SCHOOL PRINCIPAL’S LEADERSHIP STYLE AND THE SCHOOL CULTURE: A CASE STUDY

by

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M.A. in Education, Emphasis: Educational Management

Thesis submitted in partial fulfillment of the requirements for the Degree of Master in Education, Emphasis: Educational Management

Division of Education and Social Sciences
LEBANESE AMERICAN UNIVERSITY

February 2007
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Acknowledgment

I would like to thank my advisor Dr. Mona Nabhani for her guidance throughout my Thesis work and I am grateful to Dr. Osta and Dr. Harmoush for being on my thesis committee.

I would like to express thanks to my parents and friends for their support and prayers. Finally, I would like to express gratitude to the principal of the school for giving me the permission to conduct the study and to all the staff members especially the executive secretary. I thank God for this achievement.
Abstract

A case study was conducted in a private school in United Arab Emirates to identify the leadership style of the principal, whether it was transformational or transactional, and to examine its effect on some aspects of the school culture. The principal and all staff members filled a modified questionnaire created by Avolio and Bass (2004) and aimed at revealing the school principal’s leadership style as viewed by the stakeholders. Semi-structured interviews and observations were also conducted. Throughout the study, documents were also collected to check whether they reflect the information collected via the other instruments. Qualitative and quantitative data analysis was conducted and findings showed that the principal had a mixture of both transformational and transactional leadership styles which positively affected some aspects of the school culture namely school mission, vision, collegiality, professional development and teacher-parent relationships. The study findings were in harmony with the international literature on the impact of leadership styles of school principals.
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INTRODUCTION

After working for several months at AARP, a private school in the United Arab Emirates and where the researcher is currently hired, the researcher observed the way the school operates and noticed that the leadership style of the principal and the school culture were different than what was observed in other schools where the researcher had previously worked. The researcher wanted to find out more about the AARP’s principal’s leadership style and its influence on some aspects of the school culture that helped this school to be distinctive.

The two objectives of this case study are to examine whether the leadership style in the school is transformational or transactional or a combination, and to describe some aspects of the school culture and how they are influenced by the principal’s leadership style. The researcher expects that the study will reveal that the principal at the school has a combination of the two aforementioned leadership styles. Based on these objectives two research questions have been derived. The first is: What type of leadership does the principal demonstrate? Is the leadership style transformational, transactional or other leadership style? The second research question is: Is the leadership style of the principal contributing to some aspects of the school culture specifically the vision and mission, teacher-parent relationship, collegiality and professional development of teachers?

The case study was chosen to be conducted in UAE because no research in the UAE has been found covering the principal’s leadership style and its influence on shaping the school culture. This study will provide the researcher with a deeper perspective and insight into the way the school operates and reasons for its distinctiveness.
Rationale

The characteristics of the considered school provide the ideal backdrop for a case study research. AARP is a private effective school in the UAE in the Gulf region. This school was founded in 1992. After fourteen years of success, the school has received the ISO (International Standard Organization) 9001:2000, CITADEL SACS (Commission on International and Trans-Regional Accreditation/ Southern Association of Colleges and Schools) accreditation by the American board as the third school outside the United States and the first school in the Arabian Gulf region and local prizes. The school has developed a process of self-examination in compliance with ISO 9001:2000 in order to change and improve the quality of the management system. The CITADEL SACS accreditation is a result of the school’s commitment to improving student performance through excellence in teaching and administration, curricula and related plans. The principal hires any qualified person regardless of nationality or place of residence. The students at the school are both local and expatriate. AARP offers the British and American systems of education where high school students have the opportunity to choose the system most suitable to their needs and interests. All the prizes and accreditations received by the school triggered the researcher’s curiosity to gain more information about factors that contribute to the school success, namely the principal’s leadership style and its effect on the school culture.

Operational Definitions

*Transformational leadership*

In this case study there are main concepts used that need to be defined. Transformational leadership was also called “transforming leadership” (Verona &
Young, 2001; Lontos, 1992). When teachers are asked to describe the ideal leader, most of them have the transformational leader in mind (Verona & Young, 2001; Jason, 2000). Transformational principals are flexible and help create a democratic environment at school where members are active participants (Lucas & Valentine, 2002; Silins, 1994; Jason, 2000).

Transactional leadership

A transactional leader is the leader who focuses on contingent rewards and delays decisions until a problem arises. Transactional leadership is the exchange that happens between the leader and follower about agreed on and essential tasks. Transactional leadership is similar to management by stressing on accomplishing organizational goals (Lindholm & Sivberg, 2000). The role of the transactional leader involves observing performance, focusing on mistakes (Gellis, 2001) and interfering when the performance diverges from the standard (Alimo-Metcalfe & Alban-Metcalfe, 2001).

Vision and mission

The vision is the school's goals that will be achieved after a certain period of time. Leaders will direct followers to adopt shared goals. The mission determines the school duties and provides direction to decisions.

Professional development

Professional development is the way teachers appreciate continuous development through attending workshops that satisfy their needs. Teachers look for ideas from seminars, conferences and workshops to uphold current knowledge.

Collegiality

Collegiality is viewed as an informal way of teachers sharing ideas, teaching each other, solving problems and having personal and professional back up (Lucas &
Valentine, 2002; Slater & Simmons, 2001; Wallace, 1998) and honest feedback (Gillespie & Mann, 2004). A good example of collegiality is when teachers attend workshops and transfer the recently acquired skills to others to help them build new skills and modify available skills (Jenkins & Veal, 2002).

Teacher-parent relationship

Teacher-parent relationship covers the way teachers and parents communicate and exchange information about the child’s strengths and weaknesses. Teachers mention ways to help parents overcome these weaknesses.

In the following chapters, the researcher will give a conceptual framework of the key definitions. The method will be explained in detail and all materials used will be supplied in the appendix. Data will be presented followed by a discussion that aims at addressing the research questions.
LITERATURE REVIEW

Introduction

This chapter examines studies conducted in the West related to the major topics the researcher will tackle: the two leadership styles—transactional and transformational, the various aspects of school culture, and how these two specific leadership styles influence these aspects.

This case study will focus on two important leadership styles—transformational and transactional as reflected in the role of the principal and school culture namely vision, mission, teachers’ professional development and collegiality, and teacher-parent relationship. Relevant studies will be summarized to show the findings of other researchers.

Relevant Studies

Two recent research studies focused on leadership and its influence on school culture. One research examined the transformational leadership style and school culture, whereas the second research considered both the transactional and transformational leadership styles and school culture.

In the first research study, Lucas and Valentine (2002) identified a compound relationship between the principals’ transformational leadership style and school culture.

In the spring of 2000, the principals and teachers of twelve middle schools across the state of Missouri participated in interviews and responded to the Principal
Leadership Questionnaire and the School Culture Survey. The School Culture Survey examined six factors: collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support and learning partnership.

The findings revealed that there was a relationship between transformational leadership and school culture. Principals who were engaged in transforming the school culture were able to better understand its uniqueness. Transformational principals were more facilitative in that they influenced the goals, purposes and structures of school culture. The transformational leader helped raise the awareness of teachers to exceed self-interest and work for the school’s benefit by developing strategies to achieve important outcomes. As a result, a commitment to organizational learning was developed where the principal and staff focused on improving the culture.

In the second research, Sahin (2004) conducted a study to find the relationship between the transformational and transactional leadership style and the school culture in Turkey in the zone of Izmir during the academic year 2002-2003. 950 teachers and 50 principals filled in a questionnaire developed by the researcher called ‘Scales of Principal’s Leadership Styles and School Culture’. The results of this study revealed that both principals and teachers perceived that principals demonstrated more transformational leadership behavior than transactional. The aspects of the school culture were viewed more positively by the principals than by the teachers. Findings indicated a positive relationship between the transactional leadership style and professional development. Turkish teachers viewed that there was a positive relationship between the two leadership styles and the school culture.
Both leadership styles influence and play an integral role in the formation of school culture. The literature examines the relation between leadership style and school culture.

Leadership Styles

There has been a trend in schools to move away from a managerial to an instructional leadership style and even more recently towards transformational leadership (Lucas & Valentine, 2002). According to literature on leadership styles, transformational leadership is the most suitable approach to the organizational and social contexts of schools and can exist in different cultures (Lam, 2002).

The transformational leader has various responsibilities and duties. The leader in effect has multiple leadership roles, those of the technical leader, the human leader, the political leader, the cultural leader and the educational leader (Cheng, 1997).

Technical leaders provide appropriate technical support to plan, arrange, organize and apply teaching and learning activities at the school. Technical leaders use strategies to guarantee the best effectiveness. Some actions taken by the technical leader include distribution of labor, job specifications, proper communication means, explaining policies and procedures, informing, observing, and consulting.

Human leaders promote teachers’ individual growth, personal skills, social relationships and vocational development through coaching or mentoring. The effective use of language to communicate with members about shared goals (Hipp, 1997; Keller, 1995; Lintos, 1992; Turan & Sny, 1996) raises the followers’ awareness about the importance of assigned outcomes and ways to reach them (Cheng, 1997). To reinforce the behavior of expanding awareness concerning certain issues, transformational leaders have to have high self-confidence, vision and internal
strength (Turan & Sny, 1996). As a result, teachers will gain self-confidence and grow to respect their leader (Gellis, 2001; Lucas & Valentine, 2002).

Political leaders interfere to solve an arising problem and encourage teachers to work in a more intelligent way by looking at various interpretations to a problem (Liontos, 1992; Bass, 1990; Wallace, 2000; Keller, 1995).

Cultural leaders construct a school culture where staff members can talk, plan, observe and criticize to improve ways of teaching (Cheng, 1997) in order to increase their abilities (Nisivoccia, 1997). This role is important to achieve outstanding school performance.

Educational leaders encourage teachers to grow professionally and improve their teaching strategies. This is easily done when teachers find that they are strongly devoted to a school mission (Liontos, 1992; Hater & Bass, 1988; Nisivoccia, 1997).

Transformational leaders are expected to visit classrooms, motivate peer coaching among teachers (Liontos, 1992) and show appreciation to teachers when good things happen by writing a note or sending a card. Leaders will praise and show appreciation through notes or positive comments during meetings (Hipp, 1996; Stolp & Smith, 1995). In order for praise to be effective, it should be given for appropriate behavior at the right time (Alimo-Metcalfe & Alban-Metcalfe, 2001; Hipp, 1996; Trofinos, 2000).

Transformational leaders achieve all the above either by stimulating the intelligence of the followers or by satisfying their emotional needs (Bass, 1990; Bogler, 1999) and motivating followers to put their own interest aside and work for a team purpose (Gellis, 2001; Hipp, 1997). Followers prefer to have a transformational principal (Singer & Singer, 1990) because transformational leadership exceeds transactional actions.
Transactional leadership and transformational leadership are at two extremes (Liontos, 1992; Nisivocia, 1997). Transactional leadership has a special relationship between the leader and follower where the leader believes that followers prefer to be led (Alimo-Metcalfe & Alban-Metcalfe, 2001; Nisivocia, 1997).

The transactional leader enhances and sustains the quality and quantity of accomplishments and determines which goals to sustain with the expected reward (Niehoff & Hall, 1996). The leader seeks to reduce confrontation due to certain followers’ actions (Turan & Sny, 1996) and to promote the implementation of top-bottom decisions (Nisivocia, 1997; Turan & Sny, 1996). The leader provides the reward fairly which means that not every person gets the incentive (Niehoff & Hall, 1996). The follower receives rewards for a specific behavior that is up to the leader’s expectations or else the follower will be criticized or punished (Bogler, 1999; Jung, 2000; Liontos, 1992; Wallace, 2000). Rewards may be materialistic such as money or non-materialistic such as thank-you cards (Chapko & Buchko, 2002) and are given for effort (Lipley, 2004). Some view this reward system as energetic and encouraging between leaders and followers (Gellis, 2001). Others perceive it as positive reinforcement for a higher level of enactment, where the leader identifies the needs of the followers (Jung, 2000) and sets goals and tasks based on the limited effort that is expected from them (Cheng, 1997). Teachers are encouraged to do their job under the supervision of the leader and are neither motivated to exceed their initial expectations nor use creative solutions to reform the status quo (Jung, 2000).

It is noteworthy, however, that most transactional leaders are viewed as tough, isolated, manipulative (Alimo-Metcalfe & Alban-Metcalfe, 2001), traditional (Lindholm & Sivberg, 2000) and unable to inspire vision and trust members (Nisivocia, 1997).
A transactional leader avoids taking risks (Block, 2003) and "is concerned with day-to-day operations in an unchanged organizational system" (Lindholm & Sivberg, 2000, p. 328). Transactional leaders concentrate on the process not on the problem of the topic. Decisions are delayed until a problem occurs then correction will take place (Alimo-Metcalfe & Alban- Metcalfe, 2001; Gellis, 2001; Wallace, 2000).

Principals do their best when they use a leadership style that expresses their personality and allows them to use their strengths (Reynolds & Rogers, 2003). Principals will adopt a style based on their characteristics and workplace intentions (Barker, 2001). If a principal acts with care and concern for others, then more likely the principal will develop a culture with the same values (Stolp, 1994). Such a climate or culture is supportive of the educational aim (Moos, 2003).

*Transformational versus Transactional*

Although transformational and transactional leadership styles are the two extremes of a continuum, a principal can have both leadership styles. Both leadership styles have goals to achieve but differ in the process of achieving these goals (Hater & Bass, 1988). Transformational and transactional leaders build strong relationships with the followers. Good leader-follower relationship is a key to acquiring a school’s vision (Block, 2003). To efficiently satisfy long-term goals, the principal should reveal transformational leadership behavior. To achieve short term goals, the principal should be transactional (Hautala, 2005; Trott & Windsor, 1999).

Transformational leaders are trusted by the followers more than transactional leaders (Gillespie & Mann, 2004) while transactional leaders are only trusted by
applying contingent rewards (Block, 2003). Transactional leadership tends to limit the teachers’ effort, independence, and satisfaction, whereas transformational leadership has a tendency to provoke intelligence (Bass, 1990). Transactional leaders are less concerned about teachers’ needs and commitment to a team’s common goal (Wallace, 2000). They might be effective but can not achieve the personal satisfaction of teachers as the transformational leaders do (Hilosky & Warwood, 1997).

School Culture

Every school has its unique culture. Culture is part of any group such as schools or neighborhoods. Culture is developed in a school over time as people work together to solve common problems (Cosner & Peterson, 2003). Culture determines the way people interact with one another and with the surrounding (Gruenert, 2000). School culture “is that intangible feel of a school, the unspoken understanding of how things are done around here” (Cross & Cavazos, 1990, p. 3). Schools are made up of a combination of intentions, structures and social traits of the culture. The principal has to take the three factors into consideration to direct the stated aim (Moos, 2003).

