



Serving principals **Needs Analysis Programme**



DEVELOPMENTAL
NEEDS ANALYSIS

CPD Plan & *Portfolio Guide*


A NAFPhk Professional Development Programme





**A NAFPhk Professional Development Programme –
Serving Principals Needs Analysis Programme
*Continuing Professional Development Plan & Portfolio Guide***

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For more information on the *Needs Assessment for Principals (Hong Kong)* [NAFPhk] programmes, please email us at NAFPhk@fed.cuhk.edu.hk or visit <http://www3.fed.cuhk.edu.hk/ELDevNet>



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Introduction

This final booklet has two parts.

The first part provides a structure for you to plan your leadership learning through a Continuing Professional Development Plan (CPDP). This plan begins with the most important targets identified during the Tripod Process, or those you determined at other stages of the analysis. These targets are then operationalised. Targets may be transferred and operationalised at any stage of the needs analysis process, you do not need to wait until you have completed a specific element.

The second part provides some guidelines for building a principal's portfolio. As with all of SpNAP, a portfolio is optional but highly recommended. A portfolio allows you to record evidence of your learning. This learning should relate to your learning targets, but can also include learning and development which happens outside of the needs analysis.

The SpNAP Goal Based Learning Schedule

Step	What	Where	
1. Read/Complete	Select the element and mechanism where you will begin your needs analysis. Work through at your own pace.	Either/or · <ul style="list-style-type: none"> ■ <i>Beliefs and Values Scan</i> · ■ <i>360° Feedback</i> · ■ <i>Issues ID</i> ■ <i>Conversations 1-6</i> 	 Element Booklets
2. Identify Ideas and Insights	In the booklet you are working on record the ideas and insights you identify, i.e. those that you believe are important to you and your school.	Either/or · <ul style="list-style-type: none"> ■ <i>Beliefs and Values Scan</i> · ■ <i>360° Feedback</i> · ■ <i>Issues ID</i> ■ <i>Conversations 1-6</i> 	
3. Write Learning Goals	In the booklet you are working on write a/some learning goals related to the issues you have identified.	Either/or · <ul style="list-style-type: none"> ■ <i>Beliefs and Values Scan</i> · ■ <i>360° Feedback</i> · ■ <i>Issues ID</i> ■ <i>Conversations 1-6</i> 	
4. Transfer Learning Goals	Rewrite your most important learning goals to this journal.	The appropriate section of the <i>Leader's Learning Journal</i> (matching the booklet you've been working on) in the <i>SpNAP Workbook</i> .	 SpNAP Workbook
5. Discuss	Rewrite your most important learning goals in the Tripod Journal and discuss these with your Tripod. Record useful points from this discussion.	The <i>Tripod Journal</i> in the <i>SpNAP Workbook</i> .	
6. Set Targets	Prioritise your most important learning goals by writing them as targets.	The <i>Tripod Journal</i> in the <i>SpNAP Workbook</i> .	
7. Action Plan	Transfer the targets to the planning booklet and build a Continuous Professional Development Plan.	<i>The Continuous Professional Development Plan & Portfolio Guide</i>	 CDPD & Portfolio Guide
8. Develop a Portfolio	Keep a record of anything that shows what you achieved as a leader which is linked to your learning targets.	<i>The Continuous Professional Development Plan & Portfolio Guide</i>	

Part I

Continuing Professional Development Plan (CPDP)

- What steps can I take to set and achieve my leadership learning targets?
- What experience, knowledge, skills, attitudes and competencies do I need?
- Ways in which someone can tell I've been successful in achieving the goals?
- What resources (human, structural and financial) are available to help me assess on a regular basis my competencies and identify learning needs?
- Are there any other ways I can extend my professional learning?

Purpose

The *CPDP* is a vital component of the Needs Analysis process. The outcomes of any analysis, reflection or discussion only achieve full benefit when they are operationalised or made 'real'. The plan is driven by the learning targets you identify in the SpNAP Workbook during the Tripod process. As its name implies, it is the first stage of what should become an ongoing or continuous learning journey.

The plan should therefore be viewed as is a 'living' document, not something that is done once and then left on the shelf like so many other documents. As such, when you achieve learning targets and have collected evidence of their accomplishment (either partial or full) you should enter new targets and begin the process again – this is action learning. In short, the plan must be actively managed and continually updated. We suggest that you work on no more than **three** targets at any one time.

