/16/2016 8:06 PM |
| 24 | Iraq | 12/16/2016 7:36 PM |
| 25 | London | 12/16/2016 6:35 PM |
| 26 | Yemen | 12/16/2016 6:34 PM |
| 27 | Kuwait | 12/16/2016 5:54 PM |
| 28 | Egypt | 12/16/2016 5:47 PM |
| 29 | Spain | 12/16/2016 5:39 PM |
| 30 | Syria | 12/16/2016 5:38 PM |
| 31 | Serbia | 12/16/2016 5:29 PM |
| 32 | Syria | 12/16/2016 5:24 PM |
| 33 | Iraq | 12/16/2016 5:23 PM |
| 34 | Australia | 12/16/2016 5:17 PM |
| 35 | UK | 12/15/2016 7:23 PM |
| 36 | Kuwait | 12/15/2016 12:17 AM |
| 37 | Bangladesh | 12/14/2016 10:51 PM |
| 38 | None | 12/14/2016 8:49 PM |
| 39 | America in Washington states | 12/14/2016 7:23 PM |
| 40 | London | 12/14/2016 3:23 PM |
| 41 | Australia | 12/14/2016 12:34 PM |
| 42 | Prince Aliah college | 12/14/2016 10:39 AM |
| 43 | Usa | 12/14/2016 10:23 AM |
| 44 | United States of America | 12/14/2016 9:42 AM |
| 45 | Australia, USA | 12/14/2016 7:48 AM |
| 46 | IRAQ | 12/14/2016 5:29 AM |
| 47 | France and gb | 12/14/2016 2:53 AM |
| 48 | American university | 12/14/2016 2:03 AM |
| 49 | palestine | 12/14/2016 1:54 AM |
| 50 | Australia | 12/14/2016 1:45 AM |
| 51 | Syria | 12/14/2016 1:41 AM |
| 52 | Canada | 12/14/2016 1:37 AM |
| 53 | Turkey | 12/14/2016 1:06 AM |
| 54 | I | 12/14/2016 1:00 AM |
| 55 | Iraq | 12/14/2016 12:54 AM |
| 56 | Iraq | 12/14/2016 12:49 AM |
| 57 | England | 12/14/2016 12:38 AM |
| 58 | England | 12/14/2016 12:35 AM |
| 59 | Online | 12/14/2016 12:35 AM |
| 60 | Iraq | 12/14/2016 12:35 AM |
| 61 | US/UK | 12/14/2016 12:33 AM |
| 62 | palestine | 12/14/2016 12:27 AM |
| 63 | Iraq | 12/14/2016 12:25 AM |
| 64 | Iraq | 12/14/2016 12:21 AM |
| 65 | Palestine | 12/14/2016 12:10 AM |
| 66 | Jordan, USA, UK | 12/14/2016 12:09 AM |

| | | |
|---|---|---|
| 67 | London | 12/14/2016 12:08 AM |
| 68 | Germany | 12/14/2016 12:08 AM |
| 69 | Palestine | 12/14/2016 12:08 AM |
| 70 | London | 12/14/2016 12:08 AM |
| 71 | Architecture Engineering | 12/14/2016 12:08 AM |
| 72 | Turkey | 12/14/2016 12:08 AM |
| 73 | Both inn Jordan and England | 12/14/2016 12:04 AM |
| 74 | Kuwait | 12/14/2016 12:03 AM |

## Q39 What is your first spoken language?

Answered: 247 Skipped: 103

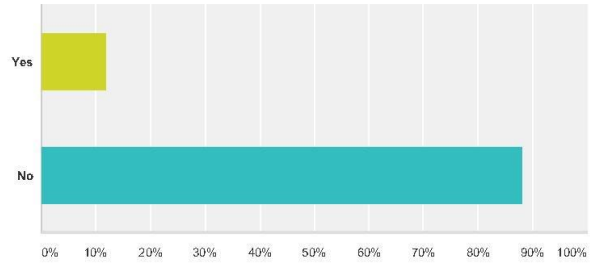



| Answer Choices | Responses | |
|---|---|---|
| Arabic | 85.83% | 212 |
| English | 8.50% | 21 |
| Other (please specify) | 5.67% | 14 |
| Total | | 247 |

| # | Other (please specify) | Date |
|---|---|---|
| 1 | Urdu | 1/12/2017 7:57 AM |
| 2 | . | 1/6/2017 6:56 AM |
| 3 | Sinhalese (Sri Lankan Mother langugae) | 12/20/2016 3:35 PM |
| 4 | Portugeese | 12/17/2016 11:12 PM |
| 5 | Russian | 12/17/2016 4:58 PM |
| 6 | Spanish | 12/17/2016 7:55 AM |
| 7 | Thank | 12/16/2016 5:54 PM |
| 8 | Serbian | 12/16/2016 5:29 PM |
| 9 | Portuguese ,Arabic ,English | 12/16/2016 1:47 PM |
| 10 | Bengali | 12/14/2016 10:51 PM |
| 11 | French | 12/14/2016 2:53 AM |
| 12 | Português | 12/14/2016 1:44 AM |
| 13 | Russian,Arabic ,English | 12/14/2016 12:08 AM |
| 14 | Turkish | 12/14/2016 12:08 AM |

## Q40 Is your child / Any of your children part of the Challengers group (SND)?

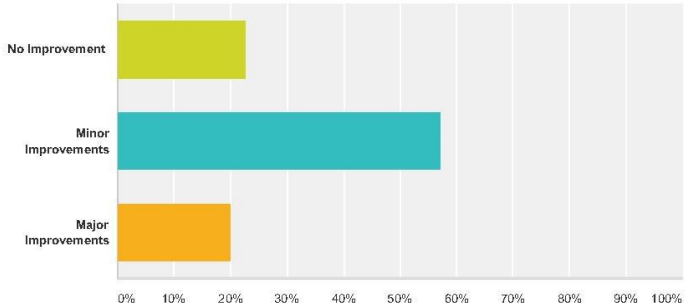
Answered: 243 Skipped: 107




| Answer Choices | Responses | |
|---|---|---|
| Yes | 11.93% | 29 |
| No | 88.07% | 214 |
| Total | | 243 |

## Q41 If your child has been attending this school for more than one academic year, have you felt any level of school improvement in any school area since the previous academic year (2015/2016)?

Answered: 215 Skipped: 135




| Answer Choices | Responses | |
|---|---|---|
| No Improvement | 22.79% | 49 |
| Minor Improvements | 57.21% | 123 |
| Major Improvements | 20.00% | 43 |
| Total | | 215 |

| # | Major Improvements | Date |
|---|---|---|
| 1 | Rewards and Sanctions | 1/12/2017 10:38 PM |
| 2 | Perfect improvement | 12/31/2016 1:26 PM |
| 3 | Good improvement | 12/30/2016 2:55 AM |
| 4 | 2016/2017 | 12/30/2016 2:39 AM |
| 5 | Very happy with improvement | 12/29/2016 1:57 PM |
| 6 | I am sad to say that this year was the worst I did not expect that we are that bad compired to other schools I am not sure I will continue next year and ps . Bring desks to classes some kids need to sit on the flore | 12/27/2016 5:14 PM |
| 7 | 2015 | 12/25/2016 6:47 PM |
| 8 | Reading and writing in English | 12/19/2016 9:46 AM |
| 9 | we feel many improvements but still is needed in stopping bullying by students. | 12/18/2016 9:44 PM |
| 10 | Hashem altaher | 12/18/2016 12:27 AM |
| 11 | Language skills. Personality. Time management. | 12/17/2016 11:12 PM |
| 12 | I hope if my chidren school could prevent the F grade and to make the arabic subjects more easier and understood to our children | 12/17/2016 7:26 PM |
| 13 | Not sure | 12/17/2016 2:02 PM |
| 14 | Does not apply | 12/17/2016 2:14 AM |
| 15 | He's always been the same but improved academically | 12/17/2016 1:54 AM |
| 16 | english readings,mathmatics | 12/16/2016 6:37 PM |

| | | |
|---|---|---|
| 17 | Great improvement | 12/16/2016 5:54 PM |
| 18 | Just his teacher made a lot of improvements but the school in general concentrate not on education but on procedures it's very complicated specially in the KG as it has to be not connected for the rules as the whole school. | 12/16/2016 5:54 PM |
| 19 | More attention to testing. | 12/16/2016 5:29 PM |
| 20 | Holidays | 12/16/2016 5:24 PM |
| 21 | Good | 12/16/2016 5:23 PM |
| 22 | Thank u Rnes | 12/15/2016 12:26 PM |
| 23 | Improving in french | 12/15/2016 12:17 AM |
| 24 | A lot of sudden unplanned changes distract our routine | 12/14/2016 11:35 PM |
| 25 | Major improvements in education and way of teaching.But still missing working on aspects that raises the child's personality and self-confidence .They still need to pay more attention for activities during school day.They still need to use some aspects of technology while doing their homework.They need to focus on projects that are to be done by children . | 12/14/2016 7:10 PM |
| 26 | Cleanliness, organization. | 12/14/2016 9:42 AM |
| 27 | Overall improvement | 12/14/2016 9:32 AM |
| 28 | More needs to be done. It's still a lot of learning by heart | 12/14/2016 2:53 AM |
| 29 | My boy is so happy..Good luck | 12/14/2016 1:57 AM |
| 30 | Nothing | 12/14/2016 1:47 AM |
| 31 | In all aspects due to the amazing teachers she has | 12/14/2016 12:48 AM |
| 32 | Started reading very well | 12/14/2016 12:35 AM |
| 33 | Thanks | 12/14/2016 12:33 AM |
| 34 | The same | 12/14/2016 12:26 AM |
| 35 | Following up with parents at all occasions | 12/14/2016 12:22 AM |
| 36 | المدرسة في تراجع ملحوظ للاسف | 12/14/2016 12:22 AM |
| 37 | Major improvements | 12/14/2016 12:21 AM |
| 38 | The joint venture with Repton school | 12/14/2016 12:14 AM |
| 39 | Less than one year | 12/14/2016 12:10 AM |
| 40 | academic improvement | 12/14/2016 12:08 AM |
| 41 | My child is in kg1 but I am hoping that the school will meet my expectations ! So far so good and I am happy | 12/14/2016 12:07 AM |
| 42 | More organized | 12/14/2016 12:05 AM |
| 43 | KG department | 12/14/2016 12:04 AM |

**Appendix B: Data Collection Tool 1 (Interview Questions)**

1) Who are the current members of the improvement / leadership team?

2) Do you feel that you have received enough support from the management team to aid achieving improvement targets?