As a group of people in an organization react to their environment, behaviors change into norms that are strengthened through punishment or reward (Firestone & Wilson, 1984). The strongest norms become traditions, rules, beliefs (Cosner & Peterson, 2003; Lam, Yim & Lam, 2002), assumptions (e.g., student-centered) (Cosner & Peterson, 2003; Leithwood & Jantzi, 2000) expectations (Stein & Burger, 1999), rituals such as assemblies, teachers’ meeting and parent-teacher meetings (Goldring, 2002; Noonan, 2004), and ceremonies (Firestone & Wilson, 1984; Stolp, 1994). People are trained to follow these norms then with time they become unaware
that they have received any training (Gruenert, 2000). Moreover, the traditions of the school community underline the relationships among students, teachers, parents and principal (Cross & Cavazos, 1990; Shields, 2004).

Positive communication among parents, students, teachers and principal (Goldring, 2002; Noonan, 2004) will establish a commitment to shared values which will generate a successful school culture (Cross & Cavazos, 1990; Goldring, 2002; Stein & Burger, 1999). This provides a healthy platform for cooperative discussions among teachers and principal related to individual student cases or issues of particular concern (Griffith, 2000).

The principal has a great influence in creating a positive school culture and is the only person who can initiate the re-shaping of the school culture (Cross & Cavazos, 1990; Fiore, 2000; Lashway, 1997). The principal has to be visible everywhere in the school, to show care and concern for teachers and students (Portin et al., 2003). The principal should visit classrooms, praise teachers and assign meetings ahead of time. These actions help in promoting a comfortable culture (Hensley & Burmeister, 2004b). Teachers also feel more comfortable when seeing the principal around and knowing that he/she was always available (Fiore, 2000).

School culture affects teachers’ commitments such as the willingness to remain working at the same school, having emotional bonds to it, and approving to follow rules and norms (Cross & Cavazos, 1990; Brungman, Heymans, Boom, Podolskij, Karabanova, & Idobaeva, 2003). Positive school culture results in the increase of student achievement (Fiore, 2000), prepares students for the future (Noonan, 2004), helps students comprehend the world around them (Esteve, 2000) and provides greater motivation for both students and teachers and improves teachers’ job satisfaction and productivity (Stolp, 1994).
The principal must communicate the school culture through interactions among teachers, students and parents. Suggestions to building a healthy school culture include hiring staff with similar values, solving problems rather than avoiding them, being a daily constant example that reveals the main values, and developing symbols that strengthen the culture (Cross & Cavazos, 1990). The principal models values in the usual things done daily and the way teachers are expected to dress and behave (Noonan, 2004; Welch, Lindsay & Halfacre, 2001).

Some essential aspects in a school culture are vision, mission, collegiality, professional development and teacher-parent relationships (Drago-Severson, 2002; Drago-Severson & Pinto, 2003; Giles, 1998; Krishnan, 2005; Lucas & Valentine, 2002). The following section will focus on these different aspects of school culture and how transformational and transactional leaders can impact and influence them.

Transformational leadership and mission and shared vision

A clear mission gives an organization the ability to “define a meaningful long-term direction that provides employees with a sense of focus and a common vision of the future” (Block, 2003, p. 319). The mission answers the question of why does the school exist. The mission plans the school duties and ways to reach commitments (Rancifer, 1996).

Being familiar with the mission is necessary for the vision and pinpoints the changes that are required (Lashway, 1997). It supplies direction to any decision being made and controls and guides teachers’ behavior in relation to the school (Rancifer, 1996).
Transformational principals should transform themselves first, then they will be able to transform school members who will identify with the leader’s personality and mission (Krishnan, 2005; Lucas & Valentine, 2002), personal values, self-concept (Jung, 2000) and environment (Cheng, 1997). The school mission is positively related to the transformational leadership level (Block, 2003) so having high expectation for performance of the followers is important for the followers’ commitment towards the mission (Lucas & Valentine, 2002; Hater & Bass, 1988).

Transformational leaders should have the inspiration and charisma to construct and share positive school culture (Liontos, 1992) which influences the mission, values and standards of teachers (Bogler, 1999; Trofinos, 2000). The transformational principal encourages followers to work towards having a common mission (Lucas & Valentine, 2002; Nisivoccia, 1997; Walumbwa, Wang, Lawler & Shi, 2004) that will result in change (Block, 2003).

In order to improve their schools (Silins, 1994) principals need to develop a school mission that is clear (Cheng, 1997). If schools want to enhance their standards or change the mission, teachers should be provided with the appropriate technique to change their performance (Delany & Arredondo, 1998; Oromaner, 1998; Sparks & Hirsh, 2000). At the beginning of every year, the whole staff and the transformational leader should reflect on school beliefs, goals and vision (Liontos, 1992).

Hater and Bass’ (1988) study in the US revealed that when a transformational leader shared the mission with the followers, the followers would be enthusiastic to apply and improve their capabilities for doing their job. A study that was conducted by Walumbwa et al. (2004) in China and India found that a transformational leader involved the teachers in the mission and consequently motivation and self-confidence
were raised in teachers to achieve the required goals. For following the mission, a leader needs to develop a clear and highly motivating vision.

The vision is the way the mission will be accomplished in the future (Lashway, 1997). It is based on the history, beliefs and values of what the school is expected to be. It is illustrated through story-telling (Stolp, 1994) and is reflected in every classroom (Pierce, 2001) through the way the teachers work (Lashway, 1997). To develop a vision, the leader has to have great insight about the current school culture and the way the school is expected to be in the future (Cross & Cavazos, 1990; Nisivocca, 1997; Rancifer, 1996) to overcome any problem that might face the organization (Turan & Sny, 1996).

The principal is the main source to develop a vision and share it with the staff (Goldring, 2002; Hilosky & Warwood, 1997; Lucas & Valentine, 2002; Noonan, 2004; Stolp, 1994). Sharing the vision creates powerful relationships that help teachers recognize that they should work as a group based on common goals (Rancifer, 1996) to reach the optimum solution and perceive things beyond their self-interest (Bass, 1990; Keller, 1995; Lucas & Valentine, 2002; Turan & Sny, 1996; Wallace, 2000) for the sake of the group (Cheng, 1997; Nisivocca, 1997; Walumbwa et al., 2004). The school should continue to push towards a better performance and more successful future (Lashway, 1997). The vision statement tells the staff what is most important about work, how the environment should be and how relationships are shared by the members (Lashway, 1997; Stolp, 1994) and the way the school will relate to the exterior world- especially communication with parents (Lashway, 1997; Stolp & Smith, 1995; Taylor & Angelle, 2000). Teachers will understand their role better and “are transformed from robots blindly following instructions to human beings engaged in a creative and purposeful venture” (Lashway, 1997, p.25).
To reach the vision, teachers are expected to attend workshops in order to work collaboratively (Hipp, 1997) to modify the curriculum and enhance teaching strategies (Lashway, 1997). This will lead to realizing the shared vision (Lashway, 1997; Rion-Gaboury, 2005; Nisivoccia, 1997).

The vision is strongly related to the leader’s attitude (Nisivoccia, 1997), commitment to the vision (Lashway, 1997) and the ability to convey the vision (Nisivoccia, 1997; Turan & Sny, 1996). The principal has to keep the vision and mission alive (Hope & Pigford, 2001) to provide an environment that helps teachers and students work to reach the same goals (Goldring, 2002; Pierce, 2001; Rion-Gaboury, 2005; Stolp & Smith, 1995). If teachers do not work to reach the vision statement it will be forgotten (Fawcett, 2004).

A transformational leader has the ability to translate the school vision into reality (Nisivoccia, 1997). Through communication between the principal and followers, followers will develop self-esteem that will assist teachers to achieve the school vision and mission expressed by the principal (Krishnan, 2005; Taylor & Angelle, 2000). This communication will foster a sense of trustworthiness to achieve common goals. Principals should model behavior that shows commitment towards the vision (Lucas & Valentine, 2002). A study proclaimed that achieving the school’s vision is strongly associated to the leader’s attitude (Krishnan, 2005).

When a vision is shared, followers identify with the transformational principal (Hater & Bass, 1988) and are motivated to achieve the goals (Gillespie & Mann, 2004; Stolp & Smith, 1995) and develop new ways to solve problems (Piccolo & Colquitt, 2006) because followers have direction to which way to head (Niehoff & Hall, 1996). Followers will be able to anticipate the leader’s future performance (Gillespie & Mann, 2004) and assist to carry on the vision (Trott & Windsor, 1999).
The core of transformational leadership is to make organizational change by stressing on new values and future clear vision (Gellis, 2001; Lashway, 1997; Lucas & Valentine, 2002; Trofinos, 2000) to maintain the school culture (Taylor & Angelle, 2000) and to transform the status quo (Gellis, 2001) by empowering followers to accomplish these goals (Verona & Young, 2001) and motivating them to use their maximum efforts to achieve the goals (Jung, 2000).

In a study conducted by Silins (1994), findings show that the transformational leader needs to share the vision with the staff to have improvement in the school. Sharing the vision and the mission is a basic aspect for teacher collegiality and communication (Rion-Gaboury, 2005).

*Transformational leadership and collegiality*

Collegiality is to share ideas and resources and to solve problems about teachers' common concerns (Bloom & Stein, 2004) with or without being forced by superiors. Through collegiality teachers will interact together and share ideas to meet the school's goals. In this way, teachers will reach the school's vision by using the school's mission as a guideline. Teachers need to grow as professionals and view themselves as lifelong learners to develop new perceptions and practices (Kent, 2004; Welch et al., 2001). Collegiality occurs when teacher isolation is reduced and teachers interact together more (Belisle, 2005; Bloom & Stein, 2004; Delany & Arredondo, 1998; Drago-Severson, 2002; Lam, 2002; Svec, Pourdavood & Cowen, 1999; Wallace, 1998).

Teachers are expected to construct a climate of collaboration in order to teach students academic (Edwards & Mullis, 2003), social (Lindholm & Sivberg, 2000) and emotional skills which they can use in the community, school and home (Edwards & Mullis, 2003). By reducing isolation, teachers will be able to share resources and
work collaboratively in order to enhance teaching methods (Delany & Arredondo, 1998; Hensley & Burmeister, 2004a; Lairo & Vidales, 2003; Nisivoccia, 1997), to remain focused on the mission, and to see it being fulfilled (Hipp, 1997; Stein & Burger, 1999; Walumbwa et al., 2004). An environment that helps teachers become successful and build relationships based on trust should be created by the leaders themselves (Chapko & Buchko, 2002; Gillespie & Mann, 2004; Turan & Sny, 1996). In such an environment, teachers will share their effort, and power. They will soon realize that their suggestions are being taken into consideration and consequently feel that they belong to, and are part of, the school (Trofinos, 2000). They will feel they are trusted (Bass, 1990; Gillespie & Mann, 2004; Walumbwa et al., 2004) which in turn allows them to take greater responsibility (Nisivoccia, 1997) in solving problems collaboratively and accomplishing their goals (Jason, 2000; Keller, 1995).

Individuals and groups should be prepared for continual improvement (Donaldson, 2000; Wallace, 1998). Teachers are able to work together to meet the student’s needs and observe their progress, to solve problems about common concerns, to exchange and share ideas and resources (Bloom & Stein, 2004; Drago-Severson & Pinto, 2003; Lucas & Valentine, 2002), and to analyze and assess oneself (Calderon, 1997; Donaldson, 2000). Teachers must work and plan together to achieve school goals (Cavanaugh & Dellar, 1997; Rancifer, 1996).

Usually sharing ideas and resources takes place between teachers who are teaching the same grade level or among teachers in neighboring classes (Wallace, 1998) as this enhances the learning of successful teaching strategies (Hipp, 1997). The meetings can take place in hallways or the staff room (Wallace, 1998). The interaction between novice and pre-service teachers is also important (Huling &
Resta, 2001; Stansbury, 2001) since it supplies teachers with a friendlier and a tenable learning setting (Klonsky, 2002).

The impact of transformational leadership on collegiality is by supplying the teachers with optimal conditions for learning and attending professional workshops which will allow teachers to become more prepared in assisting students to reach a high performance level (Sparks & Hirsh, 2000), to be better equipped in teachers' instructional methods, performance (Lam et al., 2002; Wallace, 1998) and communication (Delany & Arredondo, 1998). Due to the subjectivity of teachers, sometimes collegiality will have unsound results such as when teachers assess their work and have hard feelings toward other teachers (Wallace, 1998).

Taylor and Angelle (2000) in their research found that the transformational principal in an elementary school communicated and showed high expectations towards teacher performance, which showed the commitment of teachers to have an effective curriculum to endorse the school's success. For this to happen, teachers' schedules were changed to have enough time to meet together. Transformational leaders find time for teacher collaboration (Belisle, 2005; Stolp & Smith, 1995; Taylor & Angelle, 2000). Transformational leadership is positively related to group unity (Walumbwa et al., 2004) because it increases the relationship and inter dependency between teachers (Cavanaugh & Dellar, 1997).

Transformational leaders and followers raise each other to higher levels of motivation (Verona & Young, 2001) and ethics entrenched in common values (Lindholm & Sivberg, 2000), and thus transformation affects them both (Jason, 2000; Krishnan, 2005). Followers will share leadership with the principal and teachers will be changed into leaders (Alimo-Metcalfe & Alban-Metcalfe, 2001; Gellis, 2001; Licontos, 1992; Nisivoccia, 1997; Silins, 1994). As a result, a successful culture will
emerge (Gellis, 2001; Jason, 2000; Lucas & Valentine, 2002; Silins, 1994). A
culture that promotes motivation and rewards creative accomplishments while
decreasing the fear of failure and worrying about punishment in case of negative
outcomes (Jung, 2000; Turan & Sny, 1996).

The transformational leader has the ability to comprehend and solve problems
by telling stories that direct teacher's attention to achieve the desired outcome
(Trofinos, 2000) and by constructing future images (Bigham & Reavis, 2001;
Trofinos, 2000). This will arouse the follower's sense of dedication and emotions
(Trofinos, 2000). The interaction between transformational leaders and followers will
promote improvement and an increase in the level of creativity. Followers will be
able to look at problems from different angles in order to be solved (Bigham &
Reavis, 2001; Jason, 2001; Jung, 2000). For example, Jung (2000) conducted a study
that showed a transformational principal can affect teachers' creativity. Creativity is
increased when teachers feel free to interact and exchange ideas. Creativity will help
teachers have the motivation to apply creative ideas. In this way the transformational
leader assists teachers to solve problems more efficiently (Liontos, 1992). The
transformational leader transfers staffs' needs from low level needs (physiological or
safety) to high level needs (self-actualization) (Cheng, 1997). Such a leader cares
and is concerned about each person (Gellis, 2001; Lucas & Valentine, 2002).