Characteristics of Worthwhile Plans

Flexibility: Planning is not a static process. It must be dynamic and flexible. While it may be a difficult idea to grasp, a plan may almost be out of date as soon as it is written. Plans do not freeze into place the directions of change. If conditions change which prevent the achievement of certain goals or targets, they should be reviewed. It is unrealistic in today's rapidly changing environment to cast plans in stone. Mechanisms (and mind-sets) have to be established which enable you to make rapid reviews and changes. Plans need to be living entities. As the school's environment changes, or as a new educational need arises, the school should be able to review its existing strategies and directions and change the plan accordingly.

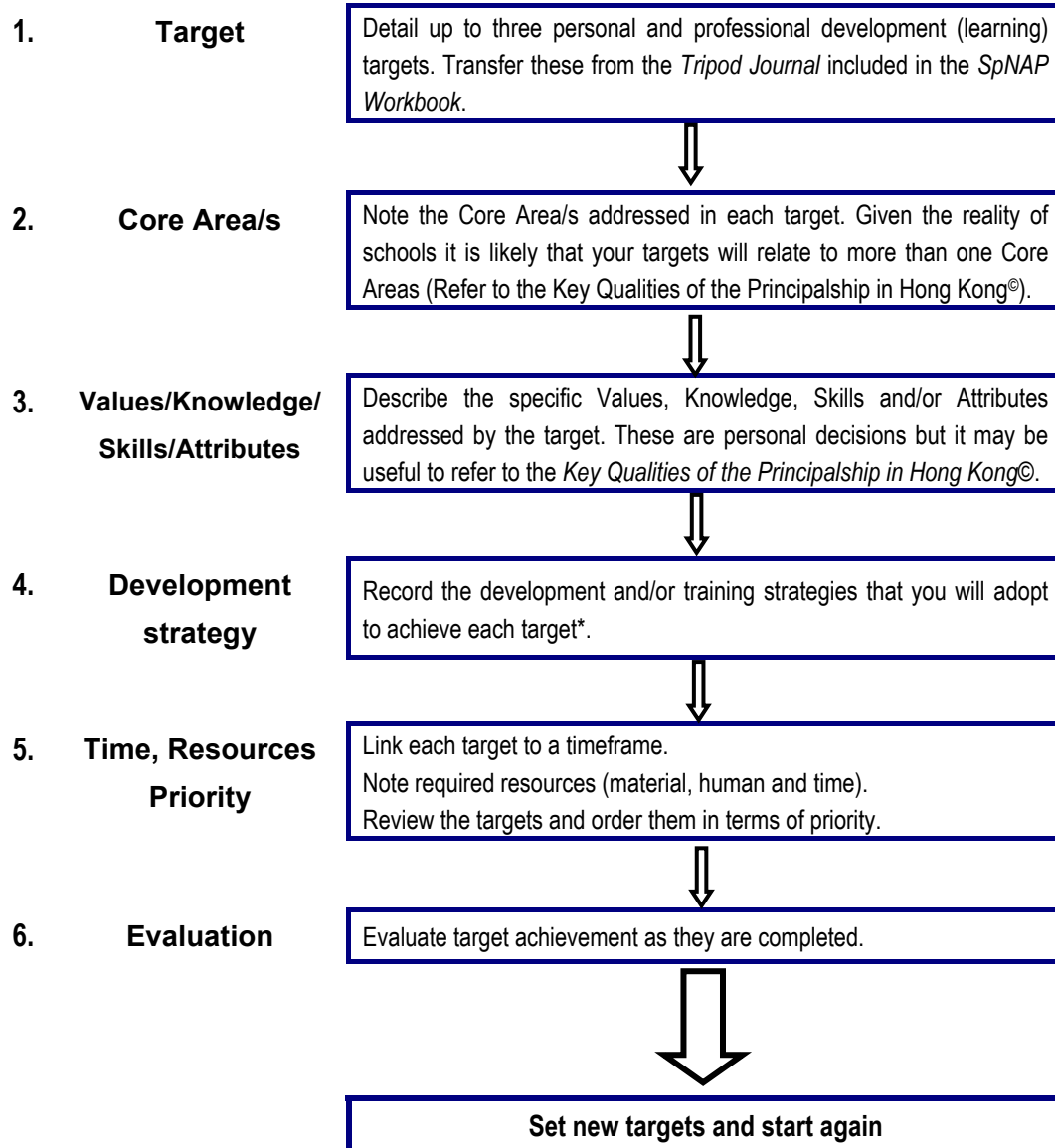
Change: Planning is a device about change and for change. If it is done well, it should mean that there is a greater possibility that change will occur successfully and that you and your school will be more proactive in seeking to do the things that make them more effective. More importantly, the continuous development and review of plans as a regular part of your development should provoke a culture of change and continuous learning. Teachers, in particular, should come to expect change and will look to the principal for indications of this expectation. Change should not be seen as an enemy to be feared but as a force for improved satisfaction and as a part of daily life.

