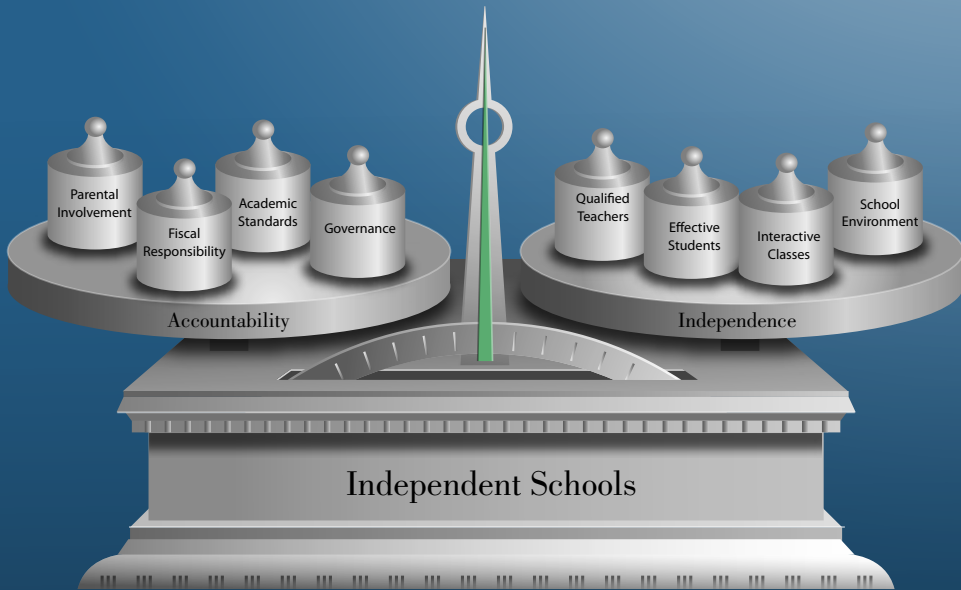




هيئة التعليم  
EDUCATION INSTITUTE

# Information Handbook for Cohort IV of Independent Schools 2007 – 2008





## Dear Educator,

Thank you for your attendance and interest in becoming an Operator/Principal of an Independent School in Cohort IV.

The information in this pack is designed to support you in the application process. It outlines the steps you need to take and explains the selection process from beginning to end.

Applications [hard & soft copies, Arabic & English] should be received by 12 noon on 30 August at the latest. Late applications will not be considered.

All queries relating to the process should be addressed to the Independent Schools' Information Centre :

Tel: 4560106 – Email: [cohort4:sec.gov.qa](mailto:cohort4:sec.gov.qa)

Yours faithfully,

Education Institute

## Guidelines for Applicants:

The following guidelines are designed to support the application process for prospective candidates.

Research has consistently confirmed that the importance of leadership is the overriding factor in school success.

Aspiring operator/ principals should, therefore:

- have a clear philosophy of education
- have a carefully considered set of values
- have clear objectives
- have aspirations of where schools can and should go and where and how schools need to develop.
- be able to lead the school in its consideration of its key purposes and in formulating its statement of vision
- realise that the vision must 'belong' to the school
- be its strongest advocate
- be able to guide & lead others
- be able to identify and manage crises
- be able to get others to commit to the vision

**Aspiring Operator/Principals will need to demonstrate that they have the following essential competencies:**

**Personal:** **Confidence** – that s/he is energetic & enthusiastic  
**Self-development** – that s/he is committed to her/his own learning

**Intellectual:** **Analytical skills** – able to identify solutions and make decisions  
**Conceptual ability** – able to think beyond the immediate  
**Delivery of quality results** – able to set & achieve high standards

**Relationships:** **Effective communication** – orally and in writing  
**Influencing** – able to persuade  
**Developing others** – encouraging development and challenging under-performance  
**Teamwork** - building effective relationships

**Qualifications:** **Essential:**

- Qatari national;
- University degree;
- Evidence of experience & achievement in the management and education fields;
- Able to offer full time commitment to the post.