3) Where you happy with the levels of communication in relation to reporting progress, obstacles or expressing opinions related to the improvement targets?

4) Did you feel that senior management had provided adequate teacher training / professional development in relation to the targeted improvement areas?

5) To what extent to you feel that the targets of the action plan have been successfully achieved up to date?

6) Since there were changes in the members of the leadership team between the 2015-2016 and 2016-2017 academic Year, Do you feel there was a clear and smooth transition / handover of information and documentation in order to effectively continue any progress that has already been made and to continue the work?

## Appendix C: Interview Transcript

**Zeid:** … fill out the document Hadil gave yesterday?

**Participant:** Hadil didn't give me one yesterday. Which one is it? I filled out on Thursday the [unclear 00:14] teacher's document. Is it the head of faculty one?
**Zeid:** Oh, yes, because you're not head of faculty this term, right?

**Participant:** Yes.

**Zeid:** Anyway. Basically, last term you were part of the school development team.

**Participant:** Yes.

**Zeid:** I can see your involvement on the action plans. You were also Head of English for primary, is that correct?

**Participant:** Yes.

**Zeid:** This term, what are you mostly involved in?

**Participant:** This term I'm teaching, full room teaching.
**Zeid:** Full room teaching, okay. My main questions to you are going to be based on your experiences as part of the improvement team last year.

**Participant:** Yes.

**Zeid:** If you have any general feedback as well that might be useful. Basically, I'm doing this for my thesis. Whatever information you feel you could provide, I will then be using this as data that I will analyze and hopefully achieve the goals that I'm trying to achieve.

**Participant:** Hopefully.

**Zeid:** First, is it okay with you to go ahead with this?

**Participant:** Yes, sure.

**Zeid:** I'll just start off with some questions. If you feel you don't have any answer you can tell me to move on to the next question. Feel free to answer any way you like. The first questions I would like to ask are related to the strategies and more of the implementation side of things after the school development plan was already produced, since you were one of the key people in the development team. Now, I'm talking about the 2015-2016 academic year. Did you feel, at that time, that senior management implemented an effective strategy to achieve set targets?

**Participant:** I think definitely within the primary school. Our development plan was completely focused on the primary school itself.
**Zeid:** Yes.

**Participant:** Our strategy that we took was to meet on a weekly basis, Mr. Bruce and Ms. Ibtihal. We would our own targets for that week. We had a weekly meeting with the teachers focusing on one area of development. We were very careful not to [unclear 3:40 overload?] the teachers because we noticed that---

**Zeid:** Sorry, the line is just---

**Participant:** The change is very overwhelming for the people.

**Zeid:** Sorry---

**Participant:** We just---

**Zeid:** Yes.

**Participant:** One step at a time.

**Zeid:** Yes. So, you're doing it gradually so you don't overwhelm the teachers.

**Participant:** Yes. We noticed that if too much information--- We actually made the decision not to release the whole development plan to teachers. We'll just show the part of it so they will get an idea of what it was. Too much at once would have been too much people--- There was a negative reaction when it was too much given at once.

**Zeid:** Yes.

**Participant:** We just set weekly meeting with the teachers and a weekly meeting amongst ourselves.

**Zeid:** Do you think that was a good enough strategy to follow up with the teachers?

**Participant:** I do because it meant that we were discussing things on a weekly basis and coming back to what had been discussed the week before. Giving people the week to put things into practice and then reviewing how it was working. Also, it'd also give teachers a chance to ask questions. [unclear 0:04:45.8] do was very new to everybody. We needed to repeat things a lot and really focus on things [unclear 0:04:51.5] that was very new. It took a lot. Some people [unclear 0:04:53.7] to understand exactly what it was.

**Zeid:** Okay. Since it was very new to people, you had to take things slowly and repeat yourself quite often. Was there any plan or method used to assess if progress was being made to reach the targets?

**Participant:** Yes. There were lesson observations. Mr. Bruce because he had--- I had teaching load as well last year so Dr. Bruce did a lot of the observations.
**Zeid:** Yes.

**Participant:** I just stuck to English and Bruce was doing every subject, even had to sit in Arabic classes. The idea was to really give individual teachers individual tips on what they needed and development with them one on one. Teachers will be met afterwards and discussion of the lesson. What was observed the positives? What needs to be worked on? On a one to one basis then. I think with the teachers--- Nobody is a trained teacher. We also had a high number of staff last year who were very new to teaching. Everyone in the first year and a few more who are with minimal like two or three years experience. The one on one really helped them the most. Actually, they [unclear 0:06:21.2 progressed?] the most.

**Zeid:** Sorry?

**Participant:** I would say that the newer teachers showed a bigger improvement in certain areas than teachers who were very set in their ways and have been doing things a certain way for a long time.

**Zeid:** Yes. Did the school improvement strategy have an evaluation component that allowed to judge for the progress?

**Participant:** Yes.

**Zeid:** Sorry?

**Participant:** Through lesson observations. Then, within the team, of the three of us, we would meet weekly to assess our performance.

**Zeid:** Okay. You had set two lesson observations a week? What was it?

**Participant:** No, it was more than that. It was happening on a daily basis. I mean I would go to English classes. Bruce, in particular, was going to every subject. It was on a daily basis. It wasn't weekly.

**Zeid:** Okay. So, the evaluation component of the plan was daily observations and then you would meet on a weekly basis to assess the results of the observations.

**Participant:** Yes, and it was made clear to teachers that these were not formal lesson observations.
**Zeid:** Okay.

**Participant:** That it was all for development and you're not being assessed. It wasn't tied with your contract or anything. It was to identify areas for development individually in the observations.

**Zeid:** Do you feel, currently, that there is a school improvement cycle embedded in school practice?

**Participant:** I would say that it is not as--- I mean I'm not working in the management at all this year so…

**Zeid:** No, no. You, as a teacher, how do you feel?

**Participant:** Yes, I do feel that there's work going on to improve the quality of teaching, quality of learning, the same areas. But not maybe with a set structure like last year.

**Zeid:** Yes.

**Participant:** I don't know exactly the [unclear 0:08:26.2] but we're definitely working on the same areas like assessment for learning, working on marking and feedback. We have this session---

**Zeid:** Okay. Basically, you feel that there is some type of improvement cycle embedded but you're not sure how rigorous it is.

**Participant:** Yes. I don't see it laid out on [unclear 0:08:46.5] last year.

**Zeid:** Sorry?

**Participant:** I mean I don't see it laid out as [unclear 0:08:52.4] on a piece of paper that we did last year with the documents or anything.
**Zeid:** Yes.

**Participant:** I do feel that there are efforts to improve most certainly. Yes. The same areas. [unclear 0:09:02.8] last year.

**Zeid:** The line sometimes it cuts up. Do you know who are the members of the development team this year? Or there's no clarification?

**Participant:** I don't know.

**Zeid:** Okay.

**Participant:** I don't know if there's a set development plan as we had last year, like I said, a document with areas and tar---

**Zeid:** Okay.

**Participant:** Or is it a different strategy with Mr. Carlo, I don't know.

**Zeid:** Okay.

**Participant:** I know there's an AFL team that they meet weekly.

**Zeid:** Yes.

**Participant:** The leadership team.
**Zeid:** Yes.

**Participant:** I imagine they have their own...

**Zeid:** Okay.

**Participant:** It's-- Yes.

**Zeid:** Okay.

**Participant:** Probably, also, based [unclear 0:09:43.3]

**Zeid:** Sorry?

**Participant:** Probably also, they would base a lot of what they're doing, I think, upon the the external school inspection body visit again.

**Zeid:** Basically, since the first QAV which was 2015-2016, the external school inspection body didn't produce a new development plan. The agreement was for them to produce one every two years. Now, after this one that just passed, they produced a new one.

**Participant:** Okay.

**Zeid:** Yes. Anyway, about the senior management's role in general, when it comes to leading change or implementation stage of strategy, how did you feel the interaction and leadership of senior management is involved? Is there any involvement? Is there no involvement?

**Participant:** Yes, no. I mean with our head of primary most definitely. I mean we have weekly meetings with head of primary. It is through Ms. Maria that, you know, any information is coming to the teachers in primary. We've had some sessions. It was actually good with last year [unclear 0:10:57.0]

**Zeid:** Yes.

**Participant:** I think that showed to teachers we had a session on marking and feedback. Not because it was with the head of secondary, it shows that everybody is working together in the same page. Whereas, last year, most definitely, it felt like every department was very separate.

**Zeid:** Okay.

**Participant:** We've had meetings as well. Mr. Carlo has met periodically with the primary staff. So, we've had certain meetings to do with safeguarding and things like that this year.

**Zeid:** Okay. I'm trying to get your perspective more as a person who was part of the development team last year, not as a teacher this year. At that time, was there any involvement… Okay, I know it was you, Bruce, Nabeel and Ibtihal as part of the development team. What are other members were you interacting with? Or was there any other involvement with other members of senior management?

**Participant:** No, it was mainly myself, Bruce, and Ibtihal. Nabeel, I think probably met with us once at the beginning. Then, we just followed through ourselves with the plan. Nobody followed up with us after that.
**Zeid:** Yes, this is my point.

**Participant:** Yes.

**Zeid:** As a team, you know, usually there's communication with the school board.

**Participant:** Yes. In terms of the development plan last year, nobody followed up really. I do think that the structure of the management this year is better put in place so that there would be that follow-

up if they were doing something like this. Last year, it was really just the three of us in primary, implementing it and following-up amongst ourselves.

**Zeid:** Okay.

**Participant:** Honestly, at the end of the year, nobody even came and said, "Well, where are you on the plan?"
**Zeid:** Yes. This is basically what I need the information---

**Participant:** I'll be honest with you nobody therefore handed the plan over to Ms. Maria this year in primary.

**Zeid:** Yes.

**Participant:** If I'm the management, I was the one who [unclear 0:13:30.0] we have this plan. I gave her the documents. But it didn't come from the management. It didn't come from up.

**Zeid:** Yes, I understand. Basically, let's say if you were another person and you were leaving the school, you might have just decided not to give her the documents. It was like a personal decision.

**Participant:** Yes, exactly. Nobody gave it to her from management. If I wasn't here, she still probably wouldn't have it.
**Zeid:** Okay. What else did I want to ask you… At the time, you were doing observations, did you have reporting process in place to effectively communicate accountability with senior management?

**Participant:** No, it was all within the department.

**Zeid:** Okay. Do you feel, in general, the targets that were set last year for improvement reflected the most crucial areas needed for improvement?

