EFECTIVE SCHOOL

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Effective School

- Definitions of effective school
- Characteristics of effective school

To Build Effective School:

- Roles of school leader
- Roles of teachers in school
- School partnership with parents and community
- School climate

- Perubahan sekolah:
  :: Sekolah berisiko kepada sekolah berkesan::
School Leaders

Teachers

Effective School

Parents and society

School Climate

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Definitions of Effective School

Dawson et.al (2006)

• Provide students with high performance education, that is education that makes a tangible difference to students academic and life outcomes
• Students from special needs are given attention from their teachers
• Students from poor family are given chances to excel in their academic achievement
• School that encouraged students to be creative, critical and caring people
Characteristics of Effective School

- Improved test scores.
- Improve attendance.
- Increased number of writing and homework assignments with amount of homework based on the age of students.
- Increased instructional time spent on Mathematics, English, Science, History and Social Sciences, Foreign Languages and Fine Arts.
Continue…

- Community and parents participation
- Student participation in extra curricular activities
- Awards and recognition for students and teachers
- Quality of support for students with special needs

(Davis & Thomas, 1989)
Characteristics of Effective School

Dowson et.al (2006)

- Shared beliefs
- Strong partnerships
- Responsive curricula
- High expectations
- Focused Leadership
- Mentoring and Relationship
<table>
<thead>
<tr>
<th>Professional staff holds high expectations and believes all students can reach high level</th>
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<tbody>
<tr>
<td>Students understand high expectations, have high self-concepts and have low sense of academic futility</td>
</tr>
<tr>
<td>Role expectations of teachers and students include high achievement</td>
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<tr>
<td>The school reward structure is centered on achievement</td>
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<tr>
<td>Stratification of students and differentiation of instructional programs is minimal</td>
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<tr>
<td>School goals and objectives are shared</td>
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<tr>
<td>The school climate is conducive to learning</td>
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</tbody>
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*(Ballantine & Hammack, 2009)*
Instructional Leadership:

Those actions that a principal takes or delegates to others to promote growth in student learning.
(DeBevoise, 1984)

Actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children.
(Greenfield, 1987)
Pansiri (2008) : Instructional Leadership for Quality Learning

- Leadership skills
- Coordination of leadership functions
- Curriculum management
- Teachers perceptions learner quality
- Learners perceptions of instructional leadership influence
Six Leadership Styles by Daniel Goleman

1) Authoritative
2) Coercive
3) Affiliative
4) Democratic
5) Pacesetting
6) Coaching

Six leadership styles
Effective Teachers

✔ Interactive Teaching
✔ Classroom management
✔ Behaviour management
✔ Enhancing students’ self-esteem
✔ Taking account of individual differences

(Mujis & Reynolds, 2001)
## Effective Teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Menentukan objektif pengajaran dan pembelajaran</td>
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<tr>
<td>2</td>
<td>Menyediakan rancangan mengajar</td>
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<tr>
<td>3</td>
<td>Mempunyai pengetahuan, kemahiran dan kecekapan bidang</td>
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<tr>
<td>4</td>
<td>Kepelbagaian kaedah mengajar</td>
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<tr>
<td>5</td>
<td>Melibatkan komunikasi dan penglibatan pelajar dalam kelas</td>
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<tr>
<td>6</td>
<td>Minat dan mencungkil sikap ingin tahu</td>
</tr>
<tr>
<td>7</td>
<td>Kejelasan penyampaian dan penghuraian isi pelajaran</td>
</tr>
<tr>
<td>8</td>
<td>Ujian dan penilaian</td>
</tr>
<tr>
<td>9</td>
<td>Tindakan susulan melalui pengayaan dan pemulihan</td>
</tr>
<tr>
<td>10</td>
<td>Pengurusan bilik darjah (Johdi Salleh, 2007)</td>
</tr>
</tbody>
</table>
School partnership with parents and community

- Konsep perkongsian dalam pendidikan cuba mencapai matlamat supaya masyarakat dapat mengambil berat terhadap anak-anak di sekolah

- Dapat menunjukkan keprihatinan terhadap usaha membentuk dan mendidik generasi akan datang

- Membetulkan semula struktur kekeluargaan yang semakin bersikap individualistik dan materialistik

- Guru berasakan terdapat sense of belonging di sekolah

- Pelajar pula berasakan diri mereka penting dan diberikan perhatian daripada kedua belah pihak: Sekolah dan keluarga

(Mohd Salleh Mahat, 2004)
Relationship between production of a SDP, community relations and levels of crime in the 62 respondents schools, 1999