Thus, work outcomes like satisfaction, commitment and performance are
positively related to transformational leadership style (Niehoff & Hall, 1996;
Walumbwa et al., 2004). Leaders who use transformational behaviors create a culture
that produces purpose, commitment (Stolp & Smith, 1995) and creativity (Lucas &
Valentine, 2002). A higher level of collegial interaction is linked to teacher
professional growth and development (Wallace, 1998).
Transformational leadership and professional development

Professional development of teachers remains to be the main initiative to educational change and improvement (Belisle, 2005; Emihovich & Battaglia, 2000). Professional development is a process to enhance a teacher’s skills (Kent, 2004) and abilities to continuously develop oneself by taking ideas from workshops, colleagues or other professional sources to keep up with current knowledge (Lucas & Valentine, 2002).

To enhance the teachers’ professional development, teachers should identify their needs (Emihovich & Battaglia, 2000), and be exposed to new research, subject matter and methods (Bloom & Stein, 2004). Moreover, teachers should feel supported and respected by the principal in order to have a sense of belonging and to take the right decisions for their own growth (Drago-Severson, 2002; Hipp, 1996).

Professional development initiates curiosity and motivation to adopt recent ways of thinking. The more workshops teachers attend, the higher their motivation and effectiveness is in the classroom (Klonsky, 2002). To be effective, it has to be a continuous process (Drago-Severson, 2002; Drago-Severson & Pinto, 2003; Kent, 2004; Moore, 2000) of collaboration with colleagues in order to exchange ideas and feedback about personal growth (Drago-Severson, 2002; Drago-Severson & Pinto, 2003; Trott & Windsor, 1999).

Effective staff development, based on teachers’ needs, will provide a means to accomplish school goals (Danielson, 2001; Hope & Pigford, 2001; Kent, 2004; Moore, 2000; Reed, 1996). The success of a teacher’s development depends on the ability of having an internal desire to learn new skills and accept new ideas of practice (Kent, 2004). It also depends on not using outdated methods and attitudes about students and teaching that might have dominated their vocational life (Drago-

Having the opportunity to grow professionally and promote talented teachers will result in job satisfaction (Bogler, 1999). Consequently, the school will have an effective performance (Turan & Sny, 1996) due to the teachers who have a sense of commitment and who will exert additional effort to guarantee success (Taylor & Angelle, 2000). Professional development also modifies the school culture and the formation of the system in which teachers work (Emihovich & Battaglia, 2000). If schools want to enhance their standards or change their mission, teachers should be given the appropriate methods to change their performance (Delany & Arredondo, 1998; Oromaner, 1998; Sparks & Hirsh, 2000). Teachers are given the chance to apply new ideas that are taken from sharing information or attending workshops (Nisivoccia, 1997) which will result in higher student achievement (Al-Mhelby et al., 2004; Drago-Severson & Pinto, 2003; Janc & Appelbaum, 2002; Kent, 2004; Moore, 2000; Pierce, 2001; Usdan et al., 2000). On the other hand, money, time and dynamics of change are obstacles facing teacher professional development (Drago-Severson, 2002; Drago-Severson & Pinto, 2003).

Through regular classroom visits (Fiore, 2000; Lucas & Valentine, 2002), principals will be able to have conversations with the teachers about their performance and preparation. Teachers’ professional growth should be a high priority to principals. It is the principal’s job to stimulate and facilitate the change process (Drago-Severson & Pinto, 2003; Hilosky & Warwood, 1997).
A transformational leader plays an important role in enhancing a teacher’s professional growth (Lucas & Valentine, 2002) through examining the staff’s needs and listening to their philosophies (Bass, 1990; Lipley, 2004; Liontos, 1992) and showing them care. Transformational leaders are able to encourage their followers to be more responsible for their own development and for others by identifying what is important for the group in order to accomplish goals successfully (Walumbwa et al., 2004) and to enhance the value of the school’s life (Hipp, 1997; Jason, 2000; Walumbwa et al., 2004).

A study done by Bogler (1999) revealed that teachers preferred to work with a transformational principal because this leadership style increased their level of job satisfaction since they viewed their job as a profession as a consequence of the principal’s enhancement of their professional development. According to the study conducted by Lucas and Valentine (2002), when a transformational leader promotes teacher’s commitment towards group goals, this behavior encourages teachers to grow professionally. Teachers are the heart of school improvement (Moller, 1998) and progress. They are the link between the school and parents.

Transformational leadership and teacher-parent relationship

A positive teacher-parent relationship is when teacher and parents work collaboratively for the benefit of the students (Lucas & Valentine, 2002). Teachers and parents should be partners in raising and teaching the child. Teachers need to develop ways to communicate with parents (Lucas & Valentine, 2002) who consider their child as an important person in their lives. Parents expect the teacher to view their child from different aspects, to encourage the child’s abilities and to be fair (Lawrence-Lightfoot, 2004).
Teacher-parent meetings should be held to build trust and share information about the child (Griffith, 2000; Lucas & Valentine, 2002; Wilford, 2004). Parents should be invited to school activities, workshops and trips to generate a sense of community (Griffith, 2000; Wilford, 2004) as this helps teachers learn about a parent’s personal concerns for their child. This naturally leads to a better relationship (Giles, 1998). Parents can also sense the culture of the school as soon as they enter the building and communicate with the teachers who should welcome parents by greeting them with a smile, welcoming words and direct eye-contact (Wilford, 2004). The misconception that parents are trouble makers makes many teachers feel nervous and fearful (Giles, 1998).

In education, parent involvement helps the school and the child improve educationally and personally (Nichols-Solomon, 2001), so these students will have better behavior, a higher motivation to learn more (Cunningham, 2004) and higher achievement (Giles, 1998; Keith, 1999). If there is no communication with the parents, then any misbehavior is expected to be handled by the school (Storm & Storm, 2003).

Parents come to school when there are special events scheduled on the school calendar such as: teacher-parent meetings, fund raising activities, concerts and decision-making meeting of what their child is performing. These events provide parents with a sense of belonging and they will gain confidence (Comer, 2005).

Having strong links between family and school can be created using various methods. Teachers should inform parents about their child’s progress (Storm & Storm, 2003), and about what is being learned at school. They should explain to parents how students need to organize their homework time and to give parents different strategies which can be used to help the child finish the school work
(Cunningham, 2004; Wilford, 2004). If parents receive late information about a child’s negative behavior, they can not act effectively due to lack of time (Storm & Storm, 2003). If parents feel satisfied about the school and sense that their child is enthusiastic about learning and is receiving a good education then the school will be recommended to other parents (Griffith, 2000). Parents have the power to make any changes in decisions based on the needs of their children (Giles, 1998).

To have a successful change in the school, the principal, parents and teachers should unite together to develop into persistent learners (Rancifer, 1996). Principals who want to foster parental involvement should change their style to become transformational (Carr, 1997). Principals who transform their own leadership style create a safe environment where teachers and parents can take risks but taking any risk might result in failure so having a safe environment that promotes risk taking, will help create a positive change in the school, which will result in more trust and respect from parents (Giles, 1998). A feeling of trust and respect will reduce the blaming of teachers when a problem arises because parents will already have an idea about the problem (Giles, 1998) and share in decision taking (Carr, 1997; Davidson & St. John, 1993). This will make the parents share responsibility with the principal (Davidson & St. John, 1993). Giles (1998) found that in Texas, after involving parents in decision making with the teachers and principal, the test scores increased within two years.

Day, Harris and Hadfield (1999) conducted a study in England and found that a principal having transformational leadership style has the ability to communicate with parents and attract them into the school’s community so social bonds will develop among principal, staff and parents. These relationships are more powerful and encourage motivation and commitment. All this will result in parents having high
expectations of teachers and themselves. Another research done by Davidson and St. John (1993) showed that parents become more involved in schools with a transformational principal. They would come to school to share with students any learning resource that enhances students' education.

The above showed the impact of transformational leadership on several aspects of the school culture. On the other hand, transactional leadership also influences school culture relative to its vision, mission, collegiality, professional development, and teacher-parent relationships.

Transactional leadership and school culture

To cope with modern organizations in this century, a leader should have a vision to change. Transactional leaders only focus on ways to reinforce required behaviors of their followers and require a static relationship between the leader and follower (Turan & Sny, 1996). This approach does not generate a vision to inspire, or a mission to transform within the followers, nor does it promote trust in staff members (Nisivoccia, 1997). There is little devotion to group goals and no desire to exceed self-interest (Wallace, 1998). The leader neither expects the followers to perform further than the regular limits nor change their beliefs, attitudes, intentions and confidence (Cheng, 1997).

Transactional leaders are less worried about teachers' needs and their development. In exchange for achieving the principal's goals, the followers' basic needs related to self-interest are met (Wallace, 1998). The teacher's creativity will stay at a minimal level because the transactional leader does not encourage the development of creativity. This in turn affects the teacher's interaction and exchange of thoughts negatively (Jung, 2000). Transactional leaders resist changing the organizational culture and consequently teachers are also not given the opportunity to
change and develop professionally (Cheng, 1997). According to a study conducted by Bogler (1999) teachers do not prefer to work with a transactional leader. Low job satisfaction is felt by teachers because they are not participating in taking decisions and are not developing personally.

Day et al. (1999) found that parents wanted to be involved in decision taking, the teachers themselves did not have the right to take decisions, so definitely the parents were not able to either. Davidson and St. John (1993) found that teachers believed that the leadership style of the principal affects the progress that occurs at the school and that the extent to which parents are involved is related to the change in the role of the principal from autocratic to facilitative. The autocratic principal had communication problems with parents and teachers.

In this chapter, research studies and identification of the main concepts were mentioned. After comparison between the leadership styles, contributions of both leadership styles to the aspects of the school culture were expounded. The literature review presented the positive impact of transformational leadership. The coming chapters will disclose results and conclusions drawn by the researcher based on her own case study research.
METHOD

From the various methods of qualitative research, the researcher chose to conduct this study as a case study. Case studies illustrate, analyze and interpret the distinctiveness of real individuals or situations. Through analysis and interpretation, the researcher will gain enough information to holistically describe and understand the individual or situation (Cohen, Manion & Morrison, 2000; Mertens, 1998, Burns, 2000; Yin, 2003). It is like telling a story focusing on a person or a situation using in-depth descriptions (Maanen, 1999). These pieces of information about the setting, program or person are gathered from the perception of the participants (Cohen et al., 2000) to reach a complex understanding of the whole context (Mertens, 1998).

The purpose of a case study is to identify characteristics of organizations based on a single organization investigated by the researcher (Gerring, 2004). The school chosen has received several certificates and awards which made the researcher eager to know more about the school and its management. The researcher used the case study research method to describe, identify and interpret the principal's leadership style and the way it contributes to some aspects of the school culture. Based on this analysis, one can comprehend the way the school works and predict possible consequences.

In a case study approach, researchers use several instruments for data collection to have a variety of evidence. They also apply numerous ways to analyze the data. Cohen et al (2000) and Yin (2003) recommended that case study researchers utilize the following data collection methods: semi-structured interviews, observation, narrative documents and questionnaire. In this study, the researcher uses these same methods to collect data that are used to address the research questions. The four sets of data from the semi-structured interviews, questionnaire, observations and
document analysis are collected using triangulation. As for the semi-structured interview data, the analysis is done by classifying the material into themes or topics. The questions are constructed based on the characteristics and features taken from the literature review. Regarding the rating scale questionnaire, the percentage of teachers describing how frequent the behavior perceived is determined. As for the observations, the researcher has focused on the teacher-parent relationships, teachers’ professional development and collegiality using observation forms by putting a tick next to the observed behavior. The documents will be analyzed to find out how they reflect the leadership style and contribute to the school culture.

Research Design

This is a case study. The techniques to be used are: semi-structured interviews, observations and questionnaires. The semi-structured interviews were conducted with teachers and principal. The interview included questions about the leadership style and some aspects of the school culture. Formal and informal teacher meetings and teacher-parent meetings were observed. The questionnaire was filled by the principal and teachers. It included items about leadership style and some aspects of the school culture.

Sample Selection

Site Selection.

The uniqueness of AARP encouraged the researcher to select it as a site (Yin, 2003). This school was founded in 1992 by the current principal and another share holder. This partnership lasted for two years. In 1994, a new partner replaced the initial shareholder. It was agreed that 75% of the profit will go to the new partner whereas the remaining 25% are for the principal. Based on the law of Ministry of
Education (2001) in UAE, the principal was given her position due to two conditions: a Master of Arts university degree and experience of 4 years in the teaching field.

In 1997, the school was certified by Cambridge University as an examination center for International General Certificate of Secondary Education (IGCSE). In March 2005, the school was awarded a local prize for distinguished academic performance as school and administration. In September 2005, the school was certified to become a training and testing center for the International Computer Driving License (ICDL) which was an advantage for students, parents and even staff members. Lately, in 2006, the school was given a local prize for the school’s commitment to quality, customer service and continual improvement.

AARP’s teaching staff consists of multi-national individuals and having this mixture makes a lively school atmosphere where teachers and students get to know about different cultures. Teachers are hired from foreign countries and from within the country. Teachers will not be appointed in the school unless they successfully pass the technical interview conducted by the Ministry of Education. To conduct the interview, teachers are preferred to have experience in the teaching field and hold a university degree plus a teaching diploma or a university degree in education and certificate of good conduct and behavior from the native country. In AARP, 72% of the teachers hold a university degree, 24% have a diploma from an educational college and 4% hold a Master degree. Teachers’ years of experience vary in number. 28% of the teachers have one to four years of experience, 43% have five to ten years of experience and 18% have been teaching for eleven years and more. Teachers belong to one of the following age groups: 28% are in the age group of 19-29 years old, 36% belong to the age group of 30-39, 30% of the teachers are between 40-49 years, 6% of the teachers are 50 years and above. At the age of 60 teachers retire.
At the beginning of the year, each staff member receives a log book that comprises general information and procedures that should occur throughout the school year. It informs the staff about administrative procedures, teaching practice and the process of a regular school day and testing. The log book also includes the school calendar which shows the number of teaching days, holidays and school events during the year. During the first week of school, teachers are busy planning and attending internal workshops held by staff members.