**Participant:** Sorry? It just broke up there.

**Zeid:** Do you feel the targets that have been set reflect the most crucial needed improvement areas?

**Participant:** Definitely.
**Zeid:** Yes.

**Participant:** Definitely. It's very basic. It's qualitative, quality of learning, pupil have to behave in a learning environment. I mean it's very basic.

**Zeid:** Yes.

**Participant:** But it probably was something that wasn't being considered really in those terms before.

**Zeid:** Okay.

**Participant:** If [unclear 0:15:20.7] in terms of teachers to see that okay we have to improve in these four areas.
**Zeid:** Yes. Some questions more about the senior management role. Maybe we could think about it as last year and then we can answer as this year, just to separate the thinking because you were in a different role. Do you feel that senior management developed an atmosphere conducive to change? I'm talking about the school atmosphere as a whole. Last year, when you were part of the development team, did you feel that the staff and the atmosphere as a whole was ready to make big efforts for change?

**Shevon:** I'd say some people were.

**Zeid:** Some, yes?

**Participant:** Some people. I think that--- I'll try to be blunt, like people who have been here a very long time, probably struggled with seeing the need for change because they don't know another way. I mean what people were doing, yes, it's good. They don't know another way.

**Zeid:** Yes.

**Participant:** Therefore, they don't see the need to change and to develop and know how much improvement can take place.
**Zeid:** Do you feel any changes this year? Or you're not quite sure because your role is more teaching?

**Participant:** In terms of the whole management?

**Zeid:** Yes, like the whole atmosphere. Do you feel any changes around you?

**Participant:** Yes, in terms of the teachers, I see that there are more accepting of the fact that we need to change. I know honestly, teachers are working very hard and very willing to put things into place. It was maybe a shock last year when the first report came back. You know how people are here, they can take things personally saying, "Well, I'm doing this. We're doing this."

**Zeid:** Yes.

**Participant:** I think definitely there's more realization that we do need to improve to meet these international standards. I think the management definitely are all on the one page with that.
**Zeid:** Do you feel most staff have a shared vision towards targets that everybody wants to move towards?

**Participant:** I think so, yes. I think, definitely in the primary. I would say probably due to the fact that the head of primary this year has really worked hard to unify the staff as one team [unclear 0:17:50.9] in bringing everything in one page. Everybody's very very willing, more so this year to make the changes. Last year, I think a lot of it came as a shock. I remember we had just a very short session with Mark Atkins before he left.

**Zeid:** Yes.

**Participant:** It was taken very negatively because he was somewhat critical. We were pretty shocked that he was negative last year.

**Zeid:** Yes.

**Participant:** Whereas, they're more realistic. It has kind of sunk in the fact that there is this need for development.
**Zeid:** For improvement, yes.

**Participant:** Yes.

**Zeid:** I asked you about assistance from the… Okay, what about the provision of resources and the professional development? Do you feel there is enough professional development going on?

**Participant:** I would say not enough. From the fact that the teachers, nobody's a qualified teacher.

**Zeid:** Sorry.

**Participant:** I would say not enough. Simply, based on the fact that there's not a qualified teacher in the primary. Nobody has a degree in teaching.
**Zeid:** Yes.

**Participant:** Myself included.

**Zeid:** Yes. Is senior management monitoring and checking progress related to the targets? You mentioned to me they were not checking where you got to, in terms of that time?

**Participant:** No. We would just meet ourselves on a weekly basis. We kept a file. On a weekly basis, we went through all of the targets. [unclear 0:19:33.5]

**Zeid:** Basically, from senior management there was not enough follow-up?

**Participant:** No.

**Zeid:** No, okay. Was there enough staff involvement in achieving the goals through the strategies in place?

**Participant:** Yes, it was all done as a body of teachers. Everything was done with all of the teachers together in a meeting. Then, everybody would have to put that into practice. Whatever it was. Using the WALT and WILF, for example. It took time for some people to understand what it is exactly. Then, some people would start immediately and others took more time to really put in practice and to realize that this is expected of you.

**Zeid:** Okay.

**Participant:** It's not just we're going to say it this week and then we won't follow-up. You have to do it every single lesson.

**Zeid:** Okay.

**Participant:** But if people [unclear 0:20:31.5]. This year, I would say almost 100 percent compliance with things like that.

**Zeid:** Yes. Last year, as part of the development team, did you feel you received enough support from the management team to aid achieving the targets?

**Participant:** Like I said, the management team just handed to us. The management team, within the primary, yes. We were very supportive of each other.

**Zeid:** Okay.

**Participant:** Outside of that, there were probably conflicts between people ---

**Zeid:** Yes. Basically, this means the levels of communication weren't strong. Just the three of you---

**Participant:** Yes.

**Zeid:** Basically, running the show.

**Participant:** Yes. I think, honestly, it was affected as well by learning or roles and switching people's roles around all of a sudden.

**Zeid:** Yes.

**Participant:** Sometimes, Nabeel was expected to involved with Dr. Bulos. Then he wasn't really. [unclear 0:21:32.5] plan and then I would be told to focus only on English.

**Zeid:** Yes.

**Participant:** So, when there's too much moving of roles around, it definitely makes it harder to achieve more, you know.

**Zeid:** Yes. As part of the development team, did you put any suggestions of role changing?

**Participant:** No, the role changing didn't come from us.

**Zeid:** Yes. You mentioned that you feel there's maybe a more need of teacher training professional development.

**Participant:** Yes.

**Zeid:** Okay.

**Participant:** Yes. Honestly, people [unclear 0:22:12.8] really hard. Really, the teachers are very hard-working here. They are conscientious. They want to do their best but to know really what's expected to maybe see more models and practices. Like, in terms of the marking and feedback, this is something new to all of us. I think it's easier maybe for me to put into practice because I've lived outside. I've seen it in practice. I can put it into practice easily. Other teachers want to see real model examples. Then, they'll be able to implement it. Or is the theory sometimes, it's not just enough.

**Zeid:** Yes.

**Participant:** You know, if you were being trained as a teacher in the UK, you do all your theory, you do teaching practices as observed in a lot of it. We just have to put something into practice. I think the best way for it is to just to show real life examples of things. Then, people will take that aboard and use it in their lessons.

**Zeid:** The stuff that you were working on last year, do you feel any of the targets are visible this year?

**Participant:** Yes, definitely. It's really the same areas that we're working on.

**Zeid:** Yes. I mean, do you feel they've been achieved? Or, there's a lot of work to be done? What level of improvement do you think is being seen?

**Participant:** I think, in terms of quality of teaching and learning, we've made very good strides.

**Zeid:** Yes.

**Participant:** There's probably more to be done.

**Zeid:** Okay.

**Participant:** Learning environment has improved greatly, if you walk around the school, you'll see a whole lot more displays, better quality displays, things like that.

**Zeid:** Yes.

**Participant:** The blinds have made a difference in the classrooms. Pupils' attitudes and behavior, I think it's the biggest area that's not been achieved.

**Zeid:** Yes.

**Participant:** Definitely, in the primary, we don't have a proper pastoral system.

**Zeid:** Yes.

**Participant:** Things like corridor behavior, stuff like that. There's not a great improvement. It's very hard to change habits.

**Zeid:** All right. The last question is, you told me the handover phase, you didn't feel it was a smooth transition between last year and this year?

**Participant:** No. At the end of the year, I was not on the development plan, right?

**Zeid:** Yes.

**Participant:** I had been told [unclear 0:24:37.4] to focus on teaching. I mean that Ms. Ibtihal handed a lot of stuff over to the new head of primary. She didn't give her the development plan. Again, nobody [unclear 0:24:53.6] followed-up on that, honestly.

**Zeid:** There was no leadership towards the handover phase.

**Participant:** No. There was no structure. We didn't have a school principal last year to ensure that that had happened.

**Zeid:** Yes, but at the beginning of this year, there was a principal. Also, the principal was new so that's why were gaps in communication.

**Participant:** Yes. I think so. I don't know if Mr. Carlo had been given this development plan or just assumed that Maria had it. I don't know who had access to it. I know that when I mentioned it to Maria, she was surprised. She didn't know about it. She was delighted. This gave her a focus as well.

**Zeid:** Yes, but there was no meeting, briefing, or communication between the old team and the new people who are responsible?

**Participant:** There was. I know Ibtihal was given that responsibility to meet with Maria and handover. [unclear 0:25:48.7]

**Zeid:** Yes, it was just one on one, I mean. Okay, sorry?

**Participant:** I know Ms. Ibtihal met with Ms. Maria. I don't know exactly what they went through but she didn't give her the development plan.

**Zeid:** Yes. Is there anything else you would like to add?

**Participant:** No, I really feel that there's development in the school. I do think that [unclear 0:26:17.0] the fact that people don't realize how much development needs to happen to a certain extent in order to really meet international standards.

**Zeid:** Yes. This is the thing, yes---

**Participant:** It's change. Very slow. Change is slow.

**Zeid:** It's happening but it's slow, yes.

**Participant:** Yes. I don't think that it's realistic to think that it's all going to happen at once.

**Zeid:** Yes.

**Participant:** It's something that will take several years, I think.

**Zeid:** Yes. The thing is because I'm trying to look at details of the things affecting achieving these targets. It's very tricky for me also because last year there was one team and this year is changing people---

**Participant:** Yes.

**Zeid:** It would have been easier if I was asking you questions and you were in the same…

**Participant:** Yes.

**Zeid:** But...

**Participant:** Definitely, I think overall goals are the same, whether it's from this plan or not. We're working on the same areas.

**Zeid:** Yes. I saw that. I also saw from the recent school evaluation that there's still similar targets that were set in 2015 that are still also there. I'm just trying to assess from management side of things what improvements could be done to try to accelerate or improve the chances of reaching the goals.

