

School Leadership Program Alumni Survey Report 2022-2023

The survey involved former students who completed the Higher Diploma in School Leadership Program (SLP) at Bahrain Teachers College (BTC) during the academic year 2022- 2023.

The participants' responses were 31% of the respondents work in elementary schools, 6% work in intermediate schools, and 8% work in secondary schools. 26% of the schools the respondents work in are girls' schools, while only 19% are boys' schools. 21% of the respondents currently work as assistant principals in schools, 1% work as acting principal, and 23% work in other positions in schools. 38% of the respondents were females, and 7% were males.

The Field of Professional and Cognitive Characteristics:

- The majority strongly agreed that they promote moral values in their schools.
- The majority strongly agreed that they provide world-class education to students, while the rest simply agreed.
- The majority strongly agreed or simply agreed that they feel personally motivated, while a very small percentage did not agree with the statement.
- The majority strongly agreed that have positive relationships with their students, colleagues, and parents.
- The majority strongly agreed that they are a good role model in the educational body.
- The majority strongly agreed that they participate in the scientific and practical aspects with the educational body.
- The majority strongly agreed or simply agreed that they are well-informed about modern models of local and international school systems, while a very small percentage were natural or did not agree with the statement.
- The majority strongly agreed that they are pursuing professional development.
- The majority strongly agreed that they have a good understanding of local and global educational policies.
- The majority strongly agreed or simply agreed that they set a vision, a mission, and goals to achieve the educational policies.
- The majority strongly agreed that they work according to a specific strategic plan.
- The majority strongly agreed or simply agreed that they support all students and teaching staff to achieve excellence, while a very small percentage did not agree with the statement.

The Field of Dealing with Students and Teaching Staff:

- The majority strongly agreed that they set high expectations for students.
- All the respondents agreed or strongly agreed that they promote equality among all students.

- The majority strongly agreed or simply agreed that they promote a sense of responsibility in their teaching staff towards their students, while a very small percentage did not agree with the statement.
- All the respondents agreed or strongly agreed that they are aware of the teaching and learning process that occurs inside the classroom.
- The majority strongly agreed that they recognize successful classroom practices.
- The majority strongly agreed or simply agreed that they understand the curriculum's design and teaching process, while a small percentage were neutral.
- The majority strongly agreed or simply agreed that they conduct action research to develop teaching and learning.
- The majority strongly agreed or simply agreed that they provide opportunities to motivate their teaching staff.
- The majority strongly agreed that they support the skills of their teaching staff.
- The majority strongly agreed or simply agreed that they discover the skills and abilities of their teaching staff.
- The majority strongly agreed that they set clear principles of professional and ethical accountability.

The Field of Systems and Operations:

- All the respondents agreed or strongly agreed that they follow the school's rules and regulations.
- All the respondents agreed or strongly agreed that they maintain the principle of transparency, integrity, and honesty.
- The majority strongly agreed that they provide a safe and orderly environment for all the students and teaching staff.
- The majority strongly agreed that they promote good behaviors in their schools.
- The majority strongly agreed they establish fair and precise procedures.
- The majority strongly agreed that they address the deficiencies in the performance of the educational staff.
- All the respondents agreed or strongly agreed that they provide support to the educational staff to improve their performance.
- The majority strongly agreed that they support the school board to carry out its role effectively.
- The majority strongly agreed that they develop governance systems in their schools.
- The majority strongly agreed or simply agreed that they practice strategic financial planning.
- The majority agreed that they manage the school finances.
- All the respondents agreed or strongly agreed that they distribute the leadership management roles in their school.
- The majority strongly agreed that they form teams with clear roles and responsibilities.
- The majority agreed that they support digital empowerment and employ information technology.

The Field of Self-Improvement of Schools:

- The majority strongly agreed that they enhanced the exchange of experiences with other schools.
- The majority strongly agreed that they develop the spirit of competition with other schools.
- The majority strongly agreed or simply agreed that they develop direct relationships with specialists and professionals.
- The majority strongly agreed that they promote a culture of excellence and quality in their school.
- The majority strongly agreed that they employ research results to improve school performance.
- The majority strongly agreed that they develop methods of continuous professional development for the teaching staff.
- The majority strongly agreed or simply agreed that they create new ways to improve their school's performance, while a very small percentage were neutral or did not agree with the statement.
- The majority strongly agreed or simply agreed that they are committed to the internal and external accounting frameworks of the school.
- Almost all the respondents strongly agreed or simply agreed that they influence others to promote learning values.

The Social Leadership Program taken at BTC Contributed to Achieving the Following Outcomes:

- The majority strongly agreed or simply agreed that the program contributed in leading and managing effective programs in the curricula.
- The majority strongly agreed or simply agreed that the program helped them in applying the best methods and practices that contribute to students' learning and development.
- The majority strongly agreed or simply agreed that the program helped them design comprehensive professional development programs for their school members, while a very small percentage were neutral or did not agree with the statement.
- The majority strongly agreed or simply agreed that the program contributed in leading and organizing a culture of innovation and modernization in schools, while a very small percentage were neutral or did not agree with the statement.
- The majority strongly agreed or simply agreed that the program aided them in applying performance appraisal systems in the educational field.
- The majority strongly agreed or simply agreed that the program prepared them to respond to the expectations of the community surrounding the school, while a very small were neutral or did not agree with the statement.
- The majority agreed or simply agreed that the program contributed to exchanging and sharing distinguished educational practices.
- The majority strongly agreed or simply agreed that the program helped them plan strategically to achieve sustainable improvement.

- All the respondents agreed or strongly agreed that the program contributed to enhancing security and safety in the learning environment.
- All the respondents agreed or strongly agreed that the program contributed to the collaboration with partners and the local community.
- All the respondents agreed or strongly agreed that the program encouraged them to work with integrity and justice in accordance with professional ethics.
- All the respondents agreed or strongly agreed that the program contributed to understanding and responding to educational, social, and cultural political contexts.