



教育署
Education Department

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29 February 2000

To: Heads of All Primary, Secondary and Special Schools

Dear Principals,

I have been asked by the HKSAR Education Department to prepare a professional development framework useful for school principals, both for those already appointed and also for those who aspire to be principals in the future.

I have therefore prepared a discussion paper listing professional responsibilities that I think apply to the principalship - both as it is now and as it will develop in the immediate future. In order to be certain that the list truly reflects practice, I need critical comment on the content and coverage of the list. I need suggestions and correction from principals and others directly involved in schooling, from those in schools and from those who work in related educational institutions. The paper can be downloaded from the Education Department Home Page Address: <http://www.ed.gov.hk/sbm/principal/english/index.htm>. Any comments you care to make on the discussion paper will be built into the continuing education framework, which I am currently developing.

The continuing education framework will be used for constructing professional development programmes for existing principals, for newly appointed principals and for potential principals such as assistant principals and other school leaders, like senior teachers.

I expect to complete a final draft for the framework at the beginning of April 2000. If you wish to contribute by commenting on the discussion paper, you will need to fax (fax no. 2834 7350) or e-mail (e-mail address: eopd2@ed.gov.hk) me by the 28th March 2000. Please contact Mrs. Iris Kwong or Mrs. Grace Kwok of the Principal Development Unit at 28926646 and 2892 6210 respectively if you wish to have a hard copy of the discussion paper.

Yours sincerely,

Bruce Davis
Senior Educational Consultant

THE TASK

I have been asked by the HKSAR Education Department to prepare a professional development framework useful for school principals, both for those already appointed and also for those who aspire to be principals in the future.

I have therefore prepared a list of professional responsibilities that I think applies to the principalship – both as it is now and as it will develop in the immediate future. In order to be certain that the list truly reflects practice, I need critical comment on the content and coverage of the list. I need suggestions and correction from principals and others directly involved in schooling, from those in schools and from those who work in related educational institutions.

MY GENERAL APPROACH

The list is a list of responsibilities pertinent to the immediate future. While it is a large list, I have not attempted to make it complete. Instead, I have particularly concentrated on those skills required by principals to do their leadership job with vision and with 'the ability to get the right things done'. The list aims beyond mere effectiveness to include the skills required for leadership in a school committed to fully developing all of its students by providing learning experiences which prepare

them for a future in a Hong Kong radically different from that of today.

As an inventory to inform the development of a framework for continuing professional education, it has to meet the needs of three clearly different groups:

- potential principals
- newly appointed principals
- serving heads of schools.

I am seeking comment on the list of responsibilities in order to remove errors, add-in deficiencies and to get a sense of the priorities of the three principal groups listed above. I am conscious that some of the responsibilities listed below have been with principals for many years. Others though, are new and reflect changes under way in the schools of other parts of the world as well as the changes currently being implemented through the HKSAR Education Department's School Based Management potential.

In preparing the list of responsibilities, I attempted to keep improvement in student learning in the centre of my mind. Improved student learning is the one and only important reason for making any change to schools and educational processes. For some time, I have believed that principals are the only educational leaders able to bring about change of significant worth to students. And even then, principals' leadership activities are second order achievements – it is the teaching skills of

their colleagues that alone has the real potential to make a difference to student learning outcomes. I hope the list reflects these convictions.

When preparing lists of this sort, one has a tendency to list the more obvious activities. These are usually skills of management rather than leadership. Therefore I should particularly welcome criticism that redresses this imbalance. I find that defining appropriate leadership skills is quite a difficult task – particularly in times of social transformation and political commitment to change. Yet, the list needs to be a good list if it is going to be useful for principals' professional development. For, what we want to achieve is a continuously learning profession – one capable of leading school communities through the reformation of school education which society is expecting principals to implement. The list needs to reflect this ideal, which requires a visionary commitment to leading others into more uncertain futures rather than a conservative reliance on the disappearing structures of the past.

I have also attempted to include the notion that, as professional persons, teachers and principals accept the social obligation of all professionals to contribute to the greater good – to do more than employment contracts may require; to work from a sense of deep personal commitment, not minimum obligation.

ABOUT THE CHART BELOW

By the indicators in the three right hand columns I have suggested where continuing professional education might be focused in the immediate future. I have assumed that experienced principals will already have most of the skills “to the left” and that newly appointed principals will move from the “left” emphases I have proposed and acquire the skills “to the right” as quickly as progress in their careers permits. I have also assumed that no principal is too experienced to need to keep up-to-date nor too self-sufficient to reject learning from others. An increase in bars suggests a need for new learning, the fewer bars suggests continuing learning in a

“maintenance mode”. The columns also assume a move from left to right over time in a principal’s career.

