

How does a school fail to establish as good school?

To run an educational institution in VUCA world is challenging for school management and school leader.

Each disadvantaged school is unique in the circumstances it confronts, the way it is challenged and its capacity for improvement and change. Strategies to improve low performing schools need to be adapted to the setting in which each of them operates.

In fact, we agree that improvement starts with changes in teaching and learning focusing on student success, with other components following as necessary. While effective classroom learning practices may be the single most important element in getting better student outcomes, these are shaped by leadership, school climate, teacher policy and linkages with parents and communities. School evaluation for improvement and accountability also needs to be taken into consideration (Faubert, 2009).

What is school failure? How do you define a school failure?

From a systemic perspective, school failure occurs when an education system fails to provide fair and inclusive education services that lead to enriching student learning. At the school level, school failure can be defined as the incapacity of a school to provide fair and inclusive education and an adequate learning environment for students to achieve the outcomes worthy of their effort and ability. From an individual perspective, school failure can be defined as the failure of a student to obtain a minimum level of knowledge and skills, which can at the extreme lead to dropping out of school.

Source: Field, S., M. Kuczera and B. Pont (2007), No More Failures: Ten Steps to Equity in Education, Education and Training Policy, OECD, Paris.

Why does a school fail to grow?

Student dropout does not happen overnight. In fact, dropping out is usually the result of a long process of student disengagement (Lyche, 2010).

OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD mentioned six major reasons for student's dropout. These are as follows

- Educational performance is the highest predictor for dropout, as low grades are a signal of lower preparation to progress through the educational system (Lyche, 2010). Researches find out that educational performance is core issue of student dropout, however it is linked with other factors that can be more complex to identify.
- Students' behaviour matters for success in school. Students who are engaged, both in academic and social matters, and value schooling tend to stay in school. In OECD countries, 25% of 15-year-old students do not value success at school (OECD, 2011a).

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- The background of students and family exerts an important influence on their performance. We observe a massive impact of family cares and values in school level performance. If a parent talks negative about teacher, school, school system and education, student takes it granted. Student gradually develops a sense of negative about school too. If a student develops negative attitude, slowly but gradually she losses interest in the school. Finally, s/he becomes disinterested in study.
- School structures, resources and practices also matter greatly. The way learning is delivered, extra-curricular activities, discipline, relations with peers and teachers and some pedagogic practices have a strong impact on students' learning, motivation and sense of belonging.
- Some educational system level policies such as early tracking, grade repetition or specific issues such as the lack of sufficient apprenticeship places or school violence can contribute to increased dropout. (Bridgeland, Dilulio and Morison, 2006; Markussen, 2010).
- Labour market conditions- OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD mentioned the 6th points as a major factor, however we observe in private schools of India that it is not such impact. Indeed, it can be effective in terms of OECD.

We firmly believe that school management and school leader should work together for the growth of the school. There can be 1000 reasons for the failure of a school and of course there can be 1000 reasons behind running a successful school quality wise, quantity wise and economic wise. Success and failure can be interchangeably ; depends the preparation, planning and execution with a big vision and mission by the school management and school leaders.

We want to run a successful school. We compare with other school. It is journey. It starts from day 1st. It is non-stoppable journey. Growth is not static. Growth is dynamic. If we are able to discuss “ What we could not do till date, and what we can do today which will set up a standard parameter for the school growth” then only we can grow our school.

Raise the standard! Work on developing on each area from stone to student for establishing the school as the centre of educational excellence!

OECD- The Organisation for Economic Co-operation and Development

Resources and References

OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD

Publishing.

<http://dx.doi.org/10.1787/9789264130852-en>

Key Words:

how to make a good school, qualities of a good school, qualities of a good private school, characteristics of effective school, unique features of a school, school features and facilities,

We firmly believe that the best school leader considers each student as an integrated student, and emphasizes positive developmental growth without the worry of constant grades and testing.

Teaching is an art; therefore, teachers should know their students' characteristics, unique learning needs, and plan accordingly to fit their learning styles best. A wise teacher tries to learn with students. Robyn D. Shulman states that when you learn with your students, you can connect with them. You are showing vulnerability, and that can help raise a child's self-esteem. Grow with your students, listen to their world—hear their stories.

What should be school aim for children?

Children's life chances are strongly influenced by the quality of their education. Schools aim at providing children with knowledge, skills and interpersonal competences required for their development, adult life and contributions to economy and society. (Heckman, 2008; Heckman, 2011).

OECD (2012), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*, OECD mentioned following major areas for improvement and consideration. These are as follows

1. Strengthen and support school leadership

- School leadership is the starting point for the transformation
- School leadership should be well selected, prepared or supported to exercise his/her roles
- School leadership should be provided coaching, and training/ mentoring programme/supporting systems etc. for the leaders to achieve durable change
- School management's policies need to provide good working conditions, systemic support and incentives for the school leader.

2. Stimulate a supportive school climate and environment for learning

- prioritise the development of positive teacher-student and peer relationships
- promote the use of data information systems for school diagnosis to identify struggling students and factors
- adequate student counselling, mentoring to support students
- arranging special study time for struggling students in week/months/year
- creating smaller classrooms
- reinforce student-student and student-teacher interactions
- implement better learning strategies

3. Attract, support and retain high quality teachers

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- raise teacher quality
 - work on developing teachers' the skills and knowledge they need for working in school
 - providing mentoring programmes for beginner teachers
 - developing supportive working conditions to improve teacher effectiveness
 - develop adequate financial and career incentives to attract and retain high quality teachers
4. Ensure effective classroom learning strategies
- promote the use of a balanced combination of student-centred instruction with aligned curricular and assessment practices
 - use of diagnostic tools and formative and summative assessments to monitor children's progress
5. Prioritise linking schools with parents and communities
- improve their communication strategies to align school and parental efforts

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- ▶ www.rajeevelt.com

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School Leadership

▶ School leaders are the starting point for transformation

- ▶ **Effective school leadership is identified as crucial to student outcomes, second only to the quality of the teacher (Augustine et al., 2009).**

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▶ **Principals have to set high expectations for all students and teachers to succeed (Matthews, 2009).**

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School Leadership

▶ School leaders are the starting point for transformation

▶ **School leaders influence student achievement through two important pathways: the support and development of effective teachers and the implementation of effective organisational processes (Leithwood et al.,2004).**

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School Leadership

- ▶ School leaders are the starting point for transformation
- ▶ **Leadership knowledge, skills and dispositions that will lead toward school improvement have to be developed through purpose-designed leadership preparation programmes. There is consensus among practitioners, researchers and policy makers that high quality school leader training contributes to more effective leadership, and therefore to improvement in teaching and learning (Pont, Nusche and Moorman, 2008; Davis et al., 2005; Darling-Hammond et al., 2007).**
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