Serving principals
Needs Analysis Programme

SpNAP
Workbook

A NAFPhk Professional Development Programme

Beliefs and Values Scan · 360° Feedback · Issues ID · Conversations

A NAFPhk Professional Development Programme –
Serving Principals Needs Analysis Programme
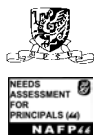*SpNAP Workbook*

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Introduction

This *Workbook* is where you collect, on a continuing basis, the learning goals that you have developed throughout the needs analysis process. The ultimate purpose of SpNAP is to help principals enhance their school leadership capabilities to help make their day-to-day practice more effective.

This *Workbook* is therefore central to your needs analysis in that it provides a structure that enables you to pull together the thoughts and reflections that you have developed while working through the four programme elements. You do this through recording the learning goals you identified while going through the process. As stressed throughout, the Learning Goals are an essential part of the Goal-Based Learning process and lead to the writing of an Action Plan (the Continuing Professional Development Plan). This *Workbook* has two major sections, the **Leader's Learning Journal** and the **Tripod Journal**. When used in conjunction with the other element booklets, this *Workbook* provides a simple process designed to help you analyse your developmental needs.

As you complete each element booklet (or different mechanisms included in them) transfer the most important learning goals to the appropriate place in this Workbook. For example, when you have completed the SpNAP *Beliefs and Values Scan* (or one of its mechanisms), transfer the learning goals you identified to the *Leader's Learning Journal* in this *Workbook*.

After you have done this, you will be guided through the 'Tripod' process which involves you in discussing your learning goals with others. This is important because it enables you to prioritise your learning goals into a smaller list and then write these as Targets. These targets are the endpoints of your needs analysis and are the basis of your action plan. The difference between learning goals and targets is that targets are written in more achievable, measurable forms in order to focus your development planning.

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 · ■ *Beliefs and Values Scan ·* ■ *360° Feedback ·* ■ *Issues ID* ■ *Conversations 1-6*	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 · ■ *Beliefs and Values Scan ·* ■ *360° Feedback ·* ■ *Issues ID* ■ *Conversations 1-6*	Element Booklets
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 · ■ *Beliefs and Values Scan ·* ■ *360° Feedback ·* ■ *Issues ID* ■ *Conversations 1-6*	Element Booklets
4. Transfer Leaning Goals	Rewrite your most important learning goals to this journal.	The appropriate section of the *Leader's Learning Journal* (matching the booklet you've been working on) in the *SpNAP Workbook.*	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 *Tripod Journal* in the *SpNAP Workbook.*	SpNAP Workbook
6. Set Targets	Prioritise your most important learning goals by writing them as targets.	The *Tripod Journal* in the *SpNAP Workbook.*	SpNAP Workbook
7. Action Plan	Transfer the targets to the planning booklet and build a Continuous Professional Development Plan.	The *Continuous Professional Development Plan & Portfolio Guide*	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.	The *Continuous Professional Development Plan & Portfolio Guide*	CDPD & Portfolio Guide

The SpNAP Workbook

This Workbook has two sections:

1. Leader's Learning Journal

This journal is essentially a collection point for your most important learning goals. These are drawn from any of the goals which you have set in the four programme element booklets. As you work through the mechanisms which comprise these booklets you are asked to identify salient **ideas and insights** and then to work these into **learning goals**. Ideas, insights and learning goals are first recorded in each of the separate booklets and then transferred to the appropriate section of the *Leader's Learning Journal*. You can transfer the goals whenever you feel ready, but we suggest that you do this when you have either completed a selected mechanism or a selected element booklet. The process of transferring learning goals encourages you to prioritise through thinking more deeply about what you want/ or need to learn (self-talk). Your learning goals are the base data upon which you will eventually draw your CPDP.

The journal has separate sections for each of the four programme elements which are:

> **Element 1: Beliefs and Values Scan**
> **Element 2: 360° Feedback**
> **Element 3: Issues ID**
> **Element 4: Conversations**
>   **Conversations 1: Accountability**
>   **Conversations 2: Change and Strategic Thinking**
>   **Conversations 3: Effective Leadership**
>   **Conversations 4: Networking**
>   **Conversations 5: IT and eLearning**
>   **Conversations 6: Student and Learning**

These six booklets comprise the Conversations Element

2. The Tripod Journal

The *Tripod Journal* is where you record discussions with colleagues about your learning goals and then write Targets to guide your ongoing leadership development. Underpinning the Tripod process is a belief that it is very difficult to learn on your own – that social interaction is vital for effective learning to occur. The Tripod Journal starts on page 24.

The Tripod Process

The essence of the Tripod process is that it encourages you to reflect upon your leadership learning needs by discussing your Learning Goals with colleagues. It also asks you to think about how to link your targets to the development of your school. The Tripod is a supportive collaboration arrangement between three or more colleagues – it is about gathering data on yourself through the 'eyes' of other leaders/colleagues who you respect.