Involvement: Planning should be based on collaboration, participation and involvement. While there still appears to be a widespread commitment in schools, despite claims to the contrary, to 'boss decides - everyone complies', the problem of imposing vision is that plans become mere rhetoric. Even if people know what they are - and that is seldom the case, it has to be said - they are unlikely to be enthusiastic about seeing them through. People need to feel that their ideas are not only valued but that they also make a real difference. This is why we suggest you involve others in your needs analysis.

Relevance: Plans must reflect the uniqueness and needs of individuals and communities, but must also account for systemic requirements. For your plans to be relevant they should be predominantly based on and driven by what you and your school community values and by student needs.

The Planning Process and Components

Your CPDP should follow the process below.



* Suggestions for strategies for meeting targets can be found in *Professional and Personal Development: A Range of Possibilities* (http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk_SP.asp). Further strategies can take account of the EMB, University or other offerings for principal professional development.

Ideas for Ensuring the Relevance and Practicality of the CPDP

When writing your CPDP you should consider a number of questions. Asking these will help ensure your plans are relevant.

1. Are my targets worthwhile (both relevant and realistic)?

- Is the target congruent with my values and beliefs about education and leadership?
- Is the target realistic and 'achievable'?
- Will achieving the target help me develop as a principal?
- Will achieving the target help the school and the teachers improve?
- Is the target in line with the needs of the school, particularly in terms of improving student outcomes?

If you answer 'no' to any of the above questions you may want to check the target, or perhaps adjust, change or combine it with another.

2. What do I want to learn?

- Check that you understand what it is you want to learn from addressing the target. Ask yourself whether you can explain what you want to learn in terms of outcomes.

3. How will I learn it?

- Consider the best strategies for addressing your learning target. What is available (tools and techniques) to you? What do local institutions offer? What can you do with fellow principals? Are these strategies reasonable and practical in my context? Can I do these alone or do I need help?

4. What resources do I need?

- What resources (time, material or human) do I need to learn? Of these, what are the most appropriate resources? What are the easiest to use?

5. How will I know when I have learned it?

- Different types of evidence are required for assessing the accomplishment of different learning targets.
- Evidence can address either/all knowledge and skills or values and attitudes.
- Some evidence may be extremely tangible whereas some may be difficult to show. Such may include different forms of feedback from your mirroring (discussions) with colleagues.

Reality Checking your CPDP

Check your own Continuing Professional Development Plan (CPDP) by answering the following questions. (Download additional forms from http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk_SP.asp)

1. Are my targets worthwhile?

2. What do I want to learn?

3. How will I learn it?

4. What resources do I need?

5. How will I know if I have achieved anything?

Planning Pro-formas

Following are a number of planning pro-formas. These are preceded by an example of what a completed CPDP might look like. You can copy additional blank planning forms or download them from http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk_SP.asp