**Participant:** Yes. I think training is one.

**Zeid:** More training, yes?

**Participant:** Yes. I think maybe seeing models, even if it'd be watching videos. Looking at, literally, copies of how teachers give marking and feedback---

**Zeid:** Yes.

## Appendix D: Data Collection Tool 2 (Questionnaire 1) (Q1)

| Q.no | Question | Yes | No | Please share the reasons based on your perceptions: |
|---|---|---|---|---|
| 1a | In your opinion, are you effectively using (S,M,P) planning formats in lesson planning? | | | |
| 1b | Do you feel you have been given adequate training on the use of the S,M,P structure? | | | |
| 1c | Do you realise that your planning skills have been improved in the last year, particularly in the use of S,M,P? | | | What are the causes of the improvement? If you think you have improved your lesson planning skills. |
| 2a | Are you totally depending on the use of IWB in classroom teaching? | | | In your opinion, what is the cause? |
| | In your opinion do you think that you are more successful in engaging students in the learning process as compared to the findings of last year? | | | How do you think it would be evident for an external observer? |
| | Do you feel you have been given adequate training in AFL? | | | If yes, How frequent do you use assessment for learning in the classroom? |
| | Is there an increase in the amount of formative assessment for learning (AFL) this year as compared to the last year's findings? | | | Do you think Assessment for learning helps in accelerating learning process? |

| | | | | |
|---|---|---|---|---|
| | Do you see yourself employing a "child-centered" approach more than you did in the previous academic year? | | | Did it help you in lesson planning? |
| | Did you develop the competency of planning for "differentiation" better than the last year? | | | How do you think it affects teaching learning process? |
| | Have you been trained to use a verity of questioning technique? | | | Please explain your understanding of open ended questioning? |
| | Do you use questioning techniques in lessons to stimulate discussions and thinking skills? | | | How do you see the impact of your questioning techniques on students' learning? |
| | Do you use open-ended questions in your lessons more frequently than you did last year? | | | Do you see open-ended questions stimulate critical thinking and give way to the meaningful discussions in lessons? |
| | Have you been trained how to effectively set learning objectives? | | | If so, What is WALT? What is WILF? |
| | Have you been taught how to use steps to success? | | | If so, What are steps to success? |
| | Do you feel your improvement efforts are being recognised and rewarded by senior management? | | | |
| | Are you provided with an adequate training for the implementation of the agreed "assessment" policy? | | | Why do you think it is important to implement the agreed assessment policies? |

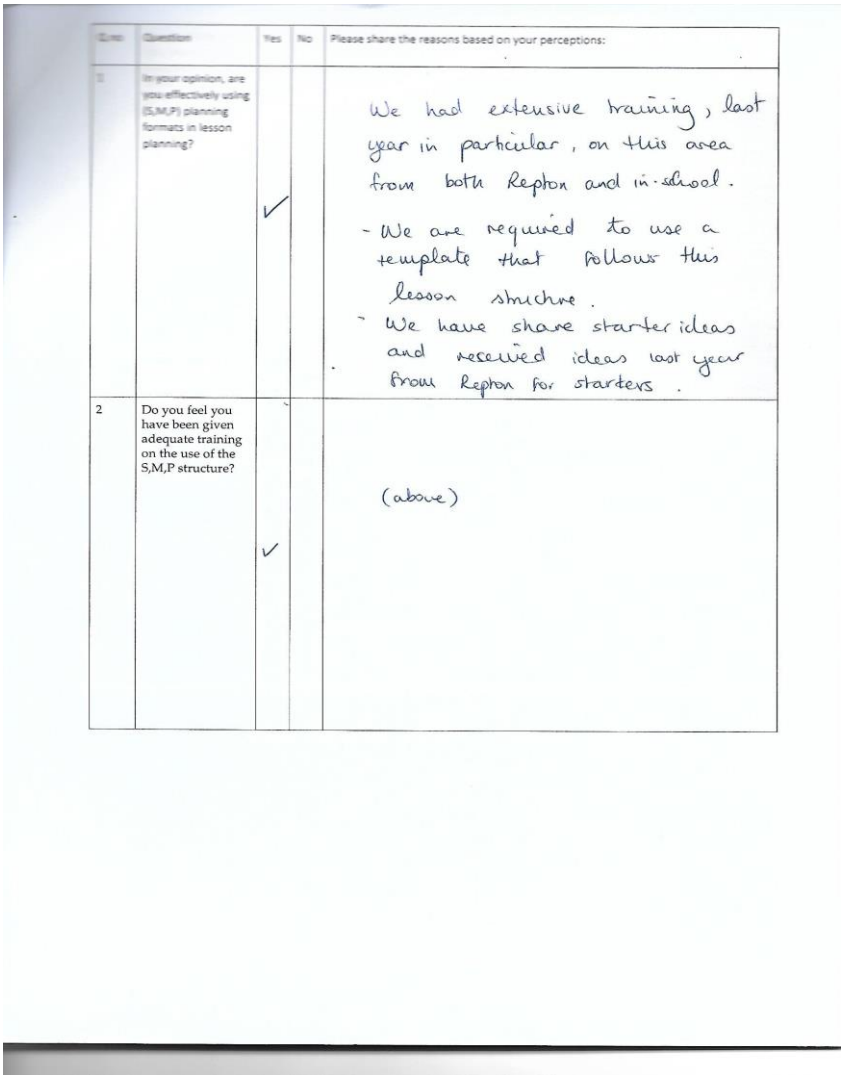
| | | | | |
|---|---|---|---|---|
| | In your opinion, are you competent enough in using the introduced assessments standards for benchmarking? | | | How does benchmarking guides the course of teaching and learning processes? |
| | Is a pupil tracking system in place and successfully being used to monitor student progress? | | | How does students' progress tracking helps in improving teaching learning process? |
| | Have you been trained in inputting data and using the data to inform planning? | | | How often do use this system? |
| | Are you clear about the needs to set students individual targets for improvement? | | | Why is it important for a teacher to set students' individual targets for improvement? Do you think you need training for it? |
| | Do teachers encourage students to learn by using investigating learning methods? | | | Do investigative learning method help students learn independently? How is it evident in the classroom? |
| | In your classroom, do students get a chance to discuss their ideas and opinion based on the topic? | | | How is it evident in the classroom? How do you see yourself managing the class when all the pupils want to share their opinion at the same time and you are still guiding the classroom towards learning outcomes? |
| | Are standard marking and feedback policies shared with the teachers? | | | Do you think it is important to share with you the marking and feedback policies? |
| | Are you trained for implementing the agreed marking and feedback policies? | | | Do you observe any benefit of using a standard marking and feedback policy on teaching and learning process in the school? |

| | | | | |
|---|---|---|---|---|
| | Are you familiar with the school's agreed marking and feedback policy document? | | | If so, Please fill in the making codes as per the Marking and feedback Policy:<br><br>I :<br>W/S :<br>G :<br>PS :<br>LO :<br>LOWT : |
| | Do you engage students in collaborative learning? | | | Do you think it is important to have group work and pair work for students to be able to discuss and consolidate their learning? |
| | Have you been given adequate training in peer assessment? | | | Do you think that you need to create collaborative learning culture in the school for their professional development? |
| | Are you fully capable and confident of carrying out peer observations? | | | How often do you perform peer observations? |
| | Do you see any improvement in the level of order in corridor and stairwells as compared to the previous academic year? | | | Do you think it is important to keep order in the corridor and stairwells? Why? |
| | Are students adhering to the uniform policy? | | | Do you think students' complying with the school uniform policy has an impact in their learning process? |
| | Are teachers fulfilling supervision duties as required? | | | Are you familiar with the supervision guidelines? |
| | Are you familiar with the adopted health and Safety policy? | | | In the health and Safety Policy, under the (Accounting for personal) section, What is the propose of the red and green cards and how are they specifically used? |
| | Are you using a rewards and sanctions policy to encourage good behavior? | | | |
| | Are their enough display boards in classrooms and corridors? | | | Since the previous academic year are their more display boards installed into classrooms? |

| | | | | |
|---|---|---|---|---|
| | Are you aware and familiar with the display policy agreed on by senior management? | | | What may the Class information board be used for? Give one example as per the display Policy: |
| | Has a display policy been agreed on and implemented by senior management? | | | Do you think teachers need training for the successful display policy implementation? |
| | Is there significant evidence of pupil work on displays around the school? | | | Do you observe any positive change due to the implementation of display policy on students learning? |
| | Do you think that all staff aware and familiar with the content of the agreed school policies? | | | Why do you think, it is important for management to discuss the drafted policies with staff? |
| | Are the agreed school policies published on the school website and made available to all parents? | | | Why is it important to communicate the policies to the parents and the community as whole? |
| | Did you have a chance to give input information on draft polices? (Before final policy formulation and implantation? | | | Were draft policies discussed with members of staff for consultation and input? |
| | Are you familiar with the Action Plan Document produced and implemented at the start of the 2015 / 2016 Academic year? | | | IF yes, were you able to share your opinions and communicate your points of view during the development of the action plan? |
| | If so, to what extent would you say you are familiar with the targeted areas for improvement/action plan document? | | | |

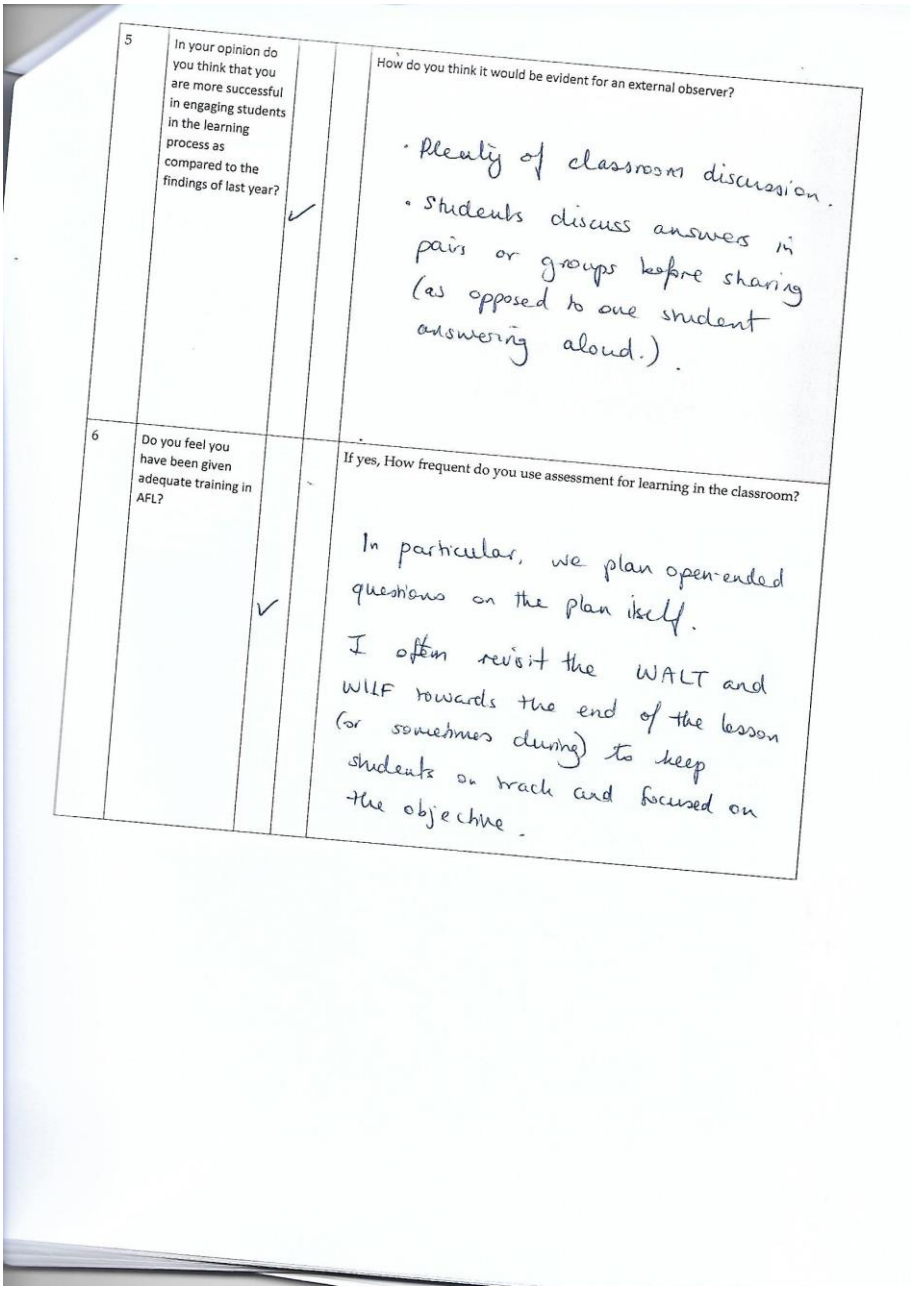
| | | | | |
|---|---|---|---|---|
| | Did you feel that you have received enough support from the senior management team to aid achieving improvement targets as per the 2015/ 2016 implemented school development plan? | | | Where you happy with the levels of communication with minor management during the implementation phases? |
| | Did you feel that senior management had provided adequate teacher training / professional development sessions in relation to the targeted improvement areas? | | | |