Forming a Tripod Discussion Group

A crucial part of any Action Learning is to critically discuss and reflect on your learning with other principals or leaders. As previously discussed, a key element of needs analysis is gathering data that helps you to find out about yourself. The importance of 'mirroring' in self-development – that can only be achieved by discussing your ideas with others – cannot be overestimated. Mirroring means 'seeing yourself' or engaging in critical reflection. By discussing your goals with others you can 'hear' bounced back to you what it 'sounds like'. Is it realistic? Is it useful? What do others think? Why is it important for my school? How will it help students? Most importantly, through this discussion you have access to people who will be able to tell you about yourself. Through this mirroring you can become conscious of 'what's not there'.

You can gather data about your goals and needs through the 'eyes' of two or more other leaders/colleagues who you respect. These colleagues can be fellow principals, other education professionals or professionals from outside education, from either private or public sector. The key to selecting a tripod group is to link with people you trust to provide honest feedback and advice. Although we suggest that three is a good group size for promoting in-depth interaction and feedback, the number of people involved can vary depending on your preference. Other configurations might be:

- with a mentor or critical colleague;
- with a group of principals from the same Sponsoring Body or District;
- with fellow principals and vice-principals as part of a professional development course.

Structure of the Tripod Journal

A '*Tripod Journal*' is a log or diary that records your discussion with other leaders, links your targets and notes how these relate to school development.

- After you have set your learning goals in the *Leader's Learning Journal* transfer the most important of these to the *Tripod Journal* (also list the relevant programme element/mechanism). Use these goals as the basis for discussion, debate and analysis with your colleagues.

- As the discussion proceeds briefly record the essence of the feedback discussions in the *Tripod Journal*.

- During the discussion further prioritise the learning goals by reframing them as targets.

- Write the targets in the appropriate column of the *Tripod Journal*. You do not have to write targets for every learning goal, prioritise. The difference between learning goals and targets is that targets are priorities and are written in more achievable measurable forms in order to focus your development planning in the *Continuing Professional Development Plan*.

- Following the initial discussion and target setting clarify with your Tripod group how the target relates specifically to **your** school context and development.

- When you feel it is time, transfer your most important targets to the *Continuing Professional Development Plan.*

In sum, the Tripod process and journal ask you to gather feedback and record your **reflections** as you progress through the needs analysis. These reflections provide additional information which helps you further **prioritise** your learning goals and then to reframe these as targets.

Sample of a Tripod Journal entry:

Date	Programme Element: - Beliefs & Values Scan - 360° Feedback - Issues ID - Conversations	Learning Goal and Discussion	Target
08/05/05	*Conversations IT & eLearning*	*Goal: Investigate the possibility of using eBooks* *Mrs Tang thinks it is a technology that is not yet feasible for my school.* *From talking with her I came to realise that I need to be a more directive leader with regards to my school's IT committee and its forward strategic planning!*	*Not a priority* **Link To School Development**
04/06/05	*Issues ID*	*Goal: Learn more about the values based strategic planning process and the best way to get staff involved so that they are committed to our agreed school outcomes.* *Mr Siu and Mrs Tang recommend that I visit their workplaces to observe their strategic planning focus groups in action.*	*To develop a way of getting staff more involved in values based strategic planning.* *Needs to be done within next six months.* **Link To School Development** *Planning is key if staff are to be involved in SSE*

* Transfer your most important Targets to your CPDP & Portfolio Guide on a regular basis. You do not need to complete all elements before planning – it should be an ongoing process.

Leader's Learning Journal

Contents

Learning Goals from Beliefs and Values Scan

Personal Beliefs and Values and Learning Goals Table

Beliefs and Values	Learning Goal
Meaning	
Operation	

*Transfer your most important learning goals to the *Tripod Journal*.

Personal Beliefs and Values and Learning Goals Table (Cont'd)

Beliefs and Values	Learning Goal
People	
Self	

*Transfer your most important learning goals to the *Tripod Journal*.

Learning Goals from 360° Feedback

360° Feedback and Learning Goals Table

360° Questionnaires	Learning Goal
Strategic Direction & Policy Environment	
Teaching, Learning & Curriculum	
Leader & Teacher Growth & Development	
Staff & Resource Management	

*Transfer your most important learning goals to the *Tripod Journal*.

360° Feedback and Learning Goals Table (cont'd)

360° Questionnaires	Learning Goal
Quality Assurance & Accountability	
External Communication & Connection	
Information Technology	
Staff Welfare	

*Transfer your most important learning goals to the *Tripod Journal*.

360° Feedback and Learning Goals Table (cont'd)

360° Questionnaires	Learning Goal
Shared Leadership	
Innovation and Change	
Communication	
Others	

*Transfer your most important learning goals to the *Tripod Journal*.

Learning Goals from Issues ID

6 Core Areas	Learning Goal
Strategic Direction and Policy Environment Knowledge, Skills, Attributes related to: ■ Current and emerging education and education-related policies as guides to planning and future intent. ■ New theories, ideas and trends in education with potential for informing strategic thinking and planning. ■ The legal context and its implications for the rights, responsibilities and duties of school members and for the formulation and implementation of school policy and planning.	
Teaching, Learning and Curriculum Knowledge, Skills, Attributes related to: ■ Curriculum design and evaluation in fashioning an innovative, relevant and balanced curriculum. ■ Pedagogy and informed teaching and learning approaches geared to appropriate learning outcomes for all students. ■ Social and child psychology necessary for understanding the needs and behaviours of individuals and groups of students. ■ Psychology of learning as it underpins the teaching and learning processes. ■ Coaching and counselling for providing a supportive and safe environment in which teaching and learning are practised and experienced in a caring and enjoyable fashion. ■ Management, organisation and leadership as they support informed teaching and learning practices. ■ Student assessment as it relates to informed curriculum practice. ■ Computer technology embedded in teaching, learning and curriculum.	