**Desirable:**

- Evidence of further study in education in an age-related field
- A higher university degree

**Other essential requirements**

- Confirmation that the candidate is not in receipt of a pension;
- A letter of good conduct from the Ministry of Interior.

## Application requirements

1. Prospective candidates should submit a CV structured according to the format provided. This should be no longer than 2 sides of A4.
2. In addition prospective candidates should submit a letter of application. This letter should:
  - Include your understanding of the Qatari Education reform
  - Include your understanding of the nature of an independent school.
  - Consider aspects of the National Professional Standards for School Leaders [NPSSL]
  - Be a maximum of 2 A4 pages [Arial 11 point]
3. Candidates should also include a letter of recommendation [reference] from their current employer
4. All applications – CVs and letters of application - should be submitted in the following format:
  - Hard & soft copy
  - Arabic & English translation

## The Selection Process:

Following the information meeting intended for selecting leaders (principals) for Cohort IV independent schools, applicants should submit a CV and letter of application, in accordance with the guidelines provided, by noon on 31 August.

An shortlist of candidates will be drawn up and shortlisted candidates invited to an initial interview, between 11 & 20 September For this, they will be required to prepare a 10 minute presentation on the topic:

### 'My vision of an effective school within the Qatari Education Reform'.

A laptop, data projector & flipchart will be available for candidates' use.

This will be followed immediately by a 20 minute panel interview.

Following this, a final shortlist of candidates will be selected. These candidates will be invited to participate in development workshops which will support and prepare them for final assessment. The final assessment will be based on:

- Candidates' development against the National Professional Standards for School Leaders [NPSSL], as demonstrated by their contribution to the workshops and the production of a professional portfolio.
- Completion of a task in relation to the development of an education plan for the new school.
- A visit to the candidate in their current place of work.

It is expected that the final selection of candidates will be made in early December, 2006 in accordance with the following table:

Date	Activity
13 August	Advertisement circulated
19 August	Information meeting for candidates
20 August	Starting date for application
31 August	Closing date for application
11-20 September	Initial interviews
24 September – 11 October	Workshops (3 per week, evenings)
5 November	Submission of initial education plan
5 – 30 November	School visits, plan review & final selection

The National Professional Standards for School Leaders [NPSSL] provide a common reference point to describe, celebrate and support the complex and varied work of school leaders in the new Independent Schools.

These standards describe what school leaders need to know, understand and be able to do. They also provide a clear vision of the performance, knowledge, skills and dispositions that school leaders need to support the approach to learning called for with the introduction of the Curriculum Standards and Independent Schools and Education for a New Era, the Qatar education reform initiative.

Combined with the new Curriculum Standards and the other school-developed curriculum offered in the Independent Schools, the National Professional Standards for School Leaders illustrate the wide range of capabilities and knowledge that contemporary educators must possess to provide high-quality instruction and support improved student learning.

The following matrix draws on the National Professional Standards for School Leaders [NPSSL] and outlines the knowledge, understanding and skills that will be expected of aspiring principals for Cohort IV schools. The selection process is designed to support candidates in evidencing the standards and finally to assess the candidates against these standards.