In reviewing the list it is important to remember that the issue for principals in Sections B and C (focusing on school and wider education community) is not hands-on ability or detailed knowledge, but the leadership of others. In the role of chief executive officer of a school, it is only the principal’s leadership which can harmonise learning, teaching, school operational design, and school management. Principals need specific knowledge and high-order leadership skills to create this harmony and ensure it delivers the required student outcomes.

The list of responsibilities is in three sections, focusing on three people-groups:

- A. the principal as leader of the school
- B. the principal as leader of teaching and learning and of the school
- C. the principal as leader of the wider education community

This division is suggested in the hope that it will facilitate the practical aspects of professional development programming.

Bruce Davis
Senior Consultant

A Focusing on The Principal – the Professional Person

1 Personal Leadership Skills		Potential	New	Experienced
<p>Visioning and the leadership of school change</p>	<p>Great schools only grow out of creative visioning. The school depends on the principals to develop the vision for what the school might be. However, visioning is difficult and few people do it with ease. It is not always easy to excite others with that degree of passion which entices colleagues into new areas of achievement. Yet, meaningful change in school education is impossible without visionary leadership. And turning vision into communicable information becomes an essential attribute of all leaders of change.</p> <p>Visioning is not just about student success, and whole-school excellence. It must also include for the lives of adults in the school community – particularly the teachers and support staff.</p> <p>A school with a vision for what it might become is as relevant to the most successful institute as it to the school which needs a boost.</p>			

1 Personal Leadership Skills (cont d)

		Potential	New	Experienced
<p>Leading teams and the improvement of student learning</p>	<p>Improvement in teaching across a whole school will not significantly occur unless teachers work together in the improvement of student outcomes and collaborate in the teaching processes that make improvement possible. If we expect teachers to change learning outcomes, they need the enabling power to effect change in work practices.</p> <p>Establishing staff in professional teams is proving to be very successful in this empowerment of teachers. It has a synergetic effect, lifting the skills of lesser achievers and enabling ambitious, creative people to fly even higher. There is no better structural change a school can make than to become team-oriented in its focus on student achievement. Creating teams enables the sharing of professional expertise. Teams tap the synergy that results from increased interdependence amongst colleagues. This means bringing the team approach to all of school life. We are not talking here about traditional academic subject-based groups.</p> <p>Establishing teams is not easy work for leaders. It requires high-order leadership skills – particularly in schools where teachers are used to historic levels of classroom autonomy with little professional observation of their teaching practice.</p>			
<p>Understanding student learning and the development of better teaching</p>	<p>It is impossible for a principal to lead a school in its focus on student learning without continual attention to educational research – including psychology, knowledge structures and the achievement of other schools experimenting with different teaching processes.</p>			

1 Personal Leadership Skills (cont d)

		Potential	New	Experienced
<p>Developing strategic intention and the management of change</p>	<p>The principal not only initiates strategic planning necessary for immediate change, but must prepare the school for what is further down the track. This is increasingly important as the rate of change increases, when traditional pathways become uncertain and policies make unpredictably shifts in direction. Continually communicating the strategic intention becomes vital in ensuring that the school is not anxious about the future, but certain it will move with change.</p> <p>When a leader can communicate strategic intention, a school is on the way to becoming a continually changing enterprise – growing by evolution (not handicapped by ad hoc, unpredictable responses to immediate need) taking into consideration the influence and condition of a changing world.</p>			
<p>Core values and understanding the impacts of societal change on school leadership</p>	<p>Current changes in schooling have not “come out of the blue”. They are a reflection of current values in the community. Importantly, they show the confidence the community has in schools and education systems. Community leaders are expecting education to prepare children for an adult life relevant to tomorrow – whatever tomorrow might bring. They expect our schools reflect the very significant shifts that the community experiences in times of drastic change. They expect schools to give students the life skills necessary for a responsible and fulfilling life; and, they expect schools to be true to their own core values and beliefs.</p> <p>Leaders need to continually up-date their knowledge about what is going on if they are to fulfil this trust. They will need to steer their schools past the trivial and irrelevant to concentrate on those opportunities which will best provide for their students’ futures. It will matter how well leaders uphold core values.</p>			