Sample of Continuing Professional Development Plan

TARGET	CORE AREA(S)	VALUES, KNOWLEDGE, SKILLS & ATTRIBUTES	DEVELOPMENT STRATEGIES	TIME	PRIORITY	EVALUATION
1. To acquire more knowledge about the concept of curriculum to mobilize the staff to carry out curriculum reform in order to improve students' academic achievement.	2,3,5	V education for all; innovativeness; learning-centredness	1. To attend workshops or M.Ed. course (on curriculum) 2. To hold meetings with staff (HODs & entire staff) 3. Inter-school sharing 4. With staff to attend seminars & workshops & share new learning	Over the first 2 years	2	
		K knowledge of curriculum design; curriculum implementation & evaluation				
		S planning; shared decision-making; supervising & monitoring; goal-setting & prioritizing; motivating; evaluation; culture building				
		A Adaptability; courage; tough-mindedness; collaboration; resourcefulness; decisiveness				
2. To learn to build a school culture which emphasizes a good learning environment and good learning techniques in order to project a positive school image.	1,3,5,6	V empowerment; service-orientation	1. To attend seminars or courses on vision- or culture-building 2. To engage in inter-school experience sharing 3. To set goals & prioritize school developments	For at least 2 years	3	
		K education trends; management & organization; teaching & learning				
		S culture building; vision building; motivating; active listening, writing & speaking; shared decision-making; planning; connectivity				
		A commitment; resilience; collaboration; resourcesfulness; integrity; political astuteness				
3. To learn to interact with staff more effectively and to be more assertive if and when necessary (for example, when dealing with school values or school mission).	1,3,4	V equity & fairness; learning-centredness	1. To hold meetings with individual teachers 2. To attend seminars or courses on personnel or human resources management 3. To reflect on personal & school values	First 6 months of first year from now on	1	
		K coaching & counseling; professional development; management & leadership; education policies & trends; legal context				
		S critical thinking; active listening; key-point presenting; shared decision-making; negotiating; motivating				
		A responsiveness; courage & resilience; self-confidence; tough-mindedness				

4. To learn to establish good ties with parents and external bodies.	3,6	V	Service-orientation; empowerment; lifelong learning	1. To establish contacts with outside organizations 2. To get involved in the PTA 3. To attend school functions in the community	In the first year	4	
		K	Parental & community involvement; external conditions				
		S	Connecting; communicative skills; organizing & marketing; culture-building; motivating				
		A	Adaptability; responsiveness; courage; modesty; being respectful; resourcefulness; integrity & political astuteness				
5. To sharpen visioning and conceptualizing skills in order to grasp school issues better.	1,3	V	Empowerment; service-orientation	1. To set aside time for personal reflection & planning daily 2. To read up on thinking skills 3. To practice looking at an issue from different perspectives 4. To discuss school issues often with staff formally & informally	From now on	5	
		K	Education trends; management & organization; teaching & learning				
		S	Culture building; vision building; motivating; active listening, writing & speaking; shared decision-making; planning; connectivity				
		A	Commitment; resilience; collaboration; resourcefulness; integrity; political astuteness				
6. To enhance personal IT skills.	3	V	Equity & fairness; learning-centredness	1. To attend courses on the use of IT in these areas 2. To discuss related issues with IT teachers	Within the first year	6	
		K	Coaching & counseling; professional development; management & leadership; education policies & trends; legal context				
		S	Critical thinking; active listening; key-point presenting; shared decision-making; negotiating; motivating				
		A	Responsiveness; courage & resilience; self-confidence; tough-mindedness				

SAMPLE

REMEMBER TO AIM FOR A BALANCED PLAN – TRY NOT TO RESTRICT YOURSELF TO JUST TECHNICAL/MECHANICAL AREAS.

Continuing Professional Development Plan

TARGET	CORE AREA(S)	VALUES, KNOWLEDGE, SKILLS & ATTRIBUTES	DEVELOPMENT STRATEGIES	TIME	PRIORITY	EVALUATION
		V				
		K				
		S				
		A				
		V				
		K				
		S				
		A				
		V				
		K				
		S				
		A				

REMEMBER TO AIM FOR A BALANCED PLAN – TRY NOT TO RESTRICT YOURSELF TO JUST TECHNICAL/MECHANICAL AREAS.

		V				
		K				
		S				
		A				
		V				
		K				
		S				
		A				
		V				
		K				
		S				
		A				

REMEMBER TO AIM FOR A BALANCED PLAN – TRY NOT TO RESTRICT YOURSELF TO JUST TECHNICAL/MECHANICAL AREAS.