The staff consists of 83% female teachers and 17% male teachers. Each teacher is assigned to teach a subject as specialized in. Specialized teachers teach at AARP the following subjects: English as a second language, first language Arabic or remedial Arabic for non native speakers, Science (Chemistry, Physics, Biology), History, Geography, Information Technology, Mathematics, Business Studies, English Literature, French as a foreign language, Physical Education and Art. From KG 1 until Grade 2, there are classroom teachers who teach the four main subjects: English, Math, Science and Social Studies. From Grade 3 till Grade 12, there are subject teachers. According to the Ministry of Education’s law, the maximum teacher’s load of periods is 18 business hours. In AARP, teachers teach 18 periods a week. Each period equals to one hour or 60 minutes.

In the academic year 2005-2006 the total number of students is 1,105. The students are 69% locals and 31% expatriates. Comparing the school tuition fees to other schools in the same district, AARP has the lowest tuition fee among six other private schools. Due to the increase in the number of students, a new, well equipped building for the infant section (KG1 & KG2) will be ready to accept students at the beginning of the academic year 2006. A new branch of the school will be opened in the academic year of 2007.
AARP offers the British and American curricula of education where students at Grade 9 have the opportunity to choose according to abilities, needs and interests. The British curriculum leads to the international recognized examination IGCSE. The American curriculum leads to a High School Diploma and prepares for SAT I and II and TOEFL exams. A meeting is held with parents to orient them about the different curricula which will facilitate the choice for their children. By offering both curricula, teachers link the curriculum to the environment for students to have a global view of things happening around them.

The school campus comprises four separate wings: Kindergarten, Grades 1 and 2, Girls section and Boys section. Each wing contains twelve fully-equipped rooms and a playground. In the center of the four wings there is a controlling administrative section where two secretaries are available to help the staff and the parents. By following a planned schedule, students and staff are able to utilize the facilities available at the school within certain rules that have to be followed. There are three well-equipped Computer Science Laboratories where each computer is connected to the Internet and is constantly updated. In each laboratory, there are around twenty-five computers where each student gets a chance to operate a stand-alone computer. There is one spacious science laboratory which is separated into two parts by an internal door. The laboratory offers science visual aids and equipment that meet the students' needs from KG until Grade 12. Experiments can be safely conducted in the laboratory where students have to wear goggles. A smoke detector system is built in the laboratory that alarms the whole school.

A wide library, that is expanded every year to have more books, is available to students and teachers to read books or get resources. Every class visits the library once a week to check out books. Every term, a book fair is held in the library. There
is a spacious well-equipped art room that is divided into two by an internal door to fit two classes at the same time. Students visit the art room on weekly basis to reveal their artistic talents. The last facility that students can use is the indoor physical education hall, where students play games and learn different body movements, and the outdoor football and basketball courts. Recreational facilities include two well-equipped gymnasiums and multiple-purpose courts (basketball, football, volleyball). These courts are separate for boys and for girls. A swimming pool is being built. It is included in the school’s development plan for the coming academic year. Through this physical education program the school is striving to meet the needs of all age groups to foster the best qualities of sportsmanship.

A social worker is available at the school all day long to assist students, parents and staff. She keeps track of issues with the students- whether academic or behavioral; and informs parents if there is a need. She also takes parents’ complaints into consideration and deals with them to reach a solution. A report is written to log any problem or complaint. The students are always guided and oriented to identify the best alternatives and plan for their future. For that purpose, regular trips are organized to visit universities, and the school hosts presentations delivered by representatives from universities located both inside and outside UAE.

Every academic year, two field trips each term and other school events are organized to encourage educational or entertaining purposes. Going on a field trip promotes students’ positive attitudes and stimulates an excitement for learning. School events make teachers and students bond together and work in teams. School events include Sports Day, National Celebration Day, Art and Culture Evenings, Science Fair, KG Concert and the Graduation Ceremony.
The mission of AARP aims at educating students to be responsible in the changing world. This was declared in the graduation ceremony of the academic 2005-2006. One speech held by a graduate mentioned that this school has the distinctive gift of encouraging the students to ask "now what?" instead of "so what?" Following the idiom "one cannot change the direction of the wind, but one can adjust the sail", AARP teaches the students that even if they cannot control the wind, it is in their power to make the wind favorable to their journey (see Appendix V).

*Participant Selection.*

All seventy-three teachers and nine heads of departments filled the questionnaire. The teachers read a letter to inform them about the purpose of the study and to thank them for their time and participation (see Appendix C). The principal was also asked to fill the questionnaire.

Twenty-six teachers including five heads of departments participated in the semi-structured interviews. The teachers were randomly chosen from different grade levels and subject matters. The teachers were randomly selected by drawing their names from among others, from a container including all teachers' names. The researcher had the schedule of all the staff. If a chosen teacher was unavailable at the time of the interview, then another slip of paper was drawn from the container.

The researcher met the school principal and gave her a letter that explained the purpose and the topic of the research (see Appendix A). The principal directly agreed to conduct the research at the school and gave the researcher an oral permission. The head of the primary school was told by the principal to provide any needed assistance to the researcher to successfully conduct the research. The head of primary school and the researcher organized a schedule for filling in the questionnaire in the library by all the teachers. A memo (see Appendix B) was distributed to all the staff.
informing them about the purpose and topic of research and that the researcher would be around the school to conduct semi-structured interviews and observations. To administer the questionnaire, most teachers were on time in the library. Explanations were made to a few teachers about the way to fill in the questionnaire. All the data were collected during the researcher’s break time and free periods.

*Instruments and Data Collection*

Many methods of data collection are used in this case study. The researcher used a questionnaire, semi-structured interview, observations and documents. The advantages and use of each method will be discussed separately.

*Questionnaires.*

The questionnaire was used because of the advantage it gave the teachers to answer the questions at their own time and pace. Each teacher received the same set of questions phrased in precisely the same way. The researcher used a questionnaire that was developed by Avolio and Bass (2004). She ordered the questionnaire through the Internet. This questionnaire includes items describing transformational, transactional and other leadership styles. The questionnaire used had a high validity confirmed by Avolio and Bass:

There were strong positive correlations between all components of transformational leadership. Transformational leadership would be most highly correlated with effectiveness followed by transactional and passive styles of leadership, which together, constituted what they (Avolio & Bass) referred to as ‘a full range of leadership’ (p.36).

As for the high reliability, Avolio and Bass (2004) stated that the questionnaire has an estimate of internal consistency of above .70 for all scales. They also declared that
“the reliabilities for each of the six leadership factor scales ranged from .62 to .92 in the initial sample set” (Avolio and Bass, 2004, p. 61). In the replication set, “reliabilities for the total items and for the leadership factor scale ranged from .74 to .94. All of the scales’ reliabilities were generally high” (p. 48).

Originally, the questionnaire had forty-five items that describe principal’s behaviors that reflect the attitude and leadership style of the principal, transformational, transactional and laissez-faire styles. The researcher modified the questionnaire to include only twenty items relating transformational and transactional leadership and seven items about teacher-parent meetings and teachers’ professional development and collegiality (see Appendix D). The items of the questionnaire measure the behavior of the principal to identify the leadership style. To fill the questionnaire, there is a rating scale from 0 to 4 on frequency of this behavior (0= not at all; 4= frequently, if not always). The respondent circles the number that mostly represents the participants’ opinion. The questionnaire was translated into Arabic by a specialized translator to be given to non-English speaking staff (see Appendix E). Six teachers were chosen randomly to fill the questionnaire as a pilot study to check clarity and gain feedback (Cohen et al., 2000; Gay, 1992). Most of their reactions were ‘it is interesting and simple’; ‘it is something new’.

In order to check the validity of the modified questionnaire, the researcher made sure that the items reflected the concepts that the researcher included in the literature review and research questions. The 20-item questionnaire consists of items that describe the transformational and transactional leadership. These items match the description of these two styles as available in the reviewed literature. For example, transactional leaders are known for providing contingent rewards of their followers and for having a corrective style. This is shown in the items (1,2,6,9,13,19) where the
principal concentrates on mistakes and failures and specifies who is responsible for achieving the goals and what to expect. As for transformational leadership, the leader influences change by making followers aware of the school mission, vision and goals and helps followers share these and exceed their potentials. These characteristics are measured in the questionnaire items (3,4,5,7,8,10,11,12,14,15,16,17,18,20) that reflect whether the leader talks about the future, shows confidence that goals will be accomplished, builds respect and helps others develop their strengths. As for items reflecting aspects of school culture, that is, teacher-parent relationships, collegiality, and professional growth, these also parallel characteristics found in the literature review. For example, parents expect teachers to view their child from different aspects and have different ways to communicate with parents. As for professional growth, teachers were asked how frequently do they attend workshops and change their teaching styles. As for collegiality, teachers were asked about their interaction and exchange of ideas and whether they find solutions to common problems. All these aspects were taken from the literature review that represents the objectives of the study.

In order to check the reliability of the modified questionnaire, the researcher used the rationale equivalence reliability that estimates the internal consistency of the questionnaire. The Kuder-Richardson formula was used to calculate the reliability which came out as 0.9 (Gay, 1992).

A memo that included a schedule was distributed to inform the staff to meet with the researcher on a specific date at the library to fill the questionnaire in ten minutes (see Appendix B). The teachers and heads of departments read the cover letter (Appendix C) that explained the purpose and importance of the research before filling the questionnaire. The principal was asked to fill a similar questionnaire about
leadership in order to identify how she perceives herself and her style of leadership (see Appendix F) and then the researcher compared the responses of teachers to that of the principal.

_Semi-Structured Interviews._

The researcher wrote the questions focusing on the purpose of the research study. She tried to foresee what type of questions might arise during the actual interview and took them into consideration. The questions in the interview were based on the research questions and the relevant literature review. For example, the question about having high expectations of the staff was derived from the first research question about the transformational leadership style and from the literature review. Four teachers were chosen randomly for a pilot study to help determine the effectiveness of the interview questions. There were two questions about the school's vision. One question about whether the principal shares the school's vision was deleted because the teachers mentioned that it was repetitive.

After modification, the interview included twenty-three questions. These questions were about principal’s leadership style, collegiality, professional growth, teacher-parent relationship and school mission and vision (see Appendix G) since the two research questions that the researcher was focusing on are concerned with the transformational and transactional leadership styles and how leadership styles contribute to some aspects of the school culture.

The researcher conducted the semi-structured interviews during the free periods with teachers who were chosen randomly. Twenty-six teachers were interviewed including five heads of departments and the principal to gain the required information about the topic being studied. Each interview lasted around 30 minutes.
The researcher took notes while the teachers were being interviewed. Teacher's replies were written and not recorded because the presence of a recording device was refused and the researcher respected the personal preferences of teachers.

The interviewee was given a brief description about the purpose and the main themes of the semi-structured interview. The researcher always mentioned that the answers being given were confidential and would not harm the teachers in any way.

*Participant Observation.*

In this case study, the researcher was a participant observer because the researcher is a staff member. The advantage of using participant observation is that it yields a lot of information (Gay, 1992) on non-verbal behavior (Cohen et al., 2000).

Teachers were aware that the researcher was observing them and taking notes. The researcher was able to conduct formal and informal observations. The informal observations were done during the researcher's free periods without being scheduled. The formal observation opportunities were provided by the heads of department and secretary. The heads of department provided the researcher with the timing of departmental meetings. A bulletin board at the reception provided staff with information regarding when parents had asked for an appointment. This was used by the researcher as a cue to be available for observation during these interactive sessions. Observations were done formally and informally in staff rooms, hallways and in the school's lobby.

The researcher observed teachers' meetings and teacher-parent meetings (see Appendix H). The researcher identified from the literature review the specific behaviors that reflect collegiality and teacher-parent relationships. As for teacher-parent relationships, the researcher observed when teachers welcomed parents by greeting them with a smile, welcoming words and direct eye-contact (Wilford, 2004),
by sharing information about the child (Griffith, 2000) and by mentioning good behavior and not only paying attention to bad behavior (Storm & Storm, 2003). These behaviors were listed on a checklist and observed by the researcher. Whenever a behavior was noted, the researcher would tick next to it.

The objective of the observations was to double check what teachers said in the questionnaire and semi-structured interviews about teacher collegiality and teacher-parent relationships. The researcher observed the elements of collegiality which are teachers' interactions, sharing and exchanging ideas and resources and solving problems about common concerns. For example, the researcher noted that teachers exchange exams, worksheets, activity workbooks and mention ways teachers deal with some students and seek each others' help for all the above.

The observations were conducted during the researcher’s free periods or break time. Twenty-eight observation sessions, each with a duration of 15 to 25 minutes focused on collegiality in the staff room and hallways. Teachers naturally took the initiative to interact together. Moreover, twenty-eight observation sessions, each with a duration of 10 to 20 minutes, were conducted during teacher-parent meetings in the school lobby with or without a previous appointment or during the Parent's Evening as scheduled on the school's calendar. The researcher recorded the number of repetitions of the observed behavior.

Documents.

Documents provide helpful information about the history and current status of schools. They give the researcher the needed background of situations and of regular everyday performances. Documents include memos, reports, archival or private records (Mertens, 1998).
The documents supplied were:

1. memos and information sheets given to parents
2. rewarding and sanction letters given to teachers
3. school policy for staff
4. school history and profile (vision and mission)
5. school calendar
6. workshops forms
7. school’s strategic planning

The researcher made an outline of the relevant themes and wrote the needed documents under each. Using the outline, the executive secretary provided the researcher with the required documents. These documents were needed to make inferences about the investigated topics and to provide evidence. For workshops, the researcher was supplied with the workshop description memos that teachers read. After an internal or external workshop, teachers fill a form about the workshop attended. Documents about the school mission, vision, policy, history and calendar were provided. Samples of reward and warning letters given to teachers were also made available. Any notes, memos or letters sent home to communicate with parents and that showed the relationship with parents were also supplied (see Appendix I).

Analysis was conducted by tracing elements and concepts that address the research questions. For example, documents stated the mission and vision and were similar to that stated by the teachers during interviews and in questionnaires. Other documents showed that the principal issues rewards and sanctions which was evident in the interview and questionnaire as well. There was also evidence in the documents that teachers who have attended workshops have to report about it and the principal keeps track of who is engaging in professional development.
All these pieces of information illustrate what is occurring in the school and validate the results of the other data collection methods through triangulation.

Triangulation

The researcher used four different ways to collect data for the aim of investigating reality. The researcher could increase the trustworthiness of the conducted study through triangulation.

The results of the interviews were compared to the results of the observations and questionnaires. Having similar results showed that the semi-structured interview was valid. According to Cohen et al (2000), one approach to validate interviews is to compare interviews with other measures that have been proven valid. The data and instruments used are included as appendices so that other researchers can examine them (Cohen et al., 2000).

Data Analysis

Data included notes obtained from interviews, questionnaires, observations and documents. Documents were collected based on the different categories studied to give a holistic understanding of the school system. The exact words from the conducted interviews were analyzed and categorized directly. Observation data were recorded sequentially.