2 Personal Management Skills for Leadership

		Potential	New	Experienced																																												
<p>Law – knowing what it requires of a principal</p> <ul style="list-style-type: none"> • Education Ordinance and Education Regulations • common law, including the risks of profession negligence by principals and staff • legislation and contract law as it applies to school activities, including advertising and promotion • labour ordinances, including staff entitlement, working conditions and principal responsibilities related to being the senior responsible person on campus • the prevention of bribery ordinance and CAC preventative measures for schools • equal opportunities law 	<p>There is an increasing need to be sufficiently knowledgeable about the law – to know when to call a solicitor, to understand how management actions can trigger justified (or unjustified) legal challenge.</p> <p>It is important to use work practices that establish a level of professionalism that makes justified (or unjustified) charges of professional negligence as unlikely as possible.</p> <p>School Based Management has the tendency to transfer legal responsibilities to principals often without either party being fully aware of the significance of the change in liability which occurs.</p>	<table border="1"> <caption>Law Skill Proficiency Data</caption> <thead> <tr> <th>Group</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>Potential</td> <td>10%</td> <td>10%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>New</td> <td>0%</td> <td>0%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Experienced</td> <td>0%</td> </tr> </tbody> </table>			Group	1	2	3	4	5	6	7	8	9	10	Potential	10%	10%	0%	0%	0%	0%	0%	0%	0%	0%	New	0%	0%	10%	10%	10%	10%	10%	10%	10%	10%	Experienced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
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<p>Planning –</p> <ul style="list-style-type: none"> • operational planning • financial planning • budget planning • monitoring the use of funds • auditing 	<p>Operational planning is a vital process in dealing with school life with orderliness and predictability. It enables all participants to understand their responsibilities now and as change proceeds. The processes of planning are the best opportunity a leader has for engaging the support of all the people involved.</p> <p>School Based Management moves the long-term financial planning of a school firmly into the hands of the sponsoring body and the principal. A good grasp of accounting procedures helps avoid unpreparedness for major expenses. It makes easier work of the monitoring of school funds and unfolds the mystery of auditing.</p> <p>Annual budget planning will be familiar activities to most principals; some will value assistance, particularly with spreadsheeting and other computer software packages.</p>	<table border="1"> <caption>Planning Skill Proficiency Data</caption> <thead> <tr> <th>Group</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>Potential</td> <td>10%</td> <td>10%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>New</td> <td>0%</td> <td>0%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Experienced</td> <td>0%</td> </tr> </tbody> </table>			Group	1	2	3	4	5	6	7	8	9	10	Potential	10%	10%	0%	0%	0%	0%	0%	0%	0%	0%	New	0%	0%	10%	10%	10%	10%	10%	10%	10%	10%	Experienced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
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2 Personal Management Skills for Leadership (cont d)

		Potential	New	Experienced
<p>Communication –</p> <ul style="list-style-type: none"> knowing how to communicate <ul style="list-style-type: none"> the public relations skills necessary for School Based Management personal proficiency in information and communications technologies management of meeting and group discussion knowing how to relate to staff <ul style="list-style-type: none"> influencing commitment and behaviour delegating on the basis of mutual trust creating networks (formal and informal) managing other professions (architects, lawyers, etc) knowing how to work with the media to the advantage of the students and the enhanced reputation of the school. 	<p>Communication skills are included in any list of responsibilities or competencies. While most principals are competent in most areas, some will need training or refresher courses in particular streams – the use of email, for example.</p> <p>Being "the boss" creates special challenges in relationships with colleagues. Regular professional development provides a useful challenge to complacency in personal relationships.</p> <p>School Based Management places new responsibilities on principals. For some, it will be helpful to know how other professions manage their business.</p> <p>Knowing how to "deal with the press" or to present on radio or television is an essential part of school leadership proficiency. Most principals benefit from specific training in working with the media.</p>			
<p>Resources –</p> <ul style="list-style-type: none"> staff recruitment, selection and promotion human resource deployment distribution of non-human resources building and asset management 	<p>Securing the best available teachers and support staff means competing with other schools in the filling of positions. Professional development in staff selection processes is vital and pays immediate dividends.</p> <p>School Based Management offers principals the opportunity to shift resources to match school needs. Principals need to know "the rules" and the extent to which they can bend them without being imprudent managers.</p> <p>Some background knowledge of building and campus asset management is usually helpful to newly appointed principals.</p>			

2 Personal Management Skills for Leadership (cont d)

		Potential	New	Experienced
Crisis management	There are unavoidable, unexpected tragedies in all walks of life. School communities are not immune and children can be particularly vulnerable in disasters. In most instances crises will be managed better if routines are developed beforehand – being sensibly prepared. Planning for events that we hope never happen can enable a principal to be a great leader through the most devastating of experiences.			