**Appendix E: Sample Questionnaire 1 (Q1)**



| (Line) | Question | Yes | No | Please share the reasons based on your perceptions: |
|---|---|---|---|---|
| 1 | In your opinion, are you effectively using (S,M,P) planning formats in lesson planning? | ✓ | | We had extensive training, last year in particular, on this area from both Repton and in-school.<br>- We are required to use a template that follows this lesson structure.<br>- We have share starter ideas and received ideas last year from Repton for starters. |
| 2 | Do you feel you have been given adequate training on the use of the S,M,P structure? | ✓ | | (above) |

| | | | | |
|---|---|---|---|---|
| 3 | Do you realise that your planning skills have been improved in the last year, particularly in the use of S,M,P? | ✓ | | What are the causes of the improvement? If you think you have improved your lesson planning skills.<br><br>- Requirement to follow this format through the lesson plan template.<br>- I do think my planning skills have improved greatly. I spend a lot more time planning than I did in the past but it makes for more effective teaching and learning. |
| 4 | Are you totally depending on the use of IWB in classroom teaching? | | ✓ | In your opinion, what is the cause?<br><br>I believe that it is very useful but most of the lesson should include children working independently, either alone or in pairs or groups. |



| | | | | |
|---|---|---|---|---|
| 5 | In your opinion do you think that you are more successful in engaging students in the learning process as compared to the findings of last year? | ✓ | | How do you think it would be evident for an external observer?<br>• Plenty of classroom discussion.<br>• Students discuss answers in pairs or groups before sharing (as opposed to one student answering aloud.). |
| 6 | Do you feel you have been given adequate training in AFL? | ✓ | | If yes, How frequent do you use assessment for learning in the classroom?<br>In particular, we plan open-ended questions on the plan itself.<br>I often revisit the WALT and WILF towards the end of the lesson (or sometimes during) to keep students on track and focused on the objective. |

| | | | | |
|---|---|---|---|---|
| 7 | Is there an increase in the amount of formative assessment for learning (AFL) this year as compared to the last year's findings? | ✓ | | Do you think Assessment for learning helps in accelerating learning process?<br><br>Yes. it ensures students are aware of the objectives and causes them to reflect on their own learning. |
| 8 | Do you see yourself employing a "child-centered" approach more than you did in the previous academic year? | ✓ | | Did it help you in lesson planning?<br><br>Yes. When planning, I ensure there is a focus on independent work. |

| | | | | |
|---|---|---|---|---|
| 9 | Did you develop the competency of planning for "differentiation" better than the last year? | | ✓ | How do you think it affects teaching learning process?<br><br>I feel I need to develop more in this area. I understand the theory but lack the know-how to put it properly into practice.<br><br>(a) |
| 10 | Have you been trained to use a verity of questioning technique? | ✓ | | Please explain your understanding of open ended questioning?<br><br>Questions that require students to think / reflect / analyse / predict / provide a reason.<br><br>(Not a single answer.) |

| | | | | |
|---|---|---|---|---|
| 11 | Do you use questioning techniques in lessons to stimulate discussions and thinking skills? | ✓ | | How do you see the impact of your questioning techniques on students' learning?<br>• We have more classroom discussion than last year.<br>• We often include open-ended questions in our plenaries. |
| 12 | Do you use open-ended questions in your lessons more frequently than you did last year? | ✓ | | Do you see open-ended questions stimulate critical thinking and give way to the meaningful discussions in lessons?<br>Yes. |

| | | | | |
|---|---|---|---|---|
| 13 | Have you been trained how to effectively set learning objectives? | ✓ | | If so, What is WALT? What is WILF?<br>WALT (We Are Learning To)<br>- This is our objective.<br>WILF (What I'm Looking For)<br>- This is the success criteria / what children need to do to meet the objective. |
| 14 | Have you been taught how to use steps to success? | | ✓ | If so, What are steps to success? |

| | | | | |
|---|---|---|---|---|
| 15 | Do you feel your improvement efforts are being recognised and rewarded by senior management? | ✓ | | I feel my work is recognised and appreciated by my head of department and colleagues who teach the same years as I do. |
| 16 | Are you provided with an adequate training for the implementation of the agreed "assessment" policy? | | ✓ | Why do you think it is important to implement the agreed assessment policies?<br>We have discussed it but not had formal, effective training.<br>- It is important to implement it so that assessment methods are uniform across each year and throughout the department.<br>- The assessments can and should inform our teaching. In Year 6 English, they do. |

(a)

| | | | | |
|---|---|---|---|---|
| 17 | In your opinion, are you competent enough in using the introduced assessments standards for benchmarking? | | ✓ | How does benchmarking guides the course of teaching and learning processes?<br><br>I understand the use and purpose of CAT4 assessments.<br>I have not yet been trained on how to interpret the results. (a)<br>I will be able to use them ~~to~~.<br>to differentiate my teaching. I will be better informed about my students' abilities and needs. |
| 18 | Is a pupil tracking system in place and successfully being used to monitor student progress? | | ✓ | How does students' progress tracking helps in improving teaching learning process?<br><br>It can guide teaching and identify problem areas.<br><br>(c) |

| | | | | |
|---|---|---|---|---|
| 19 | Have you been trained in inputting data and using the data to inform planning? | | ✓ | How often do use this system? |
| 20 | Are you clear about the needs to set students individual targets for improvement? | ✓ | | Why is it important for a teacher to set students' individual targets for improvement? Do you think you need training for it?<br>I think that targets are wonderful. When it comes to teaching a language, students often don't know what they need to do to improve. Target help them focus on individual weaknesses. |

| | | | | |
|---|---|---|---|---|
| 21 | Do teachers encourage students to learn by using investigating learning methods? | somewhat | | Do investigative learning method help students learn independently? How is it evident in the classroom?<br><br>Yes. Students are often underestimated in their abilities to learn investigatively. |
| 22 | In your classroom, do students get a chance to discuss their ideas and opinion based on the topic? | ✓ | | How is it evident in the classroom? How do you see yourself managing the class when all the pupils want to share their opinion at the same time and you are still guiding the classroom towards learning outcomes?<br><br>• We have plenty of class discussion.<br>• Follow the code of conduct.<br>. Only call on students to answer who<br>, are raising their hand.<br>. Comment "I see you sitting nicely / raising your hand quietly Thank you." |

| | | | | |
|---|---|---|---|---|
| 23 | Are standard marking and feedback policies shared with the teachers? | ✓ | | Do you think it is important to share with you the marking and feedback policies?<br><br>- Yes. This is an area we are trying to develop in the primary. It is new to most teachers. |
| 24 | Are you trained for implementing the agreed marking and feedback policies? | | | Do you observe any benefit of using a standard marking and feedback policy on teaching and learning process in the school?<br><br>We have received training but I would feel more confident if I see some 'good' model examples of feedback.<br>- It is beneficial as I can provide feedback directly to each child that is targetted to his/her needs. |

| | | | | |
|---|---|---|---|---|
| 25 | Are you familiar with the school's agreed marking and feedback policy document? | ✓ | | If so, Please fill in the making codes as per the Marking and feedback Policy:<br><br>I :<br>W/S :<br>G :<br>PS :<br>LO :<br>LOWT :<br><br>N/A.<br>These are not our codes. |
| 26 | Do you engage students in collaborative learning? | ✓ | | Do you think it is important to have group work and pair work for students to be able to discuss and consolidate their learning?<br><br>Yes. It also helps greatly with promoting spoken English.<br>They can learn so much from each other. |

| | | | | |
|---|---|---|---|---|
| 27 | Have you been given adequate training in peer assessment? | | ✓ | Do you think that you need to create collaborative learning culture in the school for their professional development? |
| 28 | Are you fully capable and confident of carrying out peer observations? | ✓ | | How often do you perform peer observations?<br>never . |

| | | | | |
|---|---|---|---|---|
| 29 | Do you see any improvement in the level of order in corridor and stairwells as compared to the previous academic year? | | ✓ | Do you think it is important to keep order in the corridor and stairwells? Why?<br>Yes. To keep students calm. |
| 30 | Are students adhering to the uniform policy? | ✓ | | Do you think students' complying with the school uniform policy has an impact in their learning process?<br>Yes.<br>The uniform has a professional look. |

| | | | | |
|---|---|---|---|---|
| 31 | Are teachers fulfilling supervision duties as required? | ✓ | | Are you familiar with the supervision guidelines?<br><br>Yes.<br><br>→ Though some ~~teachers~~ are more active than others. |
| 32 | Are you familiar with the adopted RNES health and Safety policy? | ✓ | | In the RNES health and Safety Policy, under the (Accounting for personal) section, What is the propose of the red and green cards and how are they specifically used? |

| | | | | |
|---|---|---|---|---|
| 33 | Are you using a rewards and sanctions policy to encourage good behaviour? | ✓ | | I ~~ask~~ groups in my classes to name their team.<br>I award stars to each team.<br>The winning team is my 'helping group the following day. They perform small duties, such as erasing the board.<br>Students work together to be prepared, raise their hands etc, |
| 34 | Are their enough display boards in classrooms and corridors? | ✓ | | Since the previous academic year are their more display boards installed into classrooms?<br>Fewer boards but more display. |

| | | | | |
|---|---|---|---|---|
| 35 | Are you aware and familiar with the display policy agreed on by senior management? | ✓ | | What may the Class information board be used for? Give one example as per the display Policy:<br><br>Display exemplary work that has met the requirements, |
| 36 | Has a display policy been agreed on and implemented by senior management? | ✓ | | Do you think teachers need training for the successful display policy implementation?<br><br>We had some training,<br>There is an improvement – objectives are posted and there is more display/ celebration of good work. |