TARGET	CORE AREA(S)	VALUES, KNOWLEDGE, SKILLS & ATTRIBUTES	DEVELOPMENT STRATEGIES	TIME	PRIORITY	EVALUATION
		V				
		K				
		S				
		A				
		V				
		K				
		S				
		A				
		V				
		K				
		S				
		A				

REMEMBER TO AIM FOR A BALANCED PLAN – TRY NOT TO RESTRICT YOURSELF TO JUST TECHNICAL/MECHANICAL AREAS.

Part II

Principal's Portfolio Guide

"There is something substantial left to do."

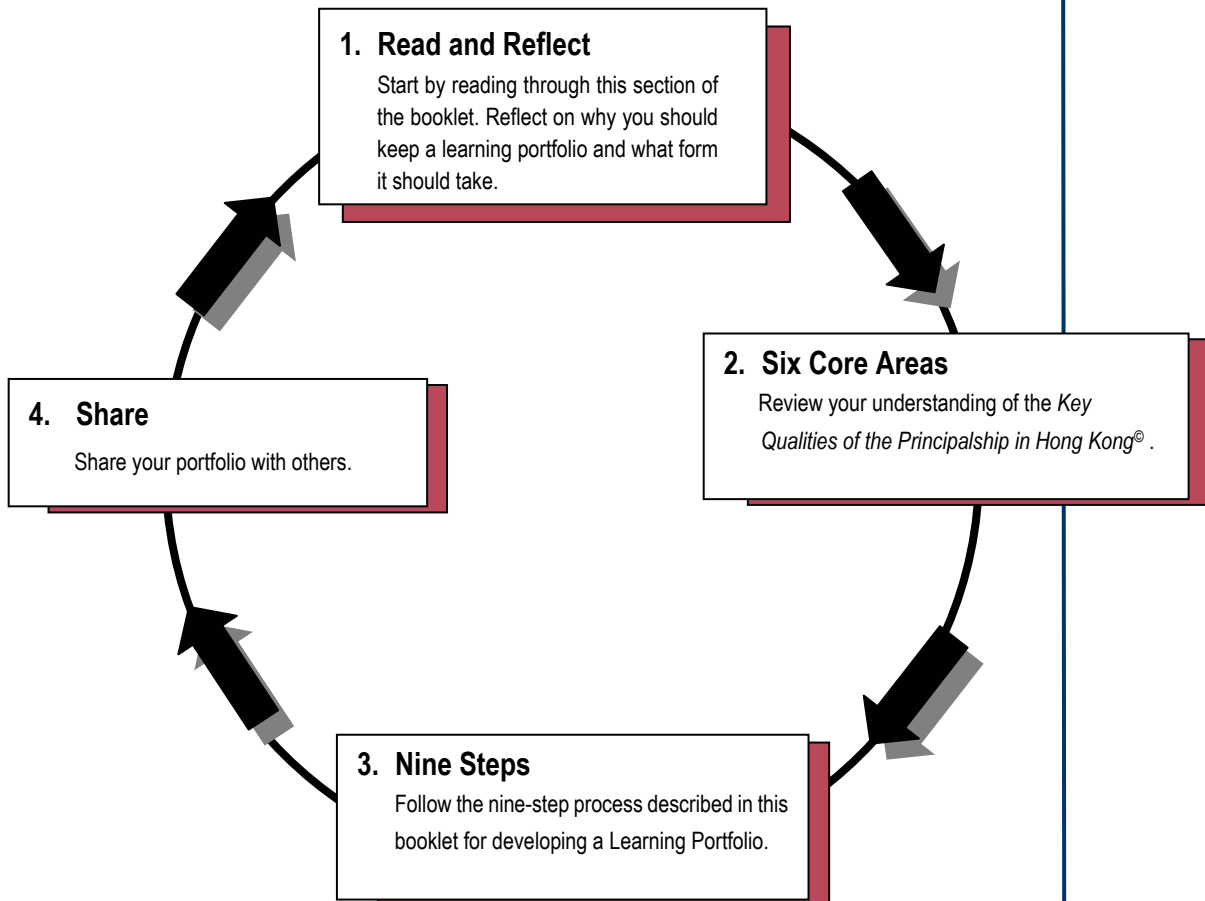


Ask yourself:

- Am I reinventing myself?
- Has my vision changed?
- What evidence do I have that lets me know how I am going?
- Am I making my 'mark' on my school and on education?