After the data collection procedure was achieved, the material was filed according to its relevance to the two main categories and subcategories as follows:

1. Principal’s leadership style
   A. Transformational leadership
   B. Transactional leadership

2. School culture
   A. Mission
B. Vision

C. Collegiality

D. Professional development

E. Teacher-parent relationship

The questionnaire was completed by staff and the principal. The results were analyzed by frequency counts using the Microsoft Access software. The analysis was to identify the leadership style of the principal and to see if there were significant differences between the rating of the teachers and the self-rating of the principal leadership style.

Data from interviews were analyzed using two techniques. First, the data received from each teacher interviewed was around 3-5 pages long. Data were classified and categorized under the two main categories previously mentioned. The researcher highlighted all the terms and sentences relating to the different factors discussed during the interview sessions, such as school mission, vision, high expectations, teachers' interaction, and transformational leadership and then grouped them under the categories: school culture and principal leadership style. Where there was repetition or similar answers, the researcher recorded it only once—considering it to have the same meaning under the same theme. The categorized data permitted analysis, comparison, contrasts, and insights within each component. Second, the results of the interviews were compared with the questionnaire results filled by the staff and the principal based on the two main categories measured. Similarities and differences in the teachers' and principal's perceptions in the interviews and questionnaires were noted.

The data collected during observation along with the school documents were analyzed by grouping related items together under the two main categories classified
in the questionnaire and interview data analysis. The categorized data were compared with the documents, observations, questionnaire and interview responses to test validity and reliability. Differences and similarities were determined according to the same content to reach an interpretation about the school.

When comparing the data, the researcher found that most of the data collected from all instruments were similar. Discrepancy was found mainly in two aspects of the school culture. The first was whether there was constant follow up of teachers who were attending workshops for professional growth. Teachers mentioned that there was no documentation whereas the heads and documents revealed that follow up existed. The second aspect of the school culture was whether there was a shared school mission. The principal mentioned the mission statement and the way it has been achieved, whereas most teachers did not directly know the statement or the way to achieve it.

Ethical Issues

Participants were promised to read the sections of the report that refer to them. They were also promised that the report should not inflict harm in any conceivable way. All the collected data were used by the researcher even if certain information contradicts the researcher's objective. Data are presented as appendices so other researchers can examine them.

Limitations

The results of this study may not be generalized to other cases except when the setting or the system of the new case is similar to the one previously studied. The researcher can not be sure if the respondents are expressing a true attitude rather than a socially accepted one (Burns, 2000). Experienced teachers were able to give the researcher more information about the school system and leadership style. For
example, the teachers were able to compare the progress the school was achieving compared to previous years. Senior teachers were also able to predict the principal’s reactions as a consequence of teachers’ mistakes. Another limitation is that all the semi-structured interviews and observations were conducted during the researcher’s free periods or during break time and that the researcher had to write down notes while interviewing the teachers since no permission was given to the researcher to use a tape recorder. This could present a limitation because more data could have been collected by tape recording the interviews. Recording the interviews would be more helpful and authentic for further research on the same topic. The drawbacks of participant observation are that the researcher is observing people without their knowledge (Cohen et al., 2000; Gay, 1992). The researcher will be biased and face a problem of role conflict (Burns, 2000) due to being a participant observer (Cohen et al., 2000; Gay, 1992). Bias was reduced by observing events several times and recording every behavior done to establish reliability (Cohen et al., 2000).

In this chapter, the researcher illustrated and described the participant school and its relation with the Ministry of Education in UAE. The data collection strategies were described in detail with the advantages and disadvantages. The following chapters will present the data and will attempt to address the research questions, and assess the findings to determine to what extent they reinforce, or undermine some of the major opinions relating to leadership and school culture.
DATA PRESENTATION AND ANALYSIS

Introduction

This study was conducted to identify the principal’s leadership style and how this style contributes to some aspects of school culture. The aspects taken into consideration are the mission, vision, collegiality, professional development and teacher-parent relationships.

Using the data collected from the interviews, questionnaire, observations and documents, a case study was conducted in a private school in the UAE for this research. The data will be organized and analyzed into two main categories. The first category is the leadership style of the principal which includes two sub-categories the transformational and transactional leadership styles. The second main category is the school culture including the five aforementioned aspects.

School documents, observation checklists, questionnaires and interviews with both the teachers and the principal, will be used to analyze the principal’s leadership style and its contribution to these aspects of the school culture.

Leadership Style

Many elements in the questionnaire covered the transactional and transformational leadership styles and the contributed data will be presented consecutively.

The transactional leadership style

Table I (see Appendix J) reveals the teacher’s answers regarding the leadership style of the principal. The results indicate that 78.2 % of the teachers believed that the principal has the characteristics of a transactional leader. As shown in the table, the percentages reveal that the principal provides assistance, focuses attention on irregularities and expresses satisfaction when teachers meet standards.
Similar results were obtained in the interviews with the teachers. Twelve teachers out of twenty-six mentioned in their interviews that if a teacher failed to meet expectations, the principal talked with the teacher about it in a diplomatic way so as not to hurt teacher's feelings. Moreover, the teacher and principal discussed how things could have been done in a different way to avoid recurrence. Twelve teachers out of the twenty-six who were interviewed believed that the principal made suggestions in order to help change the teacher's approach, and help overcome and learn from mistakes. When teachers made mistakes, the principal gave chances and opportunities for improvement. Two teachers mentioned that if the mistake was repeated more than once, then a written warning was given to the teacher, and four teachers mentioned that suitable actions are taken against teachers who are not meeting school goals. With regards to the reward system, most teachers mentioned that the principal focuses on both reward and mistakes (Reward and warning letters are available in Appendix K). Eight teachers stated that rewards are given as letters but five teachers said that they had not received any letters for a long time and were rewarded orally. Three teachers declared that if there were visitors at the school or during a school meeting, then the principal would say 'X has done a wonderful job'. Two teachers mentioned that a salary raise is given as a reward.

With regards to delaying decisions, which is one aspect of a transactional leader, most of the teachers agreed that the principal delayed taking decisions for many reasons. In fact, three teachers stated that the principal waited until something happened before taking a decision. Only after a problem gets bigger, a decision is taken. One teacher said that the discipline problem at school was not discussed until it became a serious issue. Another teacher mentioned that the principal takes her time and thinks before a decision is taken. On the other hand, eight teachers proclaimed
that decisions were not delayed, since the principal tries to anticipate and is aware of problems. For example, if there is a problem with one of the students, she will call the parents and solve the problem before the student arrives home.

Based on the data from the Principal’s Questionnaire in Table II (see Appendix L) and interview, it was clear that the principal always provided the teachers with assistance and discussed expectations. When performance goals were achieved, the principal expressed satisfaction. The principal fairly often focuses on mistakes and irregularities and does not always focus on rewards. Teachers may be unaware that they are doing something wrong. Whenever this happens, the problem is discussed and ways to improve and advice are given. As for rewards, everybody should be rewarded in a verbal, written or financial way. When the principal was asked about delaying in decisions, she said, “I do not think I delay decisions. Some problems are more urgent than others. Sometimes I prefer to wait and view the outcomes then take a decision.”

At the beginning of each academic year, teachers receive a file (see Appendix M) that ‘contains detailed information on staff policies, the processes and procedures related to teaching and the system followed at school’. For example, homeroom teachers will be responsible to encourage students to cooperate together during the academic year. The file mentions various issues like cooperation, break duty, parent communication and other things related to the school’s system. In the document, it was mentioned that the school is a place where ‘success and sincere attempt are recognized’ and where failures are learned from.

Based on this data, the principal and the teachers’ views were similar. It was found that the principal rewarded teachers in different ways. To increase their motivation, teachers felt they need to be rewarded more often. Teachers were given a
log book that describes the responsibilities and duties of teachers. If any mistake occurs, the priority was to discuss and solve problems. If mistakes continue to take place and teachers did not improve, then warning letters were written. As for decisions, teachers and principal agreed that sometimes decisions are delayed but the reasons behind that differed but problems were solved even after some time had passed. Therefore, the leadership style was revealed as transactional. The most obvious characteristic of the transactional leadership style is that the principal makes clear what and when goals are to be achieved. Teachers base their expectations for rewards accordingly.

The transformational leadership style

Table III (see Appendix N) exposes the answers of teachers regarding the leadership style of the principal. The results show that 83.6% of the teachers believed that the principal has the characteristics of a transformational leader. As shown in the table, the principal talked about her most important values, instilled pride in the teaching staff for working at the school, showed the importance of having a strong sense of purpose, and went beyond her self-interest. Almost all teachers mentioned that the principal talked about the future in an optimistic way and about what needs to be accomplished and expressed confidence that goals will be achieved. The majority of the teachers observed the principal as showing high self-confidence and power. Most of the teachers claimed that the principal acted in ways that built their respect and considered that the principal took decisions that have ethical consequences, whereas 63.4% of the teachers revealed that the principal treats them as individuals rather than just members of a group. Generally, the principal considered the different needs of teachers and most of the time helped develop the strengths of the teachers and showed there was a mission that needed to be accomplished.
Twenty-five teachers expressed a feeling of belonging to the school. Four of the teachers mentioned that the sense of belonging to the school is an inner feeling that exists because they feel they are part of the school. Moreover, six of the teachers felt they were responsible individuals especially if anyone talked about the school in an unpleasant way. The teachers felt that they had to defend the school and be loyal. Twelve teachers declared that the principal’s attitude helped the teachers feel they belonged to the school. Nine of them mentioned that the principal supported the staff if there were any personal or professional problem and they had direct communication with her. The door of the principal’s office is always open and the needed support is given. Three of the interviewees talked about the way the principal guided the teachers and shared her experience through regular meetings. On the other hand, one teacher said she did not feel she belonged to the school because she did not feel comfortable working at school.

Twenty-five teachers agreed that the principal communicates the vision and goals of the school in team meetings. She expressed and presented the vision and goals and expected the teachers to do their best in order to achieve them and that all the staff should be aware of the vision and goals. The principal regularly talks about the future. Six teachers pointed out that the vision is also transferred through the head of departments to the teachers who knew exactly what was required of them. Moreover, three teachers said the principal is always seeking to improve the school and takes part in different competitions to win local and international prizes. Three other teachers declared that there are efforts to link any teacher training to the vision and mission of the school. On the other hand, one teacher said that the principal did not share the vision and goals of the school with the staff members. Eight teachers said that teachers should be more involved in the vision.
Twenty-five teachers view that the principal has high expectations of her staff. Eight of the teachers declared that everyone is given the opportunity to improve. Seven teachers said that the principal pushes and challenges the teachers to do their best. Five teachers added that the principal made them feel responsible towards what was expected of them because she trusted the staff. Three teachers mentioned that in meetings, the principal would state that the school will not reach its high level without the help of the team. The principal has high expectations because a lot of visitors come to the school and the principal wants to reveal the high standards achieved. If it was not for the teachers’ work, high standards would not have been met as was cited by one teacher. Three teachers added that whatever a teacher does, the principal expects more. Two teachers were sure that when a teacher is hired, the principal is always positive about the chosen teacher and that the teacher is capable of doing the job. Two heads of departments mentioned that if a teacher was not good at teaching then the principal would focus on the positive and strong aspects of that person. The principal then takes advantage of such aspects and works on improving their teaching skills. On the other hand, one teacher mentioned that the principal does not have high expectations of all teachers but expects more from those who are paid more.

Based on the data from the principal’s questionnaire (see Appendix O) and interview, it was obvious that the principal showed characteristics of transformational leadership. Frequently, the principal exhibits actions that reveal optimism towards the future and what goals need to be achieved. The principal also rated herself as always behaving in a certain manner that builds respect towards her and of taking ethical decisions. Moreover, the principal continuously goes beyond self-interest and treats teachers as individuals with different needs. Continually, the principal viewed herself
as displaying power and confidence and that all goals will be met. The principal has a strong sense of mission. Interestingly, the principal mentioned her core values sparingly and rated herself poorly regarding whether she inspired pride in teachers to be associated with her.

The principal’s interview revealed that the principal helped the teachers develop a sense of belonging to the school. “It is my job to make the teachers feel they belong to the school. The school is run as a family and the same way a person cares about family members, I care about the teachers. This will help teachers feel the sense of belonging”. As for having high expectations, the principal said “I have very high expectations of the staff. I select the staff. Therefore, my expectation should be high. At least 90% of the teachers can work up to the expectations but I can not guarantee the rest”. According to the principal, the vision is shared through general meetings with the staff or through heads of departments.

In the documents collected by the researcher, it was shown that the principal assisted others to develop their strengths by creating an ‘atmosphere conducive to learning while maximizing the development of each pupil’s potential’ (see Appendix P) and to motivate staff ‘to raise their efficiency and morale and urge them to continue to develop their abilities’ (see Appendix Q). The principal’s sense of pride having the staff and having a collective sense of vision and mission in the school was revealed when she stated that ‘the highly professional level of service is achieved by the attitude and the continual willingness of our staff to fully accept their responsibility in the educational process of gaining and maintaining the position of being one of the leading schools in UAE’ (see Appendix P).

Clear goals and objectives have been stated. To fulfill these goals, the school has developed a ‘Quality Management System’ in compliance with ISO 9001:2000.
This system was built considering that the only way to prosper as an organization is by continual self-examination, change and improvement. Teachers are treated as individuals and as having different needs. The school is a place where 'students and teachers are valued as individuals, where differences are respected and aptitudes are nourished' (see Appendix P).

Similarities were found when the researcher compared the teachers' view and the principal's view. It was found that the principal revealed aspects of the transformational leadership style. For example, since transformation means change, it was clear that change and improvement are two main factors the principal is eager to implement and that is the reason behind developing a system in compliance with ISO 9001:2000. To ensure this change, the principal showed power and high self-confidence which are main features of taking risks and initiating change. Teachers have a strong sense of belonging that helped them feel they are a part of the whole and more associated with the school. The principal treated them in a special way by having high expectations and by sharing with teachers what needs to be accomplished.

The teachers rated the principal higher than the principal rated herself especially in inspiring pride in the staff members. As a transformational leader the principal has shown a strong character in being optimistic towards the future and goals to be achieved. Demonstration of power and confidence was one of the strong characteristics revealed by the principal.
The School Culture

When people walk around in the school, they will see the Mission Statement hung on the walls. It states that the school aims 'To enable all students to become productive, responsible learners in the ever changing world through cultivating the students' core academic knowledge and core values.' Fifty percent of the teachers stated that the mission is to enable students to become responsible, knowledgeable, effective and creative and prepare them for the real world. Two teachers mentioned that it is to train students to become effective individuals in society. Two other teachers stated that it is to build more confidence in students who will later on face the world in a 'stronger way'. The first reaction of the other fifty percent of the teachers was that the mission statement is hung on the wall and they do not know it in details unless they read it.

