



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority

# SCHOOL LEADERSHIP ACTIVITY (3) (FOR TRAINERS)



## School Leadership 3 (for trainers)

### SEF- Activity 3

- **Target audience:** School leadership
- **Aim:** Enhance school leaderships' awareness of the areas that should be focused on and avoided when filling out the school Self-Evaluation Form (SEF).
- **Duration:** Within 10 minutes.
- **Description:** Group activity. Participants discuss areas that should be focused on and avoided when filling the (SEF) and answer questions.
- **Materials:** The activity sheet (one for each trainee) and an A3 paper for the group to answer.
- **Implementation mechanism:**
  - The trainer gives the groups two minutes before starting the activity to determine (a leader, a writer, and a presenter) for each group.
  - Activity questions are distributed; group members share the questions and discuss to arrive at the correct answers.
  - The agreed-upon answer is written by the group writer, during which the group leader organises the group discussion and their answers, within the specified time.
  - After the specified time is done, the answers of each group will be presented, not exceeding 5 minutes, where the trainer can choose a group to present (do's) and another group to present (Don'ts).
  - After the groups' presentations are done, the trainer presents the model answer to the participating trainees.
  - The trainer answers inquiries and questions, if any.

You have a set of school practices for filling out the Self-evaluation form (SEF). Categorise them into areas to focus on (Do's) and areas that the school should avoid (Don't) when filling out the (SEF).

#### School practices:

- 1- Evaluation of aspects is incompatible with one another.



- 2- Include evaluations in descriptive paragraphs.
- 3- Focus on schoolwork priorities.
- 4- Focus on procedures without impact.
- 5- Extreme brevity or verbosity.
- 6- Evaluate the aspects in a consistent manner and support them with factual evidence.
- 7- Very descriptive, not evaluative writing.
- 8- Base evaluations on realistic and actual data.
- 9- Use evaluative style in writing descriptive paragraphs.
- 10- Evaluation of aspect without supporting it with factual evidence.

<u>Focus Areas (Do)</u>		<u>Avoid (Don't)</u>
2		1
3		4
6		5
8		7
9		10