אבני ראשה
המכון הישראלי למנהיגות בית ספרית
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EXPECTED OUTCOMES FROM SCHOOL PRINCIPALS AT THE START OF THEIR CAREER

Third Edition

Sphere No. 1
Formulating and realizing a vision for the future

Dimension	Principal Practices
1.1 Vision that focuses on education, teaching and learning in the social-environmental context	✎ Recognizes the school's spirit and its updated vision. ✎ Presents to teachers and stakeholders an administrative approach focused on education, teaching and learning that is rooted in the context in which the school operates. ✎ Leads processes to examine and formulate the vision in light of data arising from school mapping in cooperation with relevant entities. ✎ Expresses educational approaches that include preliminary leading principles that can serve as a basis for the school's vision in the future. ✎ Promotes a sense of belonging to the school and identification with its goals.
1.2 Work plan for the school	✎ Leads the process to formulate a work plan. ✎ Is familiar with the variety and scope of resources available to him and adapts them to the work plan. ✎ Formulates a school work plan on the basis of data, by drawing conclusions and identifying needs and priorities, and presenting them to the school community. ✎ Ascertains that the work plan places improvement of learning and teaching at the center of the school's activities. ✎ Ensures implementation of the work plan as intended. ✎ Identifies gaps and problems, learns from planning and implementation, and takes steps to implement solutions.

Sphere No. 2	
Improvement of teaching, learning and education	
Dimension	**Principal Practices**
2.1 Planning learning	✍ Sets a high level of expectations for all pupils. ✍ Encourages adapting curricula to the school's context and vision. ✍ Organizes the schedule (classes, individual) to focus on pedagogic considerations. ✍ Promotes implementation of the curriculum.
2.2 Methods and frameworks for teaching and learning	✍ Encourages teachers and enables them to apply teaching and evaluation methods suited to the pupils' various needs, with an emphasis on special needs pupils. ✍ Works to adapt the learning environment, infrastructures and physical and technological means to the pupils' needs, safety and well-being.
2.3 School learning and evaluation	✍ Ensures familiarity with standard evaluation tools, their nature and use. ✍ Collects significant data in the spheres chosen for improvement. ✍ Identifies strengths and areas needing improvement. ✍ Holds frequent evaluation and learning discussions. ✍ Uses assessment data to establish measurable goals that focus on results.
2.4 School culture	✍ Behaves in a caring, fair and equitable manner towards all those coming to the school. ✍ Promotes a sense of belonging, responsibility and social involvement among pupils and teachers in the classroom, school and community. ✍ Encourages and promotes teachers to plan learning activities that support social and emotional activity and in creating a shared instructional language. ✍ Formulates procedures / a school charter to define the rights and obligations of all those attending the school, and ensures that the procedures are transparent and known to all. ✍ Works to enforce the procedures and rules, and to respond decisively against the violation of school rules and against acts of violence. ✍ Handles any expression of disrespect and unfairness in the school consistently and unequivocally.

Sphere No. 3
Leadership and professional development of the school staff

Dimension	Principal Practices
3.1 Professional development of the school staff	✎ Leads a shared process to identify needs related to learning and teacher development. ✎ Identifies and plans professional development processes for teachers and monitors participation in the learning processes within the school framework and outside the school. ✎ Addresses the needs of the teachers' professional development, in both school-based frameworks and outside the school.
3.2 Leadership of teachers and officials	✎ Recruits staff members and assigns roles and tasks on the basis of careful consideration. ✎ Clearly divides responsibility and assignments among the staff. ✎ Clearly defines the nature of formal roles in the school. ✎ Delegates responsibility and administrative authority according to the division of formal roles.
3.3 Empowerment and nurturing capabilities	✎ Holds formal and informal discussions with staff. ✎ Identifies teachers' abilities and talks to them about their professional aspirations and career development. ✎ Promotes a feeling of competence among teachers in the educational sphere and its impact on learning and pupil achievement. ✎ Helps teachers set ambitious but attainable learning goals. ✎ Instructs and guides teachers to nurture a sense of competence in their students, and an ability to improve their achievements.
3.4 Evaluation and feedback for teachers and officials	✎ Organizes classroom observations and works with teachers to define goals for improvement and maintenance. ✎ Conducts assessment and feedback processes with teachers and other officials.
3.5 Professional community	✎ Conducts regular learning frameworks in the teachers' lounge and/or for teaching staff that also includes peer learning. ✎ Directs learning of the teaching staff to engage in techniques and methods for improving teaching and learning.