The principal confidently said 'we educate children not only through books. We educate them socially and academically. We promote and encourage education for life, but our core competence is to graduate students to face the world with confidence'. The principal also stated that the mission statement is being achieved because the graduates of this school are ICDL holders and have credentials from first-class education providers (Cambridge University, CITA board, etc.). Students carry their knowledge and understanding of concepts with them after graduation, as evidenced in their distinguished performance in universities' entrance exams, their new schools or over the course of their graduate studies. Students are applying their skills in using the largest resource of data, which is the Internet, to learn more about different topics and are encouraged not only to rely on what is available in books but to look for what is beyond the books as well. They are also aware of what to take and what to filter out among the wide variety of opportunities available on the net.
Teachers viewed the implementation of the mission statement in different ways. Twenty teachers mentioned that teachers are achieving the mission statement. Six teachers stated that the mission is being achieved through curriculum and teaching strategies. Two teachers declared that the school is very professional in hiring the best staff and have the best equipment and resources to achieve the vision and mission. It is being practical by looking at the labs and books. Each year, some changes take place at the school because the principal is eager to keep on improving it to become a better place. She is working hard to achieve the mission by trying to weed out the weakness, implementing new strategies, and working hard towards achieving them. Two other teachers added that grade 12 students are being prepared for the future in a relatively good way with respect to other schools. Two teachers added that school graduates are distinguished in university and anywhere else, because students were learning for life and carried the mission of the school. Two teachers declared that through group work and projects and through independent activities the mission is achieved. Two teachers noted that educational field trips organized throughout the school year help achieve the mission.

On the other hand, four teachers pointed out that the mission statement should be discussed in more detail and they need to discuss ways to see it being achieved. Two of these teachers proclaimed that the mission statement is not applied by all teachers.

The collected documents show that the staff use non-traditional teaching methods to develop students' abilities and research skills and encourages scientific research projects that promote the use of theoretical material in life applications (see Appendix Q). By offering both the American and British curriculum, the school caters to the needs and interests of students. Moreover, the curriculum is linked to the
local environment. The school’s approach is to have long-life learners for a better future where the school is the base of reliable educational and social development. The school’s goal is to enhance self-confidence and independence. Teachers provide a stimulating environment to enrich the students’ learning by being exposed to a wide range of cultural and educational experiences. Field trips are organized to relate classroom studies to the outer world. The school campus with all its facilities and up to date equipment helps meet the needs and expectations of students.

Data from the questionnaire revealed that the teachers rated the principal with a high percentage for having a collective sense of mission (87.8%) and expressing confidence that goals will be accomplished (92.8%). This shows that the principal has influence on staff for working to reach the school’s mission. The principal rated herself as performing these behaviors frequently if not always.

Having all this data about the school mission, the researcher discovered that the principal and some teachers stated the mission statement and ways to achieve it. All teachers knew there was a mission statement but some of them needed more time to think about it to mention it and ways to achieve it. New teachers were unable to state the mission because they do not know anything about it expect that it is hung on the wall. Although the questionnaire results showed that the principal had the attitude of having a collective sense of mission, but teachers were not aware of the mission because there has not been a general meeting stating and explaining the mission. For teachers to be life-long learners and convey this message to students, the mission statement should be discussed more at school, especially in regards to ways the team can work together to achieve it.

The second aspect of the school culture that the researcher will shed light on is the vision. In the collected documents, the vision statement is ‘Our aim at the school
is to make a positive difference through education and services, and extend our standards of excellence asserting leadership among the private schools in UAE in particular and the Middle East in general.’ Moreover, the staff has a ‘will to fully accept their responsibility in the educational process of gaining and maintaining the position of being one of the leading schools in UAE.’

The principal, during the interview, stated the school vision by saying that it is not only to work internally but to expand everywhere in the Gulf region and to be of first-class education. As a thirteen year old school, the vision is being achieved. ‘We already expanded the school and next year will open a new branch and during a ten year time we will open ten branches.’

The researcher was amazed to find out that all teachers know the school’s vision. Eighteen teachers proclaimed that the vision is to become an international school. Nine other teachers mentioned it has to be the best and leading school among all schools in UAE. Four of them said the vision was to offer quality of education to children and get more awards that help improve the school. Two mentioned that the vision was to make the school an ideal place for children. Two of the teachers added that the vision was to have more branches which will lead to a better business.

The semi-structured interviews showed that teachers had different views on how the vision was being achieved. Four teachers said it was being achieved by following standards set by the ministry and ISO 9001: 2000: when the school has certain standards, it gets to be international. Five other teachers declared that the vision was achieved by improving the quality of education through choice of curriculum and books, to get awards and by having expert people visit and assess the school. One teacher said, “I have been here for two years and there has been improvement not only in the curriculum but structure of school like having a
swimming pool and expansion". Four teachers added that the school had promised to expand and they have achieved it. Two of them said they are following and achieving plans even if it takes more time but they are getting there.

The questionnaire data indicate that 62.1 % of the teachers agree that the principal talks about the future goals and vision. The principal also noted that talking about the vision happens frequently.

The above data helped the researcher detect that the school’s vision is known to everyone in the school. The principal’s characteristics of talking about the future and what needs to be accomplished and having confidence that goals will be achieved, keeps the vision statement in the teachers’ minds. The principal talks about the vision during general meetings. This is reflected in the way the teachers answered the questions that the principal keeps the vision statement alive. Moreover, teachers can easily view that the vision is being achieved by expanding the school. This motivates the teachers to work harder in order to help reach the vision since it is mutual effort. In this aspect, the principal leadership style has a great influence on the vision.

Parent-teacher relationship is the next aspect examined by the researcher. In the questionnaire, 95.6% of the teachers viewed the students from the academic and psychological aspects in order to discuss with parents their child’s case. 88.8% of the teachers mentioned that they communicate with parents in different ways. Three teachers send a memo or a weekly letter and twenty teachers communicate with parents during teacher- parent meetings. Thirteen teachers use the phone to call parents and inform them about their child.

The results of the observations and interviews were similar which means that the observations made were valid. For example, in the interview the teachers were
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asked about the ways parents are engaged with their child’s education and learning; this aspect was also observed during teacher-parent meetings.

Moreover, commendations and certificates will inform parents that their child is doing a great job. Some grade level teachers send weekly letters to inform parents of what is being taught during the week. Three teachers mentioned that the social worker also plays a big role in keeping track of students and calling the parents. Seventeen teachers suggest to parents ways to improve their child’s weakness and how to encourage the student to work harder. Twenty three teachers update parents with their child’s positive and negative performance in class— whether it is academic or behavioral. Some teachers tell parents what is expected of the child to achieve and ways to help the child. To examine the progress of the student, the teacher compares the performance at the beginning of the year with the most recent one. This was clearly observed by the researcher during the observation sessions.

Thirteen teachers mentioned that the relationships between parents and teachers are very good. Five others said it is a friendly relationship. Parents are always welcomed at the school. In Kindergarten One and Two, the relationship is informal because parents come and pick up their child from class everyday. In the upper levels, five teachers mentioned that the relationship with parents is formal and five teachers mentioned that the relationship depends on the parents because some parents are “troublemakers”.

Nineteen teachers declared that parents are involved in the school. Seven teachers mentioned that most of the time the principal takes into consideration the parents’ point of view and complaints in some decisions. A lot of adjustments to the policy have been made due to some parents’ complaints. Some parents choose the teacher they want for their child. Parents can call the teacher at any time and the
doors are always open. Two teachers mentioned that some parents are interested in what their child is being taught and send things to school that are related to the concept being taught. Three teachers added that some parents are involved in their child’s homework and projects. Parents can come and argue about child’s marks. The school as an organization wants to please its customers. One teacher revealed that every year, the parents fill a questionnaire about the school. However, two teachers mentioned that parents are not being involved in the school. All teachers agreed that the events organized by the school that require parents’ involvement are: parent-teacher meetings, Art and Culture day, Spring Fair, KG concert, Mother’s Day, and the Graduation Ceremony. All these events are scheduled on the internal school calendar (see Appendix R).

Through the semi-structured interview, the principal revealed that the relationship that teachers build with parents is a healthy one. Some teachers say they should not have contact with parents, but the principal disagrees because she is a parent and would like to see who teaches her children and get to know their teaching approach. Parents are informed about the progress of their child. Teachers, parents and students benefit from the Parent’s Meeting. Some parents misuse the relationship but the principal is trying to control this attitude. Parents are engaged in their child’s education by contacting teachers especially if their child needs it. Fifty percent of parents are involved in the school mainly through school activities like Spring Charity Fair and outside activities.

The gathered documents show that the aim of the staff is to work efficiently with parents, which permits the children to grow in body, mind and spirit. This will help fulfill the school’s mission.
Each year, the parents of Grade 9 receive a letter that informs them of a meeting to discuss the options their children have regarding choice of curricula. The meeting explains the difference between the British and American system in order for their children to choose to get ready for IGCSE or SAT exams by Grade 11 (see Appendix P). The school is eager to maintain open and clear channels of communication with families of students, which allows them to work as partners in fortifying positive behavioral traits of students and in reducing negative ones (see Appendix Q). Other than having academic qualifications, the staff should be able to communicate with students and parents. The school is selective in the recruitment process.

According to the collected data, the researcher found out that the teachers' and the principal’s viewpoint regarding teacher parent relationships coincide. The principal plans and organizes dates of activities and meetings for parental involvement in the school. The students are the focus of the school mission. To successfully reach it, parents should know about their child’s strengths and weaknesses. The principal and teachers have an open door policy for all parents to communicate and express their concerns. This attitude of the principal is positively influencing parent-teacher relationships and reflects one characteristic of transformational leadership.

The fourth aspect of the school culture that the researcher will consider is professional development. Table V (see Appendix S) shows that 86.2% of the teachers agree that they attend workshops that meet their needs. 85.8% of the teachers vary their teaching strategies in class after attending workshops and interacting with other teachers. 93.1% of the teachers feel they are lifelong learners.
From the interview with teachers, the researcher found out that teachers are willing to attend workshops for many reasons. Twenty-two teachers attend workshops to upgrade their ability and improve ways of teaching to use modern strategies to become better educators. In this way, teachers' performance will become more effective. Six teachers added that when they attended workshops, teachers from different schools communicate, share ideas and experiences together and discuss difficulties being faced. Five teachers mentioned that if teachers learn from each other they can have more information and think of different ways of presenting a lesson. Another teacher added that they also discussed the curriculum. One teacher declared that since the world around them is changing, if teachers fail to 'upgrade themselves' they will not give the students the chance to cope with the outside ever-changing world. Another teacher said there is competition all around; if a person does not update oneself, that means the opportunities are less.

Teachers are motivated to attend workshops. Ten teachers declared that interest to attend workshops depends on the topic and needs of teachers. One teacher said that teachers were not motivated to attend and another added that teachers were encouraged and pushed to attend. Some teachers are interested in attending but there are reasons why they can not attend all the time. Eight teachers said workshops take place during the weekend and some teachers can not attend due to family obligations. Nine teachers mentioned that in upper levels, some teachers are chosen by the principal to attend and two teachers added that usually the head of department recommends a teacher. Three teachers mentioned that attending a workshop depended on the budget. Two teachers added that teachers take turns when the workshop has expensive fees. Eleven teachers mentioned that in lower levels, there is
no limited number of teachers who can attend and ten teachers said it was optional to attend when it was free and the topic is interesting.

Teachers attend two types of workshops: internal and external. Eleven teachers said workshops take place regularly 2 to 5 times a year. Four teachers added that there were monthly workshops. Three teachers declared that there are also internal workshops that take place at the beginning of every year. Four teachers added that heads of departments do internal workshops depending on the needs of the teachers and these needs are known due to class visits. Twenty teachers said that the principal does not ask the teachers about their needs before deciding on which workshop to have them attend. However, five teachers said the principal asks the heads of departments about the needs of the teachers, and to recommend names to the principal based on class visits and teachers’ needs.

Workshop topics are mainly educational: classroom management, strategies of teaching, learning through games, improving English skills, integrated learning, discipline, dealing with learning disabled students, activities, critical thinking, ways to encourage students to do problem solving, teaching at the secondary level, writing skills, computer skills, assessment training sessions, childhood development, leadership, CITA standards, IGSC geography, and Math O and AS levels. The Arabic teachers attend workshops that are presented by the Ministry of Education. Teachers attend a workshop and choose any session that interests them. Thirteen teachers attended workshops about leadership presented by the principal.

Twenty-five teachers agreed that they were motivated to apply new teaching strategies. Two teachers mentioned that the motivation was for the teacher as an educator to reach high level goals and to help fulfill the mission and vision. Twelve teachers mentioned that the head of department motivates teachers to apply new
strategies and transmits to the teachers what the principal wants. Five teachers added that the head of department will notice the application of new strategies from class visits. Three teachers mentioned that teachers meet together and discuss new ways of teaching that they find fruitful. However, two teachers said that not all teachers apply new strategies.

Twenty teachers said that whoever attends a workshop is not required to present it to others. Eight teachers added that if the head of department attends a workshop, then it will be presented to the staff. One teacher declared that teachers used to present the workshop to others and one teacher mentioned that teachers share ideas about the workshop during the coordination periods. Two teachers stated that there is a form to be filled about any workshop attended.

Once teachers have attended a workshop, the principal expects several things. Thirteen teachers said that teachers who attended workshops are expected by the principal to apply them in class in order to improve their students’ learning and help make the school unique. Eight teachers mentioned that a copy of the certificate is required to keep record of the workshops attended. Only four teachers said the principal does not expect anything from the teacher.

When teachers were asked if the principal had an idea of who was attending workshops, the replies came as the following. Thirteen teachers said there was no constant supervision whereas twelve teachers said there was constant supervision in upper grades.

When the principal was asked the same questions, the principal pointed out the following ideas. She asks the heads of departments to evaluate the teachers. Sometimes teachers are sent according to their needs and they attend workshops twice a year or more. The school has allocated an ‘open’ budget regarding the quota of
teachers attending workshops. Class teachers are sent more often because they teach more subjects. The rest of the teachers attend according to the topic of the workshop and if it is related to the subject being taught.

Teachers attend workshops to gain more experience and get exposed to other ways of teaching, and to close gaps they might have. Teachers are expected to learn and exchange ideas because people coming from different parts of the world have different experiences that teachers can benefit from. Teachers are motivated to attend but sometimes cannot due to commitments at home. Sometimes workshops are not attractive and not beneficial so teachers would not go again.