School communities need assurance that school leaders are learning and growing in their job and that it can be predicted with some confidence that the behaviour of these leaders will be congruent with the agreed core culture and direction of the school. Learning Portfolios, supported by enriched conversations provide this security.

Designing a Portfolio



Introduction:

What is a Principal's Learning Portfolio?

The development of a Learning Portfolio as a way of charting a professional journey is becoming a standard professional development tool for many principals world-wide. Such portfolios contain assembled evidence (collected, selected and reflected upon) of the principal's personal and professional growth on the job.

Putting together a Learning Portfolio is the process by which serving principal compile evidence about their work and the way they have continued to develop as leaders. It is a record of how the principal has 'sharpened the saw' (as Steven Covey puts it), staying fit, flexible and ready to meet the changing demands of schools and community.

It is expected that this collection of artifacts will be structured in such a way as to form the basis for a series of conversations with anyone who may wish to engage in a review of the principal's effectiveness. In addition, if school leaders present portfolio evidence of their own learning and growth, and if in their portfolios show in concrete ways about how that growth affects student learning, then they can show their leadership of school change.

Underpinning the idea of portfolios are assumptions that the complex, contextual nature of teaching and leading educational communities can be communicated to others through narrative supported by evidence. Furthermore, there is an underlying premise that principals sharing this kind of critical reflective activity with their peers are likely to continually adapt their own practice to better fit the needs of their schools.

School communities need assurance that school leaders are learning and growing in their job and that it can be predicted with some confidence that the behaviour of these leaders is congruent with the agreed core culture and direction of the school. Learning Portfolios, supported by enriched conversations, provide this security.

The purpose of a portfolio is not only to show what a good principal you are, though you should highlight accomplishments, but to describe how you've been thinking about and approaching your work. In this sense they complement the action learning/research model of development. Principals' portfolios in their simplest form are a collection of documents that provide examples of activities undertaken. When combined with reflective practice they provide an effective method of developing and demonstrating progress made. They are a powerful tool for promoting self-analysis and professional growth aimed at improved practice, which can positively affect student achievement.

Developing an effective Learning Portfolio: A Nine-Step Process

1. Begin with a standard. Start with the six core areas that comprise the *Key Qualities of the Principalship in Hong Kong*[®]. Chose an area and reflect upon what it entails and means for you. Write out the steps you have taken toward reaching it.
2. Think about benchmarks. What will serve as evidence of your progress toward improving your effectiveness in this core area?
3. Collect artifacts. As you work, document your efforts. Save meeting minutes or notes, photocopies of diary entries, formal memos to staff, informal notes to staff, photos, videotapes, letters, written recommendations, awards, reviews, appraisals, action plans and strategic plans. This collection is your working portfolio.
4. Refer back to your original six core areas of the *Key Qualities of the Principalship in Hong Kong*[®] regularly. Check your progress and make changes when appropriate.
5. Sort, catalogue and reflect on your artifacts. Write a description of each item and explain how it gives evidence of your progress or process. Reflect on your progress: What was successful? What challenges arose?
6. Write an introduction to your portfolio. In this introduction you should describe your school setting (some notes about context such as the major issues facing the school) and your rationale for embarking on a development process. You might even outline concerns you held at the outset about school change and the role of a leader in setting the example for staff in a Learning Organisation.
7. Write some reflections about the process. Think about the work's impact on you, on your staff, on student outcomes, your school's culture and on your school community.
8. Assemble your portfolio. Create a table of contents.
9. Present your portfolio to other principals and colleagues for feedback.

The Structure of the Learning Portfolio

The Serving Principal's Learning Portfolio is a place for you to record evidence of your learning and other accomplishments and successes. The Learning Portfolio has three parts; (1) the Documentation (artefacts); (2) the Reflection and (3) Ongoing planning.

