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The role of strong leadership in supporting assessment and improving results

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What is a school for?

- The purpose of a school is for learning.





Why change?

- The learning experience itself needs to become real, future-oriented, action-focused and more importantly – relevant! It must be oriented to life, not just the economy, and seek to develop capacity and not just competence.

The honourable Pehin dato Abdul Rahman Taib
Aug 2007



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The change needs to happen throughout the school if it is to have an impact



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School leadership is key!

“Stalker advised that these people (school leadership) are the driving force in changing the whole school culture.”

Brunei Times 10/1/08



What happens in the classroom is determined by what happens at the top

- What you value...
- What you emphasise...
- What you measure teachers on...

...will drive what happens in the classroom!



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**So what is the role of
leadership in making this
happen?**



A good leader should:

- enable subject staff to reflect on their current practice and identify strengths and weaknesses in their department;
- allow all staff to recognise common issues and identify, **as a whole school**,
 - a common agenda and programme for development;
 - provide opportunities for subject staff to begin to identify aspects of development which are particularly pertinent to their subject area.



How will leaders use assessment to help?

Managers will:

- Define roles and ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and diverse pupil groups
- Monitor the quality of teacher assessment, particularly in class
- Keep parents informed and involved
- Use assessment information to inform the school improvement plan and identify learning and training needs,



A quick reminder:

- AfL has been defined as:

‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there’



Some key points you as a leader need to bear in mind and make sure your school follows:

- Analysis moves from school or class level to an individual level
- Summative moves to formative use of data
- Data as statistics to data as information and intelligence
- Diagnostic use as well as accountability



How will SPA data help you?

- It will allow you to review performance and engage in planning in a more informed way and allow you to determine whole school priorities...



...but only

- If you use the data correctly and ensure your staff do as well!
- It is not about collecting raw scores and filling ledgers.
- It is about monitoring student progression to make sure they are learning.



If used well

- It will allow you to identify pockets of underachievement or excellence
- Understand how the school as a whole is doing
- How teaching groups are performing
- How subjects are performing
- Identify barriers to improving results



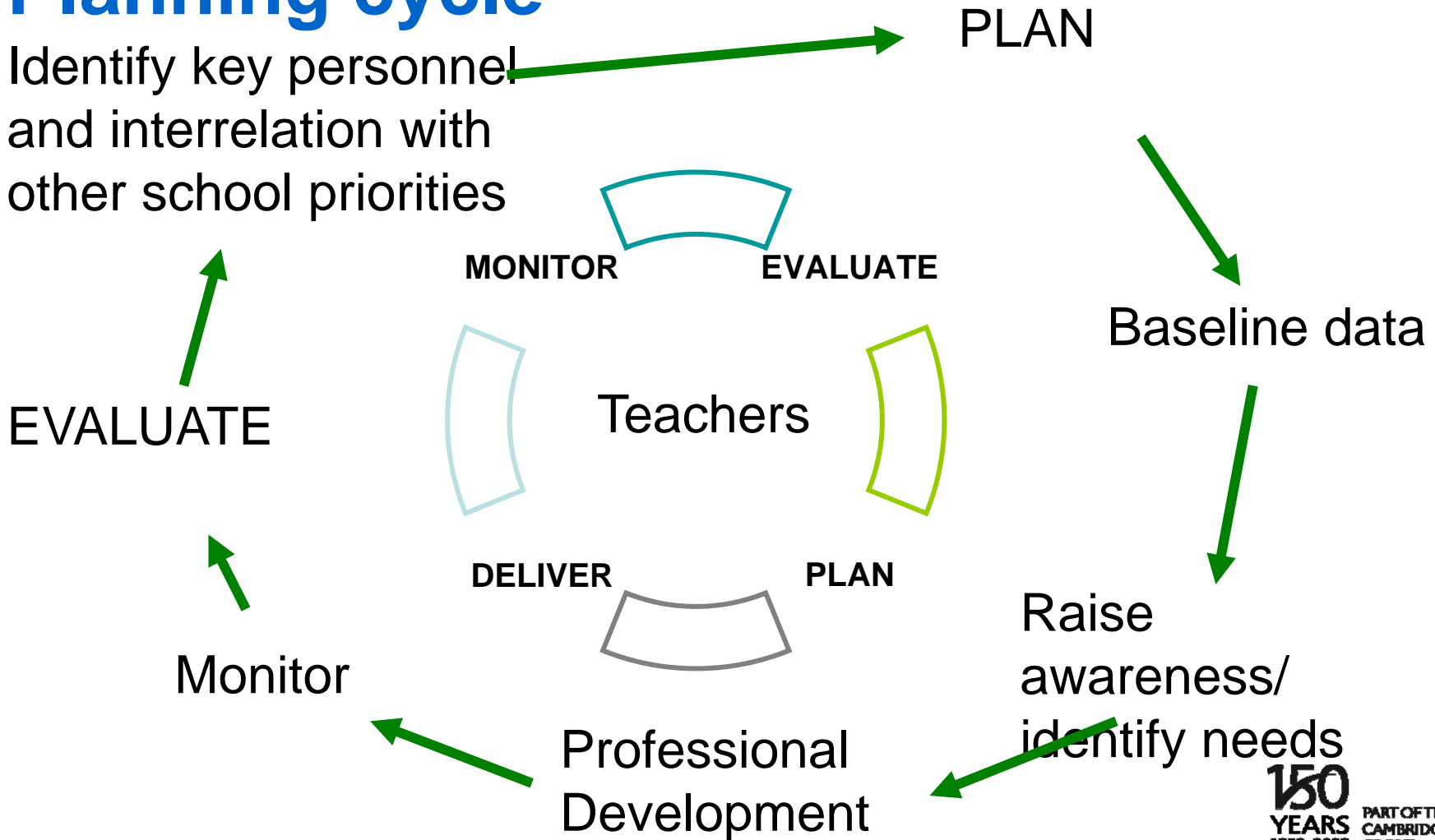
Questions for you to ask your teachers

- Are results in line with what you expect?
- What strategies have you put in place to ensure pupils made good progress?
- What worked with which pupils?
- Are there differences between subjects?
- What caused any differences?
- Do your students make good progress at all stages?



Planning cycle

Identify key personnel
and interrelation with
other school priorities





SPN21 is a important and ambitious project for Brunei

- It is needed to ensure that the education system in Brunei continues to meet the needs of its people
- and maintain Brunei as ‘a developed, peaceful and prosperous nation’.

taken from the mission statement from MoE website



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**But it will only work if you
understand and support it and
make it happen in your schools!**

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Any questions?