3 The Leader as a Person

Personal health <ul style="list-style-type: none"> maintaining physical health maintaining psychological well-being managing personal stress 	Maintaining health is almost too obvious a need to include in the list. However, good health is not an accident and deserves special attention in times of uncertainty or significant change. Stress management skills become more important with increases in the rate of change.			
Leadership manner <ul style="list-style-type: none"> becoming aware of self as perceived by others knowing personal management styles and other personal propensities developing systematic thinking and creative thinking abilities People skills <ul style="list-style-type: none"> conflict resolution counselling managing stress in others and dealing with difficult people 	An instrument providing self-analysis and 360° feedback from colleagues is an important component of modern leadership development potentials. Instruction in styles of leadership and how an individual compares against a norm is useful in expanding leadership skills and the shaping of personality. Left-brain/right-brain understandings and consideration of “modes of intelligences” helps individuals adjust the ways they communicate and function with others. Developing personal skills in dealing with other people (and their problems) is an unavoidable part of a principal's life. Principals' readiness to resolve conflict, offer general counselling and help others manage their stresses is not only a pastoral responsibility of school leaders, but a visible commitment to the achievement of harmonious school operations.			
Personal professional career planning <ul style="list-style-type: none"> having a preferred future language proficiency (Cantonese, Putonghua, English) – including writing 	Careers in educational leadership are becoming specialist careers, no longer “available to any interested teacher”. Career planning ensures that professional development is a consequence of personal professional career need. Increased language proficiency, particularly in the non-mother tongues, will assist a principal's continuous professional education.			

B Focusing on the Principal as Leader of Teaching and Learning

		Potential	New	Experienced
1 Students				
Understanding child/adolescent growth and behaviour	Children are not growing up in the manner of ten years ago. The number of children at risk is increasing. Knowing how students develop is a fundamental basis for managing improved teaching and pastoral care.			
Knowing how children master learning	Expecting good educational outcomes for all students presupposes some understanding of how students can master the skill of learning. A principal needs to be able to confidently lead teachers in the expectation that all children can learn well.			
Data on children's learning <ul style="list-style-type: none"> collecting performance data developing processes for the diagnosis of student learning needs 	Many schools have little useful data on the learning achievements of their students. It is important to collect useable data at the times when intervention strategies can be put in place for students who are not doing well and to assist others to do better. Some schools do not collect meaningful data and many do not know how to use the data for students' benefit. How to use collected data is an important step in changing teaching strategies and school organisational design.			
Collecting data (both qualitative and quantitative) on students' expectations of schooling	Students' views of their schooling experience affect their attitude to learning – not just at school, but throughout life. Collecting data on what students think of their school experience is a major step in advancing individual school reform.			
Embedding life skills in students through <ul style="list-style-type: none"> pastoral care attention to the disciplines of school and of life the planned curriculum <ul style="list-style-type: none"> formal curriculum informal curriculum extended curriculum 	Schools' contribution to the development of students' life skills is the covenant commitment they offer the community. Skilling young people for life is a complex interaction between parents, students, schools and the community. It does not happen by default. The principals has a leadership role of compelling significance. The learning experiences planned for students must cover more than the academic imperatives. The informal curriculum and extension activities are equally important. The curriculum continually needs to be constructed as a whole – for both students and staff.			

2 Teachers

		Potential	New	Experienced
<p>Building teams</p> <ul style="list-style-type: none"> • supervising staff • organising staff into working teams • leading teams • working as a team member • developing a capacity as “servant leader” 	<p>The changes in school education that schools face over the next five years (of which School Based Management is a major part) are unlikely to be achieved under the hierarchical responsibility structures of the past. The sheer quantity of initiatives defeats a principal’s capacity to be the sole leader of the school. Coaching leaders in the school to form and nurture working teams becomes a major developmental exercise. How well staff work in teams becomes a crucial element in the measure of a principal's leadership ability.</p>			
<p>Increasing teacher skills (a more specialist and professional teaching force)</p> <ul style="list-style-type: none"> • developing performance indicators • assessing student achievement • diagnosing failed learning • addressing student remedial needs • ensuring student outcomes drive teaching methods • learning new teaching skills so that all children learn • introducing information and communications technologies into teaching 	<p>The major purpose of the current reforms in school education is to produce a generation of students, all of whom are successful life long learners. Student learning outcomes will not improve much without trying additional teaching strategies. The accent moves away from simplistic measures like university entrance statistics to consideration of the great bulk of students who do not move directly from school into higher education. Assessing, diagnosing and experimenting with teaching processes needs confident leadership based on a good understanding of what is professionally possible and responsible.</p> <p>Any proposal to review teaching processes needs also to take into account the growing availability of computer based information and communications technologies.</p>			
<p>Pastoral care for teachers</p> <ul style="list-style-type: none"> • staff assessment • staff professional development • staff career advising 	<p>Accepting responsibility for all the staff in the school is a traditional responsibility of the principal. With increasing expectation from the community comes increasing demands on staff. They need good pastoral care.</p> <p>Many teachers have no career plan; it probably did not matter much in the past. However, all teachers need to consider their career in the context of what might be best for them and their families in the future. Career and professional development planning take on increasing importance and can add significantly to the work-load of the principal.</p>			