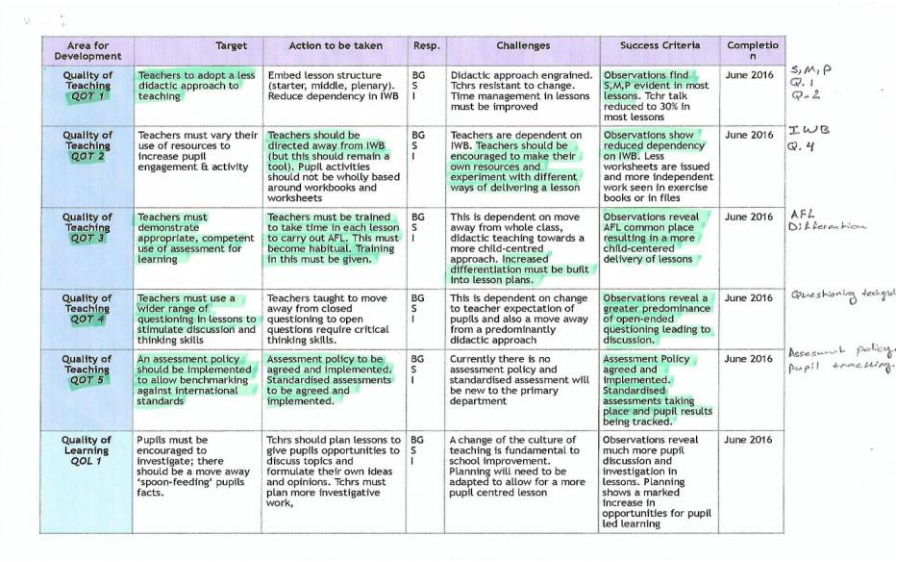
| | | | | |
|---|---|---|---|---|
| 37 | Is there significant evidence of pupil work on displays around the school? | ✓ | | Do you observe any positive change due to the implementation of display policy on students learning?<br><br>Yes. Students feel proud when their work is displayed, particularly in the corridor. |
| 38 | Do you think that all staff aware and familiar with the content of the agreed school policies? | | ✓ | Why do you think, it is important for management to discuss the drafted policies with staff?<br><br>All teachers must be aware of what is expected of them. |

| | | | | |
|---|---|---|---|---|
| 39 | Are the agreed school policies published on the school website and made available to all parents? | | | Why is it important to communicate the policies to the parents and the community as whole?<br><br>All parties are working towards the one goal. Excellent communication and understanding is essential. |
| 40 | Did you have a chance to give input information on draft polices? (Before final policy formulation and implantation? | ✓ | | Were draft policies discussed with members of staff for consultation and input?<br><br>I had some input due to my administrative work last year, and helping the head of department this year. |

| | | | | |
|---|---|---|---|---|
| 41 | Are you familiar with the RNES Action Plan Document produced and implemented at the start of the 2015 / 2016 Academic year? | ✓ | | IF yes, Were you able to share your opinions and communicate your points of view during the development of the action plan?<br>I learned so much from this document.<br>Teachers did not contribute to the content of the action plan. |
| 42 | If so, to what extent would you say you are familiar with the targeted areas for improvement/action plan document? | ✓ | | |

| | | | | |
|---|---|---|---|---|
| 43 | Did you feel that you have received enough support from the senior management team to aid achieving improvement targets as per the 2015/ 2016 implemented school development plan? | ✓ | | Were you happy with the levels of communication with minor management during the implementation phases?<br><br>Communication on the whole has greatly improved. |
| 44 | Did you feel that senior management had provided adequate teacher training / professional development sessions in relation to the targeted improvement areas? | ✓ | | Last year, in particular, weekly meetings were focused on areas of improvement. |