Teachers are encouraged to apply new teaching strategies that they learned from workshops after consulting the head of department. The head of department informs the principal about the new strategies being used. Moreover, the principal asks for a feedback report from teachers who attend a workshop and the teachers either recommend attending again or not. If a teacher or an administrator attends an expensive workshop which is important and will benefit others, then this person will present it to the rest of the group.

Constant supervision of those attending workshops is the responsibility of heads of departments. They are asked to encourage most teachers to attend and they keep a record of who attends.

The school documents indicate that the teachers have abilities to develop their own skills and upgrade teaching strategies by attending workshops (see Appendix Q). One teacher mentioned that there are facilities in the school which aid teachers to use new strategies. At school there is a program called In-Service Teacher Training and Staff Development (INSET). The aim of this program is to acquaint the teachers with, and develop in them the skills needed to become effective practitioners in a
multi-national culture (see Appendix P). Whenever a teacher attends a workshop either an external or internal one, teachers have to fill a form (see Appendix T). There is another form that teachers can fill if there is a proposal for improvement (see Appendix U).

Not only do teachers attend workshops but also the principal updates herself. She has attended a workshop about leadership called Breakthrough Leadership and has been to a conference for administrators in Lebanon. In the school, education is for all. All members of the school are given the opportunity to learn, starting from the top level in the organizational chart down to the bottom level. All teachers and administrators attend training whether on an individual basis or arranged by the school to give them the chance to acquire knowledge from different sources (see Appendix V).

Thus this data shows that all school members attend workshops that help develop their abilities. The teachers and the principal agree that teachers attend workshops to develop their abilities and upgrade their teaching strategies. Teachers attend workshops on a yearly basis. Some teachers said there is no constant supervision on who is attending workshops, whereas, in the collected documents, there are forms filled by the heads of departments that show the names of teachers who attended workshops with the topic of interest (see Appendix W). Using the documents given by heads of departments, the secretary makes a form which indicates the total number of teachers attending workshops and from which department (see Appendix X). Comparing the past three years, the number of teachers who have attended workshops has increased and the topics have varied. Although teachers feel there is no constant supervision, in fact there is; but the teachers do not seem to know about it.
Using all the collected data, it is clear to find out that the principal as a leader is attending workshops and conferences to get new ideas, apply them and have change. For transformation to take place at school, teachers have to grow professionally and apply what has been learned. The principal motivates teachers to attend external workshops in order to acquire and apply up-to-date teaching strategies. This is in harmony with the principal’s attitude and practice that teachers have individual differences and needs. Through attending workshops, the needs are met and the mission will be achieved. As for internal workshops, all teachers are expected to attend. In this aspect, the principal’s leadership style is influencing the teachers’ professional development to help the school transform.

The last school culture aspect that the researcher will discuss is collegiality. In the questionnaire, the teachers were asked to rate how often teachers share ideas. Around 94.3% of the teachers said they do that always and 91.6% of the teachers frequently discuss solutions to common problems (see Appendix S).

Twenty-four teachers agreed that teachers interact together to share ideas and resources in order to enhance their teaching performance. Twelve teachers added that teachers exchange teaching approaches and hold discussions if the used methods are appropriate. Seven teachers declared that similar problems are discussed and ways to solve common problems are shared. Two teachers said teachers would ask others about ways to present a lesson when having difficulty. Five teachers added whenever teachers feel a need to ask others for help, they will. Three teachers pointed out that some teachers plan the lessons together. Three teachers feel that they have to work as a team. One of them added that teacher interaction is getting better but there is still room for improvement. On the other hand, two teachers said that such interaction was only occasional due to the load of the teaching periods.
Teachers meet with the heads of departments and among themselves. Some of the teachers have a scheduled period; others meet together informally during the day in the staff room. Twelve teachers said they met during free periods or at break time. One teacher mentioned that informal interaction happens on a daily basis. Two teachers added that they meet when there is a decision to be taken. Six teachers declared that they meet during an assigned period with co-teachers every week.

Eighteen teachers declared that the interaction among the staff is really good. Ten teachers said teachers interact together according to grade level at lower classes and six teachers added that interaction is according to subject at higher levels. Ten other teachers mentioned that the interaction happens according to both subject and grade level. Teachers teaching the same subject exchange ideas and methods. Six teachers said teachers teaching the same class meet and talk about their students' performance and problems and share ways for improvement. Two teachers believed that interaction depends on a teacher’s personality.

Twenty two teachers acknowledged that there were decisions taken by the principal for teachers to interact whereas four teachers said that no decisions were taken by the principal. Ten teachers said that a decision taken was for teachers to meet together on a weekly basis and four other teachers added that teachers gathered in the same staff room. Five teachers mentioned that the peer coaching method is being used for better interaction and to communicate about methods used. Three teachers added that teachers also interact together during school events.

Data from the semi-structured interview with the principal show that the principal is not satisfied with the staff interaction. She said ‘the interaction among the staff is not as expected but I am working to increase teachers’ interaction’. Teachers’ interaction used to be only according to subject but now it is both according to subject
and grade level. There are meetings for grade levels and there are general meetings for teachers in each subject. The principal described the interaction as a healthy one. The principal’s decision for teachers to interact implies that teachers are expected to meet together and share preparation and that these meetings are part of the schedule.

From the observations conducted by the researcher, teachers were always interacting with each other and isolation was not observed. When teachers meet, they shared ideas and resources and tried to find solutions for common problems. Sometimes teachers give each other positive feedback for new concepts.

All the above data helped the researcher find out that collegiality does exist in the school. ‘All staff members have good relationships with each other; this is translated in the exchange of knowledge and supporting each other under different life circumstances’ (see Appendix V). As a leader who takes into consideration social interaction, the principal provides teachers with the appropriate setting and with and without the principal’s force teachers meet together to plan, share ideas and discuss matters whether it was in a free or an assigned period.

In this chapter all the data collected by the researcher were presented. The researcher analyzed the data about the leadership style and aspects of the school culture. The analysis portrayed that the principal has a mixture of both leadership styles. Using the uniqueness of this mixture, the principal influences the school culture. In the next chapter, the researcher will compare and contrast the results with findings from the literature review.
DISCUSSION

Introduction

This chapter shall compare findings of this research with those of other studies from the literature review. The researcher will discuss the leadership styles and their relationship to the aspects of the school culture which are mission, vision, collegiality, professional development and the teacher-parent relationship.

Leadership Style

Similar studies have been conducted exploring the leadership style of the school principal. Many studies were conducted using the questionnaire designed by Avolio and Bass (2004). Some principals showed transformational and others showed transactional styles. A few principals had a combination of these two leadership styles. The leadership style of the principal in the school where I held my research will be discussed starting with the transactional leadership and then the transformational leadership style.

The transactional leadership style

As a transactional leader, AARP’s principal focused on mistakes and irregularities which do not meet the goals of the school. The principal provided help to the teachers who faced difficulties and commit mistakes. It was very clear that the door of her office was always open for any assistance. If a teacher committed the same mistake after being warned orally, then a written warning would be given to the teacher. This is in line with the work by Lindholm and Sivberg (2000) who defined a
transactional leader as a person who aims to accomplish organizational goals and interferes when mistakes occur. Gellis (2001) also added that a transactional leader is a person who focuses on mistakes and Turan and Sny (1996) similarly mentioned that the principal meets the teachers and discusses ways to reduce the mistakes or irregularities being done. Ultimately, whenever the principal decides whether to send a reward or a warning or not, it is a top management decision. Nisivoccia (1997) and Turan and Sny (1996) agree that most decisions taken are top-bottom decisions.

The principal at AARP rewards teachers either by sending out thank-you letters or by giving a salary raise. Rewards are given out when the teacher performs an action that is up to the principal’s expectations. This is in harmony with work by Bogler (1999), Jung (2000), Lintos (1992), Lipley (2004) and Wallace (2000) who agree that the principal rewards teachers whenever an expected performance is done and with Chapko and Buchko (2002) who mention that rewards are given as thank-you letters.

The reward system motivates and encourages teachers (Gellis, 2001). At AARP, the reward system will have a better effect if it was used more often throughout the year. It is interesting to note that the School Principal has high expectations of the staff. This is contrary to what Cheng (1997) and Jung (2000) mention concerning a transactional leader, who does not expect much from their followers. These expectations are limited within a teacher's abilities.

Usually transactional leaders are considered as tough and isolated (Alimo-Metcalfe & Alban-Metcalfe, 2001) and traditional (Lindholm & Sivberg, 2000) but this description is not observed at the school. The door of the principal’s office is always open welcoming teachers to drop by and feel free to talk with staff members at any time during the day. The principal and staff attend workshops to develop and
update their knowledge in order to promote the school and reach the required stated vision and mission.

Alimo-Metcalfe and Alban-Metcalfe (2001), Gellis (2001) and Wallace (2000) mentioned that a transactional leader delays decisions. Sometimes at AARP decisions are delayed—mainly because there are other problems perceived as more pressing and priority is given to them. This is also comparable to Block’s (2003) opinion that the transactional leader delays decisions.

The transformational leadership style

The AARP’s principal is also a democratic principal who encourages all staff members to participate actively. They meet and take decisions and attend workshops and apply new strategies utilizing any resources needed. This is in line with findings by Jason (2000), Lucas and Valentine (2002) and Silins (1994) who described transformational principals as flexible and instrumental in transforming the school into a democratic environment where members are active participants.

According to Cheng (1997), the transformational leader has many roles. These are the roles of the technical leader, human leader, political leader, cultural leader and educational leader. The researcher shall discuss the school principal’s role according to these various roles.

As a technical leader, the principal at AARP plans and arranges teaching and learning activities through internal and external workshops. The principal motivates the teachers, through the heads of department, to use up-to-date teaching strategies to ensure the school’s success. Each member of the staff receives a file that includes their job description according to their given positions. Moreover, it includes the school’s policy and procedures.
As a human leader, the principal at AARP cares about the teachers' professional development and social relationships. The principal keeps track of who is attending workshops and sometimes the principal requests teachers with specific needs to attend specific workshops. The principal also nurtures social relationships; teachers of the same grade level or subject have their own staff room where interaction takes place. Peer coaching also helps teachers' interaction at the school.

AARP's principal as a human leader also communicates with the staff through meetings and through the heads of departments. In meetings, the principal conveys the goals of the school and ways to reach them. Ways to reach the mission are being applied particularly through supplying teachers with any material needed and using up-to-date technology. This is in harmony with work done by Hipp (1997), Keller (1995), Lointos (1992), and Turan and Sny (1996) who found that the effective use of language to communicate with members about shared goals raises the followers' awareness about the importance of assigned outcomes; and Cheng (1997) who added that teachers will be aware of ways to reach assigned outcomes as a result.

Turan and Sny (1996) noted that the transformational principal should have high self-confidence and vision. AARP's principal shows both high self-confidence and shares the vision with the staff members during meetings. Teachers show respect towards their principal when they meet and when any decision is taken. This is in line with what is cited by Gillis (2001) and Lucas and Valentine (2002) who declared that teachers show respect towards their transformational principal.

As a political leader, the principal at AARP meets with the teachers who are facing problems individually. The principal talks to teachers in a diplomatic way to help reach better solutions by looking at matters from different perspectives in order to overcome their difficulties. This is in agreement with work by Bass (1990), Keller
(1995), Lontos (1992) and Wallace (2000) who found that the transformational principal helps others look at problems from various perspectives.

Cheng (1997) and Nisivoccia (1997) found that the transformational leader takes the role of a cultural leader in many ways. Having a staff room where teachers sit and meet gives a chance for the teachers to talk, plan and criticize teaching strategies to improve teacher’s teaching abilities. As an educational leader, the principal at AARP gives the teachers chances to grow individually and professionally. In order for teachers to become inspired and motivated to grow professionally, AARP’s principal needs to actively work at communicating the school mission. This is similar to work by Hater and Bass (1988), Lintos (1992) and Nisivoccia (1997) who added that when teachers are strongly devoted to the mission statement, they easily strengthen their individual and professional abilities.

Alimo-Metcalfe and Alban-Metcalf (2001), Hipp (1996) and Trofinos (2000) stated that a transformational principal praises the teachers when it is needed. This is similar to the attitude of the principal at AARP. The principal sends thank-you letters that show appreciation of teachers’ hard work. Thank-you letters are usually sent after the term’s evaluation and after certain school events.

As a transformational leader, the principal at AARP uses the strengths and abilities of every person in the teaching staff. This attitude motivates teachers and incites their intelligence. This is in harmony with work by Bass (1990) and Bogler (1999) who described the transformational leader as developing staff’s strengths.

By showing characteristics of both the transformational and transactional leadership styles, AARP’s principal is able to reach the expected goals and build a strong relationship with the teachers. The principal helps teachers solve their personal and vocational problems if teachers seek her help. This attitude motivates teachers to
develop an effective relationship with the principal. This is also a conclusion reached by Hater and Bass (1988) who stated that a transformational or transactional principal should reach the required goals. To do that, the principal has to strongly bond with the staff and develop good relationships (Block, 2003).

It is clear that the principal at AARP cares and shows concern for the teaching staff. If a principal acts with care and concern for others, then more likely the principal will cultivate a culture with the same values (Stolp, 1994). This climate or culture is supportive of the educational aim (Moos, 2003).

In the following section, some aspects of the school culture will be discussed in relation to the transformational leadership and the transactional leadership.

The leadership styles and the school culture

The researcher will compare and contrast findings discovered at the AARP School with the other research findings in the reviewed literature. The researcher will start with the transformational leadership style and the five different aspects of the school culture then move on to the transactional leadership and the five different aspects starting with the mission and shared vision.

*Transformational leadership and mission and shared vision*

AARP’s mission statement, which is hung on school walls, is also mentioned in the student’s diary and in the teacher’s file. For AARP to reach its mission, the principal helps teachers enhance and change their teaching strategies and performance. This is similar to Rancifer’s (1996) idea that the mission plans the school duties. To reach the duties and commitments, teachers should be given the appropriate methods to change their performance (Delany & Arredondo, 1998; Oromaner, 1998; Sparks & Hirsh, 2000). Half of the teachers at AARP are familiar with the mission statement. The other half needed more time to think about it and
deduce some descriptions. This is why the mission statement should be explained to teachers every year through meetings to help comprehend the reason behind the existence of the school. This is in harmony with Lashway’s (1997) argument that teachers must be aware of the mission in order to achieve the vision and notice the required changes.

As a transformational leader, AARP’s principal encourages teachers to work in order to reach the mission. For example, the mission aims “to enable students to be learners in an ever changing world”. This implies the need to use technology and come up with up-to-date teaching strategies. Researchers like Lucas and Valentine (2002), Nisivocca (1997) and Walumbwa et al. (2004) agree that the transformational principal encourages followers to work towards having a common mission.