- 19%: Have SDP, strong community relations, low levels of crime
- 5%: Have SDP, poor community relations, high levels of crime
- 13%: No SDP, poor community relations, high levels of crime
- 63%: No SDP, no crime, strong community relations

(Prew, 2009)
Effective School Climate

Positive school climate

- Rewards academic achievement
- Importance of scholastic success
- Maintenance of order and fair discipline

(Ballantine & Hammack, 2009)
Continue…

- Iklim atau suasana yang melaksanakan amalan hidup Islam dalam setiap aspek pembelajaran dan pekerjaan

- Pengamalan sifat muraqabah iaitu berasaskan Allah sentiasa memerhati setiap tindakan dilakukan

- Pengetua mengamalkan komunikasi terbuka dalam pergaulan dengan guru dan pelajar

- Komitmen guru terhadap sekolah adalah tinggi

- Guru-guru bekerjasama menyelesaikan masalah

- Kawasan sekolah bersih, cantik dan selamat

- Cukup tempat untuk ruang belajar

(Ahmad Zabidi Abdul Razak. 2006)
School Effective Climate: Classroom Climate

3 Types Classroom Climate:

- Competitive Classrooms
- Co-operative Classrooms
- Individual Classrooms

(Mujis & Reynolds, 2001)
School Climate

- Supportive leadership
- Autonomy
- Prestige
- Adoption of new ideas and renovations
- Relationship between teachers
- Workload

(Weisel & Dror, 2006)
Kajian Sekolah Berisiko Berubah Kepada Sekolah Berkesan


✔ Terdapat peranan dan pendekatan telah dilaksanakan oleh pengetua bagi melaksanakan perubahan pada sekolah yang ditadbir
PERANAN PENGETUA

Self-esteem

Penglibatan guru dan pelajar

Self-belonging

Kes disiplin di sekolah

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Pendekatan Pengetua

Perubahan persekitaran

Pembentukan imej

Penjenamaan baru

Penghargaan kepada pelajar

Lecture 4 - Effective School
Physical structure of the School
Introduction

• Sociology of the school involves studying the “school climate”
• Definition – characterizes the organization at the school building and classroom level.
• Specifically, reflects the physical and physiological aspects of the school
Components of school climate

A. Appearance and physical environment
B. Faculty relations
C. Student interactions
D. Leadership/decision-making
E. Disciplined environment
F. Learning environment
G. Attitude & Culture
H. School-community relations
Overview of Relationship Between school climate & physical environment

Physical environment

School climate

Students’ achievement
Motivation of teachers
Community involvement
Basis of effective learning
Policy of education

Re-evaluate if goal is not achieved

Lecture 4 - Effective School
Elements of Physical structures

- Layout of facilities such as library, labs, classrooms etc
- Level of usage of facilities /engagement by students
- Maintenance of equipment /facilities
Theoretical framework of physical environment to learning

- C. McGuffey (1982), identified a number of studies that examined the possibility of a relationship between building condition and student performance on standardized tests.

- Student achievement is linked to:
  - 1) Building quality,
  - 2) Improved lighting,
  - 3) Indoor air quality,
  - 4) Building features such as science labs and libraries
Theoretical framework

C.S Cash (1993), found that comfort factors appear to have more effect on student achievement than structural factors:

- Air conditioned classrooms,
- Less noisy external environments,
- Less graffiti,
- Classroom furniture are in good condition
Theoretical framework

• Tanner (2000) found that “pathways” are important in encouraging ease of movement and positive outdoor spaces which allow learning to extend beyond classroom walls.

• G. I, Earthman (2004), found that overcrowding has a negative effect on student learning.
Supportive physical environment

• School building, school yard, playgrounds and halls play very important roles.
• Appropriate, attractive, and well-cared external physical conditions support and facilitate learning;
• Welcoming, comfortable and safe environment, with access to adequate appropriate resources enables learning to take place.
Supportive physical environment

1. School building contains a limited number of students;
2. Students feel safe and comfortable in the school;
3. Classrooms are orderly;
4. Classrooms and grounds are clean and well-maintained;
5. Noise level is low;
6. Areas for instruction and activities are appropriate for usage;
7. Classrooms are visible and inviting;
8. Staff members have sufficient textbooks and supplies
Challenges to having a conducive physical environment

1) Budgetary constraint (insufficient funds)
2) Bureaucracy and lack of support from community
3) Lack of “maintenance” attitude of resources
4) Attitude of “low priority” concern
Conclusion

a) Study on the effects of physical environment has showed significant positive relationship of student achievement.

b) Developing, improving, and sustaining a healthy school climate (physical environment) should be the goal of every school because it has consistently showed that when the school climate is right and supportive, there is joy in coming to school; either to teach or to learn.