	✍	Leads discussions with teaching staff on assessment findings and the conclusions derived therefrom.
	✍	Participates in frameworks for personal professional development as a model for ongoing learning.
3.6 New teachers and officials	✍	Formulates an organized and systematic process for absorbing and supporting teachers-in-training, new teachers and new officials.
	✍	Promotes a sense of identification and belonging to the school among new staff members
3.7 Norms and procedures	✍	Identifies common work norms for the school.
	✍	Defines work procedures that correspond with meaningful school work norms.
	✍	Deals with any failure to comply with the procedures defined.

Sphere No. 4	
Focusing on the individual	
Dimension	**Principal Practices**
4.1 Focused curricula	✍ Encourages teachers to apply teaching – learning – assessment methods and instructional frameworks that are appropriate for the pupils' diverse needs, and is willing to allocate resources in order to accomplish this.
4.2 Routines directed towards the individual	✍ Ensures systematic data collection concerning the school's pupils. ✍ Works to formalize transfer of information regarding the individual and his advancement. ✍ Creates mechanisms that allow information about an individual and his progress to be used by relevant officials.
4.3 Environment that supports learning and the learners	✍ Formulates clear standards and procedures that are recognized by everyone, and acts to enforce them. ✍ Works diligently against violent behavior, harassment and annoyances, destruction of school property and other unexpected behaviors. ✍ Ensures that the infrastructures and physical means are suited to the pupils' needs, safety and well-being. ✍ Develops unique learning environments that address pupil diversity and represent an advanced professional approach (special education, teaching for students with learning disabilities, gifted pupils, etc.). ✍ Takes care to nurture and development advanced learning environments, such as laboratories, sports facilities, computer rooms and workshops.

Sphere No. 5 Reciprocal relations with the community	
Dimension	**Principal Practices**
5.1 Reciprocal relations with parents	✍ Is in constant communication with the parents in general, and the parents committee in particular, for the purpose of transmitting information, coordination and communication. ✍ Instructs teachers to report to parents regularly about the children's progress. ✍ Instructs teachers to provide parents with the means for communicating with them. ✍ Identifies a group of parents to help with making decisions and formulating procedures for running the school.
5.2 Reciprocal relations with the community at large	✍ Identifies and maps cultural, spiritual and social resources and infrastructures in the school community that can contribute towards advancing the school's goals. ✍ Identifies and maps activities in the community that are likely to advance the school's goals.
5.3 Cooperation with external entities	✍ Works in cooperation with the general inspector, the head office of the Education Ministry, with the Education Department and social affairs entities in the local authority, and with the stakeholders' leadership and teachers' organizations.

Sphere No. 6	
Developing an administrative identity	
Dimension	**Principal Practices**
6.1 Is present in difficult situations and during crises	✍ Identifies and defines problems in real time. ✍ Analyzes the problem's causes, examines alternatives, choose a suitable solution and implements it in real time. ✍ Involves relevant agencies in procedures for coping with crises.
6.2 Creates a sense of "ownership" and belonging	✍ Demonstrates a deep identification with the school and works to advance it out of a sense of personal commitment. ✍ Uses consideration and responds to the various interests around him. ✍ Believes in his own competence. ✍ Demonstrates optimism and a belief in his path. ✍ His presence inspires confidence.
6.3 Accountability	✍ Upholds a policy of transparency and reporting with regard to scholastic achievements and the school climate. ✍ Updates stakeholders regarding unusual events at school. ✍ Gives consistent reports to those coming to the school. ✍ Feels responsible for achieving the school's goals.
6.4 Professional ethics	✍ Acts in accordance with the law. ✍ Acts in accordance with procedures and standards that are relevant to the school's operations and the principal's responsibility. ✍ Insists on norms of professional behavior and administrative and professional ethics, among other things: honesty, reliability, respect for others, respect for privacy, equal opportunity, accepting others, avoiding discrimination and preferential treatment.