*Transfer your most important learning goals to the *Tripod Journal*.

6 Core Areas	Learning Goal
Leader & Teacher Growth & Development Knowledge, Skills, Attributes related to: ▪ Models of, and approaches to, professional development and training leading to improved understanding of school and classroom practice. ▪ Coaching and counselling techniques useful for supporting staff in embracing student-centred and lifelong learning. ▪ Personal health and stress management as means of sustaining high levels of professional performance. ▪ Technology as a tool for supporting professional development. Knowledge of the theory and implementation of cutting-edge professional development pertaining to: ▪ Curriculum design and evaluation consistent with current theories and principles. ▪ Pedagogy and informed teaching-learning approaches. ▪ Social and child psychology. ▪ Psychology of child and adult learning. ▪ Management, organisation and leadership. ▪ Student assessment.	
Staff and Resource Management Knowledge, Skills, Attributes related to: ▪ Budgeting and financial management as ways of resourcing the school's academic and non-academic programme. ▪ Allocating and deploying human, financial and physical resources to support the priorities of the school with respect to teaching, learning and curriculum. ▪ Management and organisation for the efficient and effective day-to-day operation of the school. ▪ Management and organisation of school resources consistent with principles underpinning school policy and informed teaching, learning and curriculum practices. ▪ Computer technology for financial and organisational management.	

*Transfer your most important learning goals to the *Tripod Journal*.

6 Core Areas	Learning Goal
Quality Assurance and Accountability Knowledge, Skills, Attributes related to: ▪ The policy context with respect to quality assurance and accountability and their relationship with school performance. ▪ Evaluation processes pertaining to students, teachers, departments and the whole school and the benefits that follow for improved performance. ▪ Data collection and analysis techniques relating to individual, department and school performance. ▪ Computer technology as it relates to data collection and analysis.	
External Communication and Connection Knowledge, Skills, Attributes related to: ▪ Social, economic and political conditions as they relate to the local, national and global contexts. ▪ The purpose of parental and community involvement and participation in school life. ▪ Computer technology as it relates to furthering connections with local, national and global communities and involving parents in school life.	
Miscellaneous	

*Transfer your most important learning goals to the *Tripod Journal*.

Learning Goals from Conversations 1

Conversations Learning Journal Chart: Accountability

Date	Conversation Number	Learning Goal

*Transfer your most important learning goals to the *Tripod Journal*.

Learning Goals from Conversations 2

Conversations Learning Journal Chart: Change & Strategic Thinking

Date	Conversation Number	Learning Goal

*Transfer your most important learning goals to the *Tripod Journal*.

Learning Goals from Conversations 3

Conversations Learning Journal Chart: Effective Leadership

Date	Conversation Number	Learning Goal

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Learning Goals from Conversations 4

Conversations Learning Journal Chart: IT & eLearning

Date	Conversation Number	Learning Goal

*Transfer your most important learning goals to the *Tripod Journal*.

Learning Goals from Conversations 5

Conversations Learning Journal Chart: Networking

Date	Conversation Number	Learning Goal

*Transfer your most important learning goals to the *Tripod Journal*.

Learning Goals from Conversations 6

Conversations Learning Journal Chart: Student & Learning

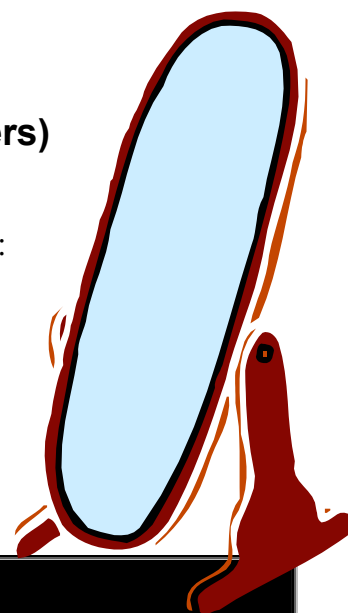| Date	Conversation Number	Learning Goal

*Transfer your most important learning goals to the *Tripod Journal*.

Tripod Journal

" A good discussion increases the dimensions of everyone who takes part."
– Randolph Bourne

Tripod Journal (discuss with 2 or more leaders)

Name of the persons you will discuss your learning goals with:

_____

_____

_____

Date	Programme Element: - Beliefs & Values Scan - 360° Feedback - Issues ID - Conversations	Learning Goal and Discussion	Target
			Link To School Development
			Link To School Development
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* Transfer your most important Targets to your *CPDP & Portfolio Guide* on a regular basis. You do not need to complete all elements before planning – it should be an ongoing process.

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