**Appendix F: Action Plan**

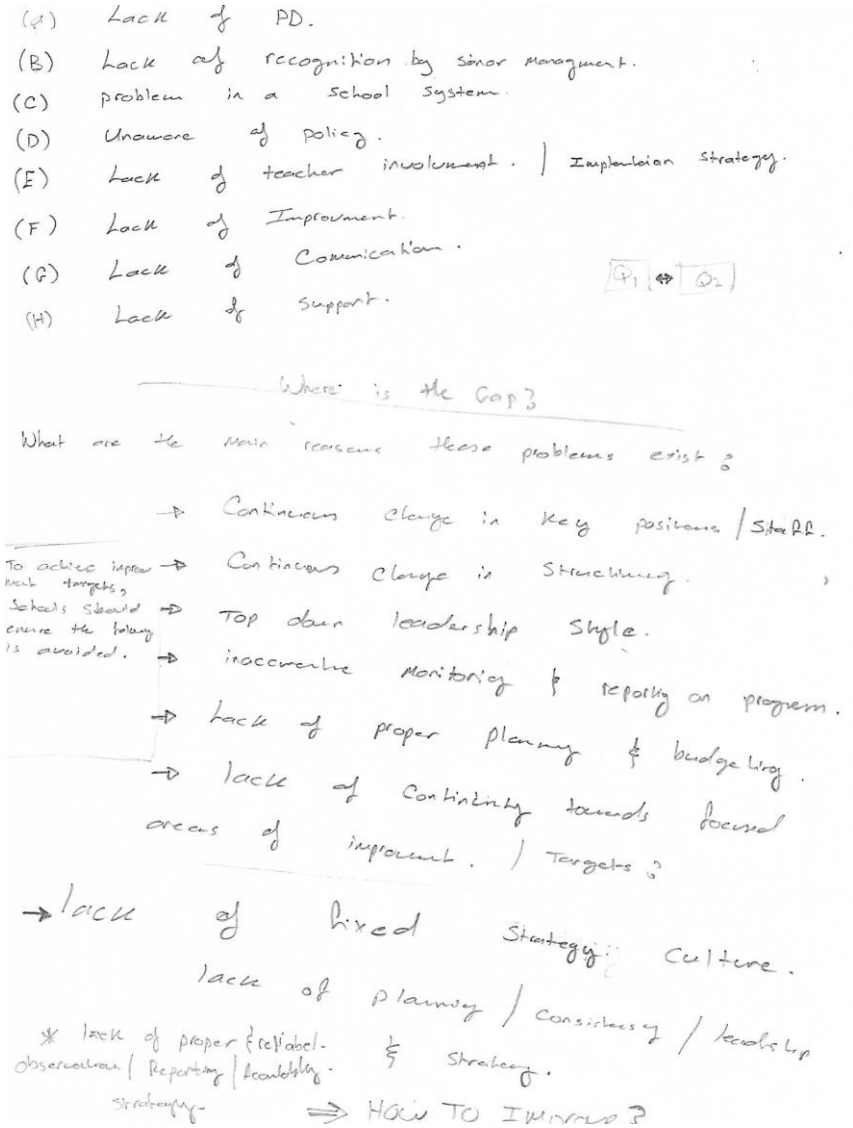


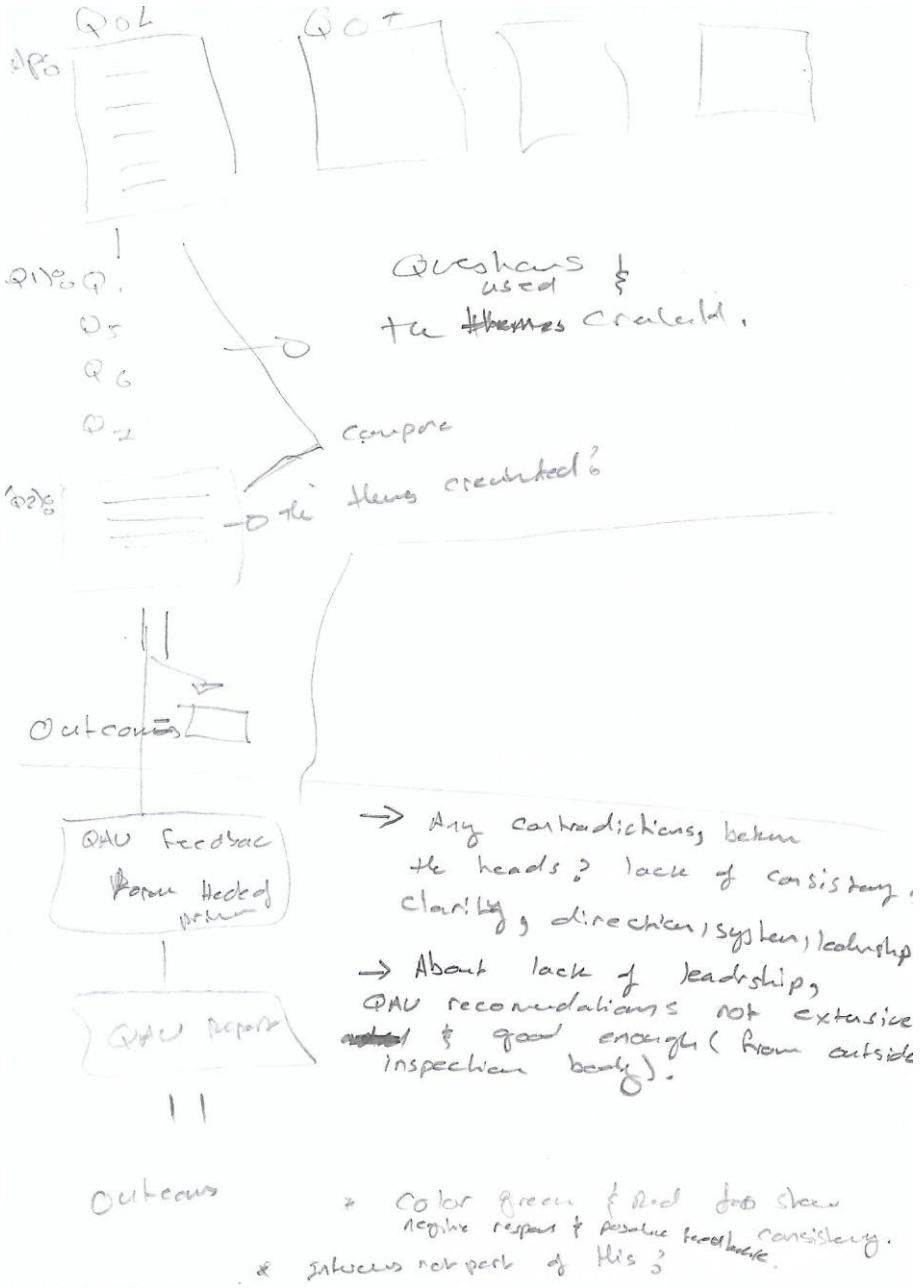
| Area for Development | Target | Action to be taken | Resp. | Challenges | Success Criteria | Completion | |
|---|---|---|---|---|---|---|---|
| Quality of Teaching QOT 1 | Teachers to adopt a less didactic approach to teaching | Embed lesson structure (starter, middle, plenary). Reduce dependency in IWB | BG S I | Didactic approach engrained. Tchrs resistant to change. Time management in lessons must be improved | Observations find S,M,P evident in most lessons. Tchr talk reduced to 30% in most lessons | June 2016 | S, M, P Q. 1 Q. 2 |
| Quality of Teaching QOT 2 | Teachers must vary their use of resources to increase pupil engagement & activity | Teachers should be directed away from IWB (but this should remain a tool). Pupil activities should not be wholly based around workbooks and worksheets | BG S I | Teachers are dependent on IWB. Teachers should be encouraged to make their own resources and experiment with different ways of delivering a lesson | Observations show reduced dependency on IWB. Less worksheets are issued and more independent work seen in exercise books or in files | June 2016 | I W B Q. 4 |
| Quality of Teaching QOT 3 | Teachers must demonstrate appropriate, competent use of assessment for learning | Teachers must be trained to take time in each lesson to carry out AFL. This must become habitual. Training in this must be given. | BG S I | This is dependent on move away from whole class, didactic teaching towards a more child-centred approach. Increased differentiation must be built into lesson plans. | Observations reveal AFL common place resulting in a more child-centered delivery of lessons | June 2016 | AFL Differentiation |
| Quality of Teaching QOT 4 | Teachers must use a wider range of questioning in lessons to stimulate discussion and thinking skills | Teachers taught to move away from closed questioning to open questions require critical thinking skills. | BG S I | This is dependent on change to teacher expectation of pupils and also a move away from a predominantly didactic approach | Observations reveal a greater predominance of open-ended questioning leading to discussion. | June 2016 | Questioning design |
| Quality of Teaching QOT 5 | An assessment policy should be implemented to allow benchmarking against international standards | Assessment policy to be agreed and implemented. Standardised assessments to be agreed and implemented. | BG S I | Currently there is no assessment policy and standardised assessment will be new to the primary department | Assessment Policy agreed and implemented. Standardised assessments taking place and pupil results being tracked. | June 2016 | Assessment policy. Pupil tracking. |
| Quality of Learning QOL 1 | Pupils must be encouraged to investigate; there should be a move away 'spoon-feeding' pupils facts. | Tchrs should plan lessons to give pupils opportunities to discuss topics and formulate their own ideas and opinions. Tchrs must plan more investigative work, | BG S I | A change of the culture of teaching is fundamental to school improvement. Planning will need to be adapted to allow for a more pupil centred lesson | Observations reveal much more pupil discussion and investigation in lessons. Planning shows a marked increase in opportunities for pupil led learning | June 2016 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Quality of Learning** *QOL 2* | Marking and feedback indicates what has been learned, suggestions for improvement are made and targets are set for individual pupils to move them on. | Marking and feedback policy must be agreed and applied (see Policies). Training must be given. | BG S I | Requires a more pupil centred approach with teachers recognising the different levels and abilities in their classes. More time will need to be taken over marking. | Scrutiny of work shows a better quality of marking (not just ticks and crosses) Marking shows recognition of targets met and instruction on how to move forward. | June 2016 | Marking & Feedback |
| **Quality of Learning** *QOL 3* | Pupils must be given opportunities to share their learning through greater use of pairs and group work. They must also be given regular chances to work independently. | Lesson planning should allow for pairs and group work in order that pupils can discuss and consolidate their learning. Pupils should regularly be given time to work independently. | BG S I | Current trend for didactic approach will need to be modified. Tchrs are very set in their ways. If we want the children to speak good English they must be given plenty of opportunity to talk. | Observations show a higher proportion of group and independent work. More pupil talk than teacher talk. | June 2016 | |
| **Pupil Attitudes and Behaviour** *PAB 1* | Teachers must feel confident in letting group, class and pairs discussion happen but must have skills to bring their full attention back to the teacher when instructions are required. | Once pupil talk is happening in classrooms, teachers must have skills to bring the class back to order. Tchrs trained in various methods. | BG S I | Tchrs are currently frightened to 'let go' of the class for fear of losing control. They must become confident in allow this to happen and secure in the knowledge that they can take control of the class easily at any time. | Observations show pupil talk in every lesson and tchrs able and capable of controlling the quality of discussion and re-taking control when they need to. | June 2016 | |
| **Pupil Attitudes and Behaviour** *PAB 2* | Corridor behaviour should be improved. Teachers should take a corporate approach to maintaining discipline outside the classroom. | Teachers should take a corporate approach to maintaining discipline outside the classroom. This is not just the work of the pastoral monitor. Chnd should be given rules for behaviour expectations in corridors. No running, no shouting, single file on stairs etc. | BG S I | Tchrs currently rely on pastoral monitor and do not see control of behaviour in corridors as a part of their responsibility. They must learn that orderly behaviour in corridors encourages good behaviour in classrooms. | Observations show much better order in corridors and stairwells | June 2016 | Student Behaviour |
| **Pupil Attitudes and Behaviour** *PAB 3* | Once the Repton uniform is brought in, strict compliance must be applied. | Teachers should take a corporate approach to making sure that uniform policy is properly and firmly applied, | BG S I | This is a significant change in the school and expectations that the pupils are smart and wear their uniform with pride must come from all the staff. | Pupils look very smart. All pupils are wearing the uniform as per policy. Pupils take a pride in their uniform | June 2016 | Uniform - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Learning Environment** *LE 1* | Natural light in classrooms must be increased | Drawn curtains are causing a gloomy, unhealthy learning environment. Replacement of curtains with blinds should be considered. | BG S I | Tchrs are in the habit of keeping curtains drawn. This causes gloomy and stuffy classrooms. They must be encouraged to only close curtains when essential to use whiteboard. | Classrooms are brighter, lighter and more welcoming | June 2016 | |
| **Learning Environment** *LE 2* | Improve quality of display | More display boards should be fitted in the classrooms and corridors. A Display policy should be implemented (see policies below). Tchrs should receive training in puting together good displays and be clear about expectations re quality and style. | BG S I | Tchrs reliant on informational display to fill spaces. Worksheets and workbooks do not make for great display material so pupil tasks must lend themselves more to display | A Display Policy is implemented and staff raining given. Display throughout school is improved. | June 2016 | Display policy. |
| **Learning Environment** *LE 3* | More children's work should be displayed around school | Classroom and corridor displays should be 75% celebrational (children's work) | BG S I | Current teaching styles do not allow for the production of good display material. Tchrs must move away from worksheets and workbooks toward more independent work | Greater evidence of pupil work in school displays | June 2016 | |
| **Policies** *P 4* | The following must be agreed and implemented: 1)Assessment 2)Health and Safety 3)Child Protection 4)Admissions 5)Display | Polices need to be discussed and written. Once agreed, trainong should be given to the staff and then followed up to make sure policies are being followed. | BG S I | Agreeing a policy can be difficult and time consuming. Suggest Repton policies are used as a template and then modified. | Policies in place and all staff aware and familiar with the content | June 2016 | All policies - |

**Appendix G: Side Notes**




QOL
QOT
Questions used & the themes created.
compare
the themes created?
Outcomes
QAU feedback
QAU report
→ Any contradictions, between the heads? lack of consistency, clarity, direction, system, leadership
→ About lack of leadership, QAU recommendations not extensive & good enough (from outside inspection body).
Outcomes
* Color green & Red does show negative response & positive feedback consistency.
* Interviews not part of this?

Q. Themes: (Add QIAU to Reflexes).

- lack of PD.
- lack of Recognition.
- problem in systems or processes.
- Unfortunately evil seloo policies.
- Lack of involvement.
- Lack of communication.
- Lack of Support

Q2 themes:

Inconsistency in criteria on level of teacher competency.
" between processes in different departments.
lack of involvement / understanding of D plan.
Inconsistency with feedback from teachers: Lack of communication or standardisation.

Interview ① Themes:

Interview ② Themes:

Interview ③ themes:

QIAU Report Themes:

From my results get themes

link these themes to theories

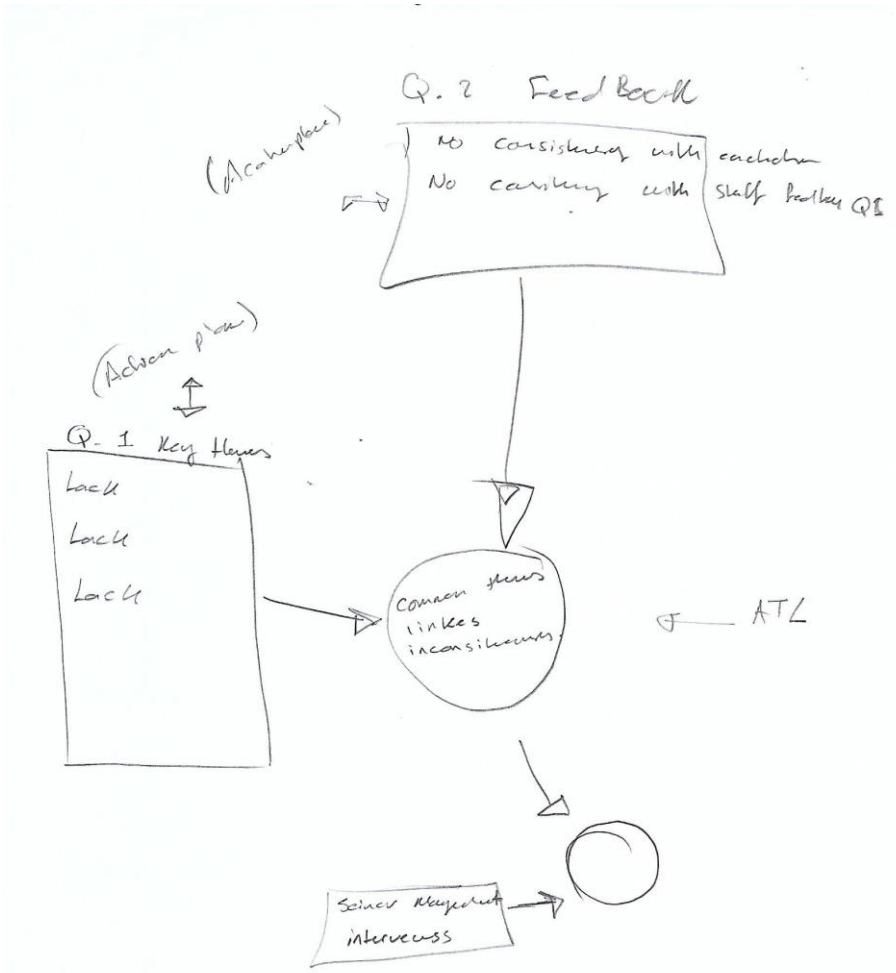
use the choosen theories for Lit review.