(1) Documentation

This part includes artefacts that provide evidence of leadership practice and learning in each evaluation area. If it does not fit neatly within one of the core areas it can simply be included in a general section. Within each section, you should include relevant written artefacts as evidence or documentation. Examples may include:

- Memos and letters
- School Manuals and School Handbooks
- Data base reports e.g. student performance data
- Information from others about your leadership, e.g. observation narratives from colleagues
- Parent and/or staff surveys
- Performance management reports
- Professional activity logs e.g. email logs and analysis of event frequency from your diary
- Awards and commendations
- Action plans and strategic plans
- System flow charts and diagrams
- Quality Assurance Manuals
- Protocols and Procedures manuals
- Formal review or appraisal reports
- Newsletters
- Annual School Reports
- Emails
- Photographs, Videos and Digital presentations (e.g. power point presentations)
- Local newspaper cuttings or TV segments
- Your publications in journals or articles in magazines

(2) Reflection

Written commentaries or narratives on the documents that detail why and how they were used and what was learned from them? Narratives are a necessary component for illustrating responsibility, accountability and growth through the use of a portfolio. These reflections do not have to be long or complex, but should be brief statements of why the artifact was included in the portfolio. These comments should include the following:

- A description of each item (Why is it included? How did it happen? Who was involved?)
- Explain how it gives evidence of your progress or process.
- What did you learn? (Was it successful or useful?)
- What did it lead on to? (Improved learning outcomes?)

(3) Ongoing planning

Include your Continuing Professional Development Plan in your portfolio. This provides evidence of what you are doing and what has been achieved to date.

Arrangement of the Portfolio

The Learning Portfolio should have six sections based approximately around the *Key Qualities of the Principalship in Hong Kong*[®]. The role and associated tasks of principals in school-based management and school improvement can be clustered into six core areas. These six areas are:

1. Strategic Direction and Policy Environment
2. Teaching, Learning and Curriculum
3. Leader and Teacher Growth and Development
4. Staff and Resource Management
5. Quality Assurance and Accountability
6. External Communication and Connection

What does it look like?

The Learning Portfolio can be arranged in a 'loose leaf' folder as a collection of pages of evidence pertaining to each of the six core areas. Videos or CD-Roms can be added in plastic sleeves as appendices to the portfolio. Below is a sample of an entry from a learning portfolio.

SAMPLE of page from Learning Portfolio

SSE 學校自我評估 School Self-evaluation

	Page
Foreword	1
School Development Planning	1-1
1 Situation Analysis	
2 Target-setting	
3 Use of Performance Indicators	
3.1 Guiding Principle	
3.2 Framework of A...	
3.3 Use of PIs for S...	
3.4 Success Criteria	
4 Drawing Up Plans	
4.1 Drawing Up a S...	
4.2 Drafting a Func...	

Education Manpower Bureau

Enhanced School Development and Accountability (SDA) Through School Self-evaluation and External School Review

Quality Assurance Division, EMB
July 2003

Professional Development Conference - 郵件 (純文字)

收件者: jennifer@bevalschool.com

Dear Mr. Yiu,

I'm delighted to join the annual Professional Development Conference for Serving Principals in Hong Kong, organized by the Serving Principals Collaboration. I'm interested in getting the outline or proposed schedule for the day so that I can better prepare myself for this much anticipated event.

It would be great if you could contact Ms. Coney Wan, my secretary to arrange details for the conference.

I'm looking forward to meeting you this Saturday.

Best Regards,
Jennifer Leung

Digital Learning Portfolios

With current Information Technology, it is a relatively easy matter to compile a digital Learning Portfolio. A digital portfolio is one in which the evidence of learning and reflections are not found on paper, but stored digitally on a CD Rom or similar multi-media device. The scanning of artefacts or the use of digital cameras to take digital images of documents makes it possible to compile the evidence of learning in an easily portable format. It is also possible to insert digital video clips, MPEG files or similar that enables the digital Learning Portfolio to capture a 'live' image of yourself describing aspects of your learning evidence or discussing your reflections.

Digital Learning Portfolios can also include hyperlinks to websites or pages that you have developed (such as the school's website) which you can regularly review in order to demonstrate your developmental learning. Such links are also exciting ways of demonstrating how you as a school leader are responding to innovation and change in education.



Conclusion

The overall purpose of the Serving Principals Needs Analysis programme has been to assist experienced principals to set learning goals that are directly related to their work. Through planning and reflecting on these goals, principals have been asked to identify areas of school leadership knowledge, skills, values and attributes that they need to develop. In this booklet we have set out a process by which a principal might choose to gather evidence that demonstrates their work and the way they have continued to develop as leaders of Learning Organisations.

Reference:

Covey, S.R. (1990). *Seven habits of highly effective people*. New York: Gary Allen.