Hater and Bass (1988) and Lucas and Valentine (2002) found that the transformational principal has high expectations for the self performance of the followers which is important for the followers’ commitment towards the mission. Similarly, the principal of AARP has high expectations for teachers whether they are novice or in-service teachers.

Changes at AARP would not have taken place if it was not the principal’s decision. The principal is changing herself and encouraging the staff to change to improve the school. This is in harmony with work done by Cheng (1997), Jung (2000) and Silins (1994) who found that transformational principals should transform themselves first, then they will be able to transform school members, their personal values and self-concept and environment to improve the school.

The principal at AARP provides the teachers with opportunities to improve and change without knowing the reason. Had the teachers at AARP been more involved in the mission, then the principal would have observed more enthusiasm to
reach the mission. This result reflects the work shown in two research studies. Walumbwa et al. (2004) noted that if teachers were involved in the mission then teachers’ motivation and self-confidence are raised to achieve the required goals. Another study by Hater and Bass (1988) revealed that when a transformational leader shared the mission with the followers, they were enthusiastic to apply and improve their capabilities towards the job.

The vision statement, ‘Our aim at the school is to make a positive difference through education and services, and extend our standards of excellence asserting leadership among the private schools in UAE in particular and the Middle East in general’ is known by all staff members. And recently AARP has achieved part of the vision as a new branch will open next year. The principal at the school has a comprehensive understanding of the present culture and the way the school should look like after ten years or so. Findings by Cross and Cavazos (1990), Nisivoccia (1997) and Rancifer (1996) also show that the leader has to have great insight about the current school culture and the way the school is expected to be in the future.

The principal shares the vision with the staff of AARP through meetings. This is in harmony with work by Goldring (2002), Hilosky and Warwood (1997), Lucas and Valentine (2002), Noonan (2004) and Stolp (1994) who consider the principal has to develop and share the vision with the staff. Due to sharing the vision, there are powerful relationships built among the staff at the school. Rancifer (1996) had similar findings indicating that teachers build strong relationships when the vision is shared. Researchers like Keller (1995), Nisivoccia (1997), Turan and Sny (1996), and Wallace (2000) also believe that teachers should work together to reach the vision for the sake of the group and the school. Teachers are working together as a task force in order to reach the vision which will improve the school in the near future and make it
even more successful (Lashway, 1997). To reach the vision, teachers at AARP attend workshops that enhance teaching strategies. This is comparable to the findings of Gillespie and Mann (2004), Hipp (1997), Krishnan (2005), Lashway (1997), Stolp and Smith (1995), Taylor and Angelle (2000) and Verona and Young (2001) who also found that followers will develop self-esteem that can assist them to achieve the school's vision when it is expressed by the principal as this provides motivation to use their maximum efforts (Jung, 2000). As a transformational principal, AARP's vision is shared with the staff to improve the school. In the study conducted by Silins (1994) identical results were found. The vision and shared mission help teachers to communicate and interact.

The principal at AARP is strongly committed to the vision as is revealed by her constantly talking about it publicly. Such a committed attitude towards the vision influences the staff to be also committed and to assist in achieving it. Similar findings by Nisivoccia (1997) are that such vision is strongly related to the leader’s attitude and by Lashway (1997) who believed in the principal’s sense of commitment to the vision and by Nisivoccia (1997) and Turan and Sny (1996) who added that the principal has to have the ability to convey the vision. Valentine (2002) and Krishnan (2005) agree that the school vision is influenced by the principal’s attitude and behavior. The outcome of these attitudes will result in organizational commitment (Krishnan, 2005; Nisivoccia, 1997; Wolcott, 1997) that will lead to realizing the shared vision (Rion-Gaboury, 2005) that aims at achieving a common purpose (Lashway, 1997; Nisivoccia, 1997). Through meetings, the transformational principal at AARP shares, conveys and communicates clearly the vision to make organizational change at the school. This empowers and develops high self-confidence in teachers in order to identify with the principal and work toward reaching the vision. The vision
of AARP is strongly shown in the principal’s attitude and motivation where teachers are expected to use their ultimate efforts. This is similar to work done by Gellis (2001), Lashway (1997), Lucas and Valentine (2002), Nisivocca (1997) and Trofinos (2000) who said that a transformational principal should be able to translate the school vision into reality in order to make organizational change.

The vision is always kept alive by AARP’s principal, so consequently it will never be forgotten by the teaching staff. This is in harmony with findings by Hope and Pigford (2001) and Fawcett (2004) who agree that the vision should stay alive or else the vision statement is merely hung on the wall and forgotten.

*Transformational leadership and collegiality*

Teachers at AARP share ideas, plan and interact together, either according to subject or grade level, and sometimes, according to both. Teachers discuss student and class problems and try to solve problems together. Gathering teachers in one staff room helps reduce isolation and encourages interaction and sharing of resources and teaching strategies. Teachers attend workshops to interact together and become lifelong learners. This is compatible with work done by Lucas and Valentine (2002), Slater and Simmons (2001) and Wallace (1998) who define collegiality as teachers exchanging ideas and solving problems of common concern and by Jenkins and Veal (2002) who added the basis of teacher collegiality is the attendance of workshops. Moreover, Kent (2004) and Welch et al. (2001) viewed that teachers need to grow as lifelong learners in order to interact and share ideas. With all these aspects taking place, teacher isolation is reduced (Belisle, 2005; Bloom & Stein, 2004; Delany & Arredondo, 1998; Drago-Severson, 2002; Lam, 2002; Svec et al., 1999; Wallace, 1998) and interaction takes place (Delany & Arredondo, 1998; Hensley & Burmeister, 2004a; Lairo & Vidales, 2003; Nisivocca, 1997). However, teachers at AARP need
to focus on the mission in order to achieve it through interaction and planning. This reinforces what was mentioned by Hipp (1997), Stein and Burger (1999) and Walumbwa et al. (2004).

At AARP, teachers feel that they belong to the school and are part of it. This is a result of their suggestions being taken into consideration this implies that teachers feel they are trusted. Being trusted makes teachers feel responsible to collaborate more to reach the best standards. This element at school is in harmony with findings by Trofinos (2000) who declared that teachers share effort and by Bass (1990), Gillespie and Mann (2004) and Walumbwa et al. (2004) who added that teachers feel they belong to the school and are trusted. Teachers collaboratively solve problems (Jason, 2000; Keller, 1995) with greater responsibility (Nisivoccia, 1997).

Teachers should work together to meet the student’s needs to solve problems about common concerns, and to exchange and share ideas and resources (Bloom & Stein, 2004; Drago-Severson & Pinto, 2003; Lucas & Valentine, 2002). At AARP, teachers also meet together to share, exchange ideas and resources and solve problems of common concern.

Teachers at AARP interact together in two ways according to grade level or subject. According to Wallace (1998), only teachers teaching the same grade level share ideas and discuss teaching strategies and sometimes meet together to take decisions about some problems. Moreover, Hipp (1997) added that teachers learn from each other successful teaching strategies. Teachers at AARP meet in their free time or during break time in the staff room. This finding is similar to what was mentioned by Wallace (1998). Novice teachers at AARP seek the help of, and interact with pre-service teachers for procedures, strategies and school policy. This is similar to findings by Huling and Resta (2001) and Stansbury (2001) that the
interaction between novice and pre-service teachers is also important and by Klonsky (2002) that the interaction provides teachers with a friendlier and a secure learning setting.

Transformational leaders find time for teacher collaboration (Belisle, 2005; Stolp & Smith, 1995; Taylor & Angelle, 2000). This is not done at AARP because teachers mainly meet during their free time. The principal is trying to improve teacher interaction for teachers to work as a group. Walumbwa et al. (2004) established the result that transformational leadership is positively related to group unity.

AARP’s principal motivates teachers to use new strategies. This motivation urges teachers not to be afraid of making mistakes. Using new strategies increases teachers’ creativity. Similar work done by Jung (2000) and Turan & Sny (1996) showed that teachers were motivated and were not afraid of making mistakes. Transformational leaders and followers raise each other to higher levels of motivation (Verona & Young, 2001).

The principal at AARP has high expectations of teachers’ performance as also found by Taylor and Angelle (2000). They also found that teachers were committed to plan and collaborate. For this to happen, teachers’ schedules were changed to have enough time to get together. AARP’s principal should change schedules in order for teachers to meet and interact together. When teachers at AARP interact, creativity may increase in their teaching methods. This is similar to findings by Jung (2000).

Transformational leadership and professional development

The principal and teachers at AARP believe that they should attend workshops to develop abilities and learn new ways of teaching in order to improve oneself and be up to date. To improve and change the educational methods teachers should attend
workshops (Belisle, 2005; Bloom & Stein, 2004; Emihovich & Battaglia, 2000). Teachers also exchange ideas about what they learned during workshops in staff meetings. This is in harmony with work done by Kent (2004) who said that professional development enhances teachers’ skills and by Lucas and Valentine (2002) who added that workshops help keep up with present knowledge. Teachers should collaborate and exchange ideas (Drago-Severson, 2002; Drago-Severson & Pinto, 2003; Trott & Windsor, 1999). It was observed that the teachers at AARP needed to attend more workshops to be effective. This confirms the work done by Kent (2004), Drago-Severson (2002), Drago-Severson and Pinto (2003) and Moore (2000) who mention that to have effectiveness, attending workshops has to be a continuous process.

Research at AARP showed that the teachers’ needs were divided by two points of view. Some teachers said that they were not asked about their needs and others said that heads of departments inform the principal about teachers’ needs. Teachers are then assigned to attend internal or external workshops. This is in harmony with work done by Fiore (2000) and Lucas and Valentine (2002) who declared that teachers’ needs are identified through class visits. To enhance teachers’ professional development, teachers should identify their needs (Emihovich & Battaglia, 2000). For teachers at AARP, time is an obstacle for attending workshops since workshops are done only over the weekend. Drago-Severson (2002) and Drago-Severson and Pinto (2003) agree that time is an obstacle facing teacher professional development. To have effective staff development, teachers should be sent to workshops that satisfy their needs (Danielson, 2001; Hope & Pigford, 2001; Kent, 2004; Moore, 2000; Reed, 1996).
At AARP, planning for internal workshops that satisfy teachers' needs are facilitated and stimulated by the principal through the heads of departments. In their job description, heads of departments are required to conduct internal workshops twice each term. This confirms the work done by Drago-Severson and Pinto (2003) and Hilosky and Warwood (1997) who mention that the principal stimulates and facilitates the change process and by Al- Mhelby et al. (2004), Drago-Severson and Pinto (2003), Janc and Appelbaum (2002), Kent (2004), Pierce (2001), Moore (2000) and Usdan et al. (2000) who added that when the principal plans for teachers to attend workshops, this satisfies teachers' needs which will result in higher student achievement.

The AARP's principal motivates teachers to apply new strategies. This is done through heads of departments. In this way teachers feel they are supported by the principal. This is similar to work by Drago-Severson (2002) and Hipp (1996) who mentioned that teachers need to feel the principal's support to grow and apply new strategies.

Helpful workshops allow teachers to practice and apply new strategies (Bloom & Stein, 2004; Klonsky, 2002). This is the reason why teachers at AARP are required to fill in a workshop feedback form. From the form, the principal will be able to identify the effectiveness of the workshop attended.

The research concluded that teachers at AARP feel it is an internal desire to enhance their own abilities and skills to become better teachers. This is in agreement with work by Drago-Severson (2002), Drago-Severson and Pinto (2003), Emihovich and Battaglia (2000) and Kent (2004) that the success of a teacher's development depends on the ability of having an internal desire to learn new skills and accept new ideas of practice and not to use outdated methods and attitudes about students.
Teachers at AARP are given the chance to apply new ideas that are taken from sharing information or attending workshops. This is similar to findings by Nisivoccia (1997).

Based on information gathered from the head of departments and through class visits, it is clear that as a transformational leader the AARP’s principal is playing an important role in teachers’ professional growth. This is similar to findings by Bass (1990), Lipley (2004), Liontos (1992) and Lucas and Valentine (2002) and that the transformational principal plays an essential role in developing staff by examining their needs through class visits.

As a transformational leader, the principal at AARP should promote the teacher’s commitment towards the mission in order to influence teacher’s professional development. This result was clearly revealed in the study conducted by Lucas and Valentine (2002) that a transformational leader promotes a teacher’s commitment towards group goals and this behavior impacted the teachers’ professional development.

*Transformational leadership and teacher-parent relationship*

The researcher observed that teachers at AARP communicate with parents in different ways including sending letters, writing notes in the homework diary and through teacher-parent meetings. This is similar to findings by Lucas and Valentine (2002) who said that teachers need to develop ways to communicate with parents especially that parents consider their child an important person in their lives.

At AARP, teachers view students from different aspects and encourage students by rewarding them or giving commendations and certificates. Parents expect the teacher to encourage the child’s abilities and to be fair. Lawrence-Lightfoot (2004) found similar results.
Teacher-parent meetings are held twice a year or whenever the parents or teacher feel a need to meet, and then an appointment would be assigned. When teachers meet parents, they are welcomed with a smile and direct eye-contact as also suggested by Wilford (2004). Teachers at AARP talk about the child in a caring way mentioning good and bad behavior. Teachers suggest to parents ways to improve their child’s weaknesses and talk about their progress. This is in harmony with work done by Griffith (2000), Lucas and Valentine (2002) and Wilford (2004) who agreed that teacher-parent meetings should be held to build trust and share information about the child and with Storm and Storm (2003) who added that teachers should inform parents about the child’s progress. Moreover, Giles (1998) added that the feeling of trust and respect will reduce blaming teachers since parents will have an idea about their child. Some teachers at the AARP have a fear to meet parents because some parents are known to be troublemakers. Giles (1998) came up with a similar result about trouble-making parents.

Parents at AARP are always invited to school activities assigned throughout the year. Parents of Grade nine students are invited to a workshop about the difference between the British and American curricula. Parents will attend and are involved if their children are participating in the activity. This is in harmony with work done by Griffith (2000) and Wilford (2004) who noted that parents should be invited to school activities and workshops and with Nichols-Solomon (2001) who added that parent involvement helps the school and the child improve educationally and personally and with Comer (2005) who stated that parents come to school when there are special events scheduled on the school calendar.

Teachers at AARP complained about "parents' interference" and their changing of decisions made by the school. Research done by Carr (1997) and
Davidson and St. John (1993) indicate that parents should share in decision making with the principal and that will give parents shared responsibility.

The researcher concludes that the parents at AARP should be encouraged to become more involved especially since the school principal reveals transformational aspects of leadership. Davidson and St. John (1993) suggested that parents become more involved in the school with a transformational principal. They should share with