Theory ① → Results

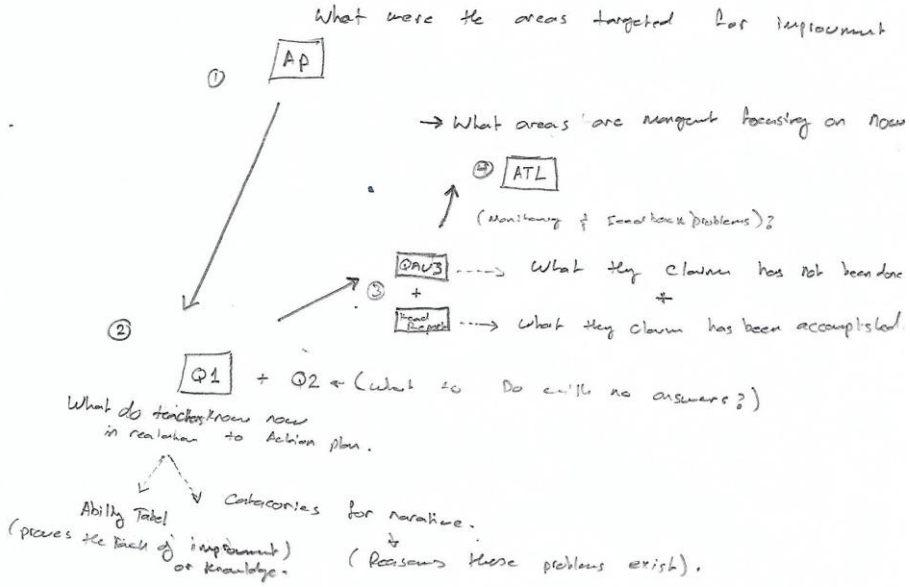
Theory ② → Results

Theory ③ → Results

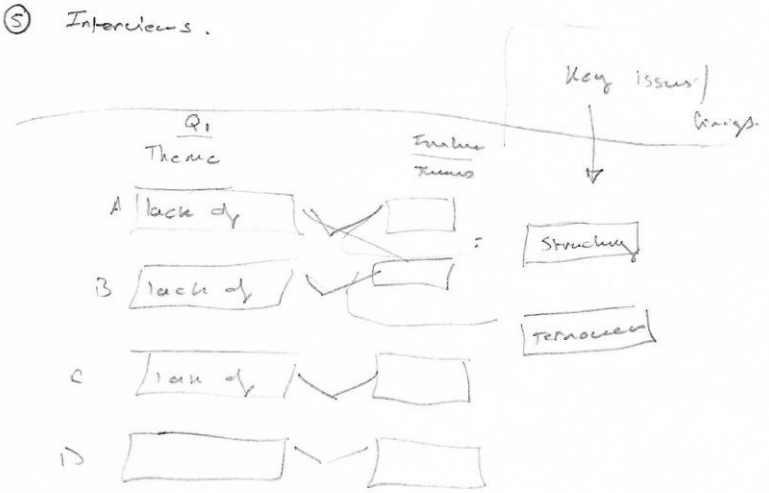
1) Leadership theories / Roles.
2) Matter ?
3) Implementation.
4) Communication. Views ?
5) Caribs school Improvement framework.

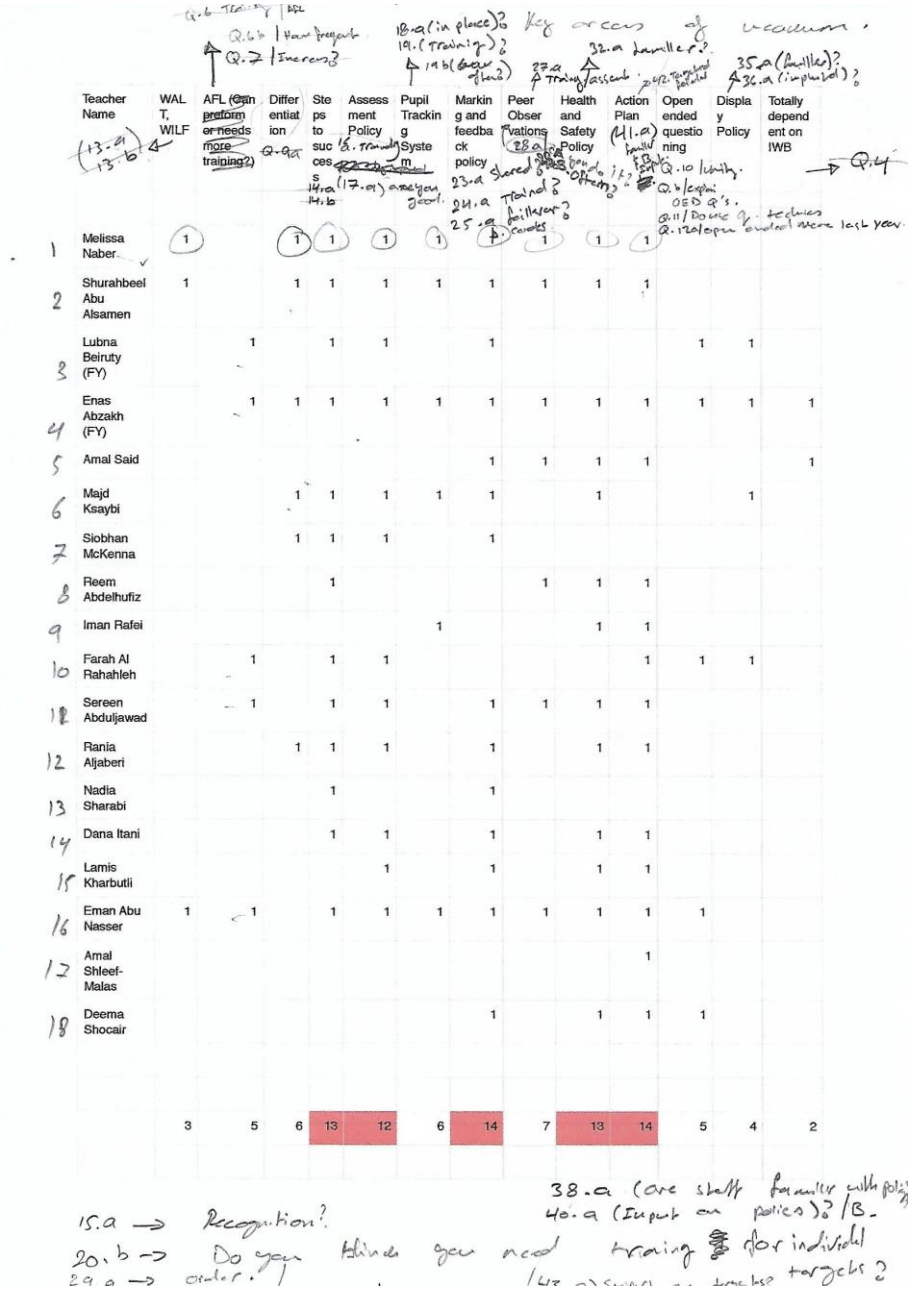

Q. 2 Feed Back
(Action plan)
Q. 1 Key Issues
ATL

→ Tabel for yes / No according to the targets.




⑤ Interviews.





| | Teacher Name | WALT, WILF | AFL (can preform or needs more training?) | Differentiation | Steps to success | Assessment Policy | Pupil Tracking System | Marking and feedback policy | Peer Observations | Health and Safety Policy | Action Plan | Open ended questioning | Display Policy | Totally dependent on IWB |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Melissa Naber | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | |
| 2 | Shurahbeel Abu Alsamen | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | |
| 3 | Lubna Beiruty (FY) | | 1 | | 1 | 1 | | 1 | | | | 1 | 1 | |
| 4 | Enas Abzakh (FY) | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | Amal Said | | | | | | | 1 | 1 | 1 | 1 | | | 1 |
| 6 | Majd Ksaybi | | | 1 | 1 | 1 | 1 | 1 | | 1 | | | 1 | |
| 7 | Siobhan McKenna | | | 1 | 1 | 1 | | 1 | | | | | | |
| 8 | Reem Abdelhufiz | | | | 1 | | | | 1 | 1 | 1 | | | |
| 9 | Iman Rafei | | | | | | 1 | | | 1 | 1 | | | |
| 10 | Farah Al Rahahleh | | 1 | | 1 | 1 | | | | | 1 | 1 | 1 | |
| 11 | Sereen Abduljawad | | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | | | |
| 12 | Rania Aljaberi | | | 1 | 1 | 1 | | 1 | | 1 | 1 | | | |
| 13 | Nadia Sharabi | | | | 1 | | | 1 | | | | | | |
| 14 | Dana Itani | | | | 1 | 1 | | 1 | | 1 | 1 | | | |
| 15 | Lamis Kharbutli | | | | | 1 | | 1 | | 1 | 1 | | | |
| 16 | Eman Abu Nasser | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 17 | Amal Shleef-Malas | | | | | | | | | | 1 | | | |
| 18 | Deema Shocair | | | | | | | 1 | | 1 | 1 | 1 | | |
| | | 3 | 5 | 6 | 13 | 12 | 6 | 14 | 7 | 13 | 14 | 5 | 4 | 2 |