3 Whole School

		Potential	New	Experienced
<p>Whole-school achievement</p> <ul style="list-style-type: none"> Quality Assurance Inspection making whole-school performance assessments reporting on whole-school performance assessments 	<p>An achieving school has goals apart from the individual success of each student. The measurement of whole school achievement towards these goals is an important public statement about the school's commitment to quality, including the goals it has for its adult community, especially the teachers.</p>			
<p>Developing organisational culture</p>	<p>Organisations create their own tradition and culture. Whether these work to enhance the school or to hold it back is supremely important to the principal. Open cultures promote happy school environments. Such cultures are created and can be managed and developed. Every principal needs skills in this area of leadership.</p>			
<p>Developing mutual interdependence: guiding/mentoring – students, teachers, principal and the non-teaching staff</p>	<p>People make little learning progress when left to their own devices. Teaching would be a redundant profession if this were no longer so. We learn best as we learn together. Guiding, mentoring and leading by example are the learning face of mutual interdependence.</p>			
<p>Moving towards virtual schooling through information and communications technologies</p>	<p>Access to learning outside school will become more available to more students. The school will eventually find its place in a wider spectrum of learning opportunity – so most futurists predict. This revolution appears slow to start and gives school an opportunity to place themselves in a position of maximum benefit for their institution and their students. A principal's strategic intentions must consider the assumptions which lie at the root of this change. Business and education are involved in an important dialogue about the future in which individual schools must take a leadership role.</p> <p>Principals are responsible for keeping their educational communities properly informed about the future of learning technologies.</p>			
<p>Revising the school structure – re-engineering panels and outmoded hierarchies</p> <p>Optimising the use of space and timetabling</p>	<p>Any real shift in the dominance of subject content as the determinant of curriculum structures requires re-engineering of the whole school structure, not just those bits which are directly affected by change. This challenge is currently the hardest restructuring consideration facing achieving school leaders.</p>			

3 Whole School (cont'd)

		Potential	New	Experienced
Physically creating information and communications technologies	<p>Building space-consuming technological hardware into older designed fully-used schools requires imaginative approaches to classrooms and other facilities; this is especially true in Hong Kong.</p> <p>Wide-spread use of computers for learning brings a new set of ethical considerations. Access to computers and the Internet is one of the serious equity issues we carry into the next century.</p>			
oving towards community life-long learning centres	<p>Observers and commentators predict such rapid changes in peoples' employment/economic circumstances that learning new things will consume more and more of our time – hence the notion of life-long learning. Placing schools in this context leads to the notion of life-long learning centres.</p> <p>Principals need to be leaders in community discussion about learning centres. There is a place for the school in this evolutionary change – the school as it now is and, more importantly, how it will be in the future.</p>			

4 Curriculum and Assessment

Directing the continual renewal of curriculum frameworks	<p>The content and extent of the curriculum is certain to keep changing, putting great stress on teachers. School Based Management takes place at a time when there is a gradual disintegration of many subject boundaries (particularly in primary and lower secondary grades) and an emphasis on the public assessment of core learning areas.</p> <p>Leadership of curriculum change needs to be managed in parallel with changes considered necessary to bring about the engagement of all students in successful learning. This is not easily achieved. Experience elsewhere suggests that these sorts of changes bring “controlled chaos” for about three years requiring expert leadership, good team practice and the temporary setting aside of other priorities. Principals need to be especially prepared in times of curriculum change.</p> <p>Principals will want to ensure that the changes that take place are driven by the school's values, not just motivated by dictates of compliance and convenience of others.</p>			
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4 Curriculum and Assessment (cont'd)