NPSSL	Leading & managing learning & teaching	Developing & communicating strategic vision	Leading & managing change		Leading & developing people & teams	Developing & managing resources	Reflecting on, evaluating & improving leadership & management	Developing/ managing school/ community relations
<b>Knowledge of</b>	<ul style="list-style-type: none"> <li>Strategies for raising achievement &amp; achieving excellence</li> <li>Models of learning &amp; teaching</li> <li>Curriculum design &amp; management</li> <li>Principles of effective teaching &amp; assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>The Qatari Education Reform</li> <li>Strategic planning processes</li> <li>Effective forms of communication</li> <li>Policy creation through consultation &amp; review</li> </ul>	<ul style="list-style-type: none"> <li>Leading change, creativity &amp; innovation</li> <li>New technologies</li> <li>The impact of change on organisations &amp; individuals</li> <li>Project management for planning &amp; implementing change</li> </ul>		<ul style="list-style-type: none"> <li>Strategies to promote individual &amp; team development</li> <li>The relationship between managing performance, CPD &amp; sustained school performance</li> <li>Strategies for developing effective teachers</li> <li>Performance Management</li> </ul>	<ul style="list-style-type: none"> <li>Principles &amp; models of organisational development</li> <li>Strategic financial planning &amp; budgetary management</li> <li>Legal issues related to school management including employment legislation</li> <li>Statutory educational frameworks, including governance</li> </ul>	<ul style="list-style-type: none"> <li>Principles &amp; practice of earned autonomy</li> <li>Principles &amp; models of self evaluation</li> <li>Principles &amp; practice of quality assurance systems</li> <li>The use of performance data to monitor &amp; evaluate aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>Current issues &amp; future trends that impact on the school community</li> <li>The wider curriculum and the opportunities it provides for pupils &amp; the school community</li> <li>Strategies which encourage parents to support their children's learning</li> <li>Developing effective links with other schools</li> </ul>
<b>Qualities: Able to</b>	<ul style="list-style-type: none"> <li>Create a productive, challenging and safe learning environment.</li> <li>Lead and manage the implementation of National Curriculum Standards and school-developed curricula.</li> <li>Promote high quality teaching, learning and assessment.</li> <li>Monitor and evaluate the quality of teaching and learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>Lead and manage the development of the school's strategic vision and aims.</li> <li>Communicate and promote the strategic vision &amp; aims to the school community</li> <li>Implement, monitor and review the school's strategic vision and aims to the school community</li> </ul>	<ul style="list-style-type: none"> <li>Lead the school community in planning the introduction and facilitation of change.</li> <li>Develop creative and flexible responses to change</li> <li>Manage emerging challenges and opportunities.</li> </ul>		<ul style="list-style-type: none"> <li>Model high standards of performance</li> <li>Develop, empower and support individuals and team</li> <li>Monitor individual and team performance</li> <li>Develop networks to support individuals and teams</li> </ul>	<ul style="list-style-type: none"> <li>Allocate and manage resources - human &amp; financial to create and maintain an effective learning environment</li> <li>Manage school facilities, data &amp; ICT resources to create and maintain an effective learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Lead the evaluation of school performance.</li> <li>Model a culture of personal and collegial performance improvement and life-long learning.</li> <li>Contribute to learning communities and other professional networks</li> </ul>	<ul style="list-style-type: none"> <li>Create positive relationships with families to enhance student learning</li> <li>Build community – school partnerships to enhance student learning.</li> <li>Communicate effectively with the school community.</li> </ul>

<b>Applicant Name:</b>			
<b>ID Card Number:</b>			
<b>Nationality:</b>			
<b>Mobile Number:</b>			
<b>Telephone Number:</b>			
<b>Fax Number:</b>			
<b>E-mail:</b>			
<b>P.O Box:</b>			
<b>Certificates &amp; specialisation (starting from most recent)</b>			
<b>Certificate</b>			<b>Graduation Year</b>
1			
2			
3			
4			
5			
6			
7			
<b>Professional Experience</b>			
<b>Job Title</b>		<b>Place of Employment</b>	<b># of Years</b>
1			
2			
3			
4			
5			
6			
7			

<b>Trainings/conferences/workshops (for the last three years)</b>			
<b>Title of Training / conference / workshop</b>		<b>Place</b>	<b>Year</b>
1			
2			
3			
4			
5			
6			
<b>Languages</b>			
<b>Language</b>		<b>Level</b>	
1		Spoken	
		Written	
2		Spoken	
		Written	
3		Spoken	
		Written	
<b>Skills</b>			
1			
2			
3			
4			
<b>Other Information</b>			
1			
2			
3			