		Potential	New	Experienced
<p>Guaranteeing the learning of all students in core subjects</p>	<p>Stakeholders will put pressure on schools to demonstrate that each year they are improving their students' abilities – driving towards the point where all students enjoy success in core components of the curriculum (usually literacy, numeracy and sometimes civics or health). Guaranteed learning in core components of the curriculum is usually accompanied by improved strategies for student assessment. Schools which are proactive in reforming their existing assessment protocols will manage well; those who hope assessment procedures won't change build in a mindset that makes failure a real possibility.</p> <p>Principals need good leadership skills and excellent health and stamina to bring their schools through this major and often public focus on a school's performance.</p>			
<p>Managing the collapse of subject boundaries caused by the cross-curricular content available through information and communications technologies</p>	<p>the impact of communication and information technologies on the curriculum is far from clear. experience with computer technologies suggests that the impact is very slight at the beginning of a new technology, but take-up of the technology is very quick once the benefits are clear. We can expect technology in education to follow this pattern. No one can be over prepared for this time. "Waiting until things seem clearer" is a journey into unpreparedness.</p> <p>Although it seems a big task, principals need an adequate knowledge of subject content to be able to lead the aggregations /disaggregations that are part of current curriculum changes.</p>			
<p>Ensuring the place of life-wide learning</p>	<p>There is an essential place for non-formal learning in every school. Matching the formal curriculum with non-formal learning requires from the principal constant judgements of relative value as time and other resources over-stretch the timetable.</p>			

C Focusing on the Principal as Leader of the Wider Education Community

1 Sponsoring Body and Parents		Potential	New	Experienced
Building into the school culture the sponsoring body's values and ethics	<p>There is a growing call for ethical foundations to be more explicitly stated. The end of the 20th century has coincided with decreased moral certainty in many communities. This need not be so in Hong Kong. Schools need to be foremost amongst those institutions in the community that uphold the values of Chinese society and associated moral authority.</p> <p>In the past, there has not been much necessity for explicit statements on ethics, but those who own and run schools may find it becomes necessary before too long. Principals have a major contribution to the establishment of such policies – for their own ethical position needs to be in line with that of the sponsoring body.</p>			
Raising community expectations of schooling	As well as leading and superintending change, the principal has a responsibility to lift the level of the school community's expectation of the school and its students. Continuous improvement is dependent on continuously increasing expectations.			
Designing the desired school culture				
Supporting the School Management Committee's responsibilities				

1 Sponsoring Body and Parents (cont d)

		Potential	New	Experienced
Informing parents of student achievement and achieving better home/school cooperation Involving parents in the school's governance through School Management Committees Facilitating parents' commitment to PTAs	Standardised testing provides new evidence of each student's learning – which parents will have a particular interest in. Developing professional school-wide parent/teacher information sessions becomes important as grading of students moves from simple A, B, C, D; K to more qualitative communication about a student's learning progress. How reports to parents are designed is a growing issue in most educational communities. Creating reports with a "consumer" orientation may not be easy, but it is essential if parents are going to be true partners in the schooling of their children.			
Managing upwards	Working in conjunction with a School Management Committee and the Education Department (and perhaps a Sponsoring Body) requires sophisticated upward communication skills.			

2 Education Department

Knowing the systemic requirements of the Education Department	In the era of School Based Management, Government requirements of schools is essential content in current strategic plans and the development of intended strategies for the future.			
Exploiting the opportunities available from that part of School Based Management which decentralises additional responsibilities to schools	Converting unavoidable increases in responsibility caused by School Based Management is a one-off opportunity to re-culture for school improvement.			
Exploiting the opportunities available from that part of School Based Management which centralises some responsibilities within the Education Department	Similarly, ensuring changes in Education Department central functions are of benefit to individual schools is another window of opportunity for principals to make changes in schools.			

2 Education Department (cont d)

		Potential	New	Experienced
<p>Collecting, analysing and responding to school performance data</p>	<p>Centrally collected data are essential to good school reporting. Useful data includes hard facts (not impressions) capable of building a history of school improvement over a period of years. The focus here is on whole-school indicators, not just the aggregated performance of all the students. The focus is also on sensible comparisons with the achievements of other schools.</p>			
<p>Providing required accountability statements of whole school performance</p>	<p>The purposes of quality assurance deserve whole-hearted support. Ensuring reports about the school are real measures of real achievement and do not gloss over real problems requires proper moral leadership. The community has an interest (indeed a right) to know how well we are leading the enterprise they have entrusted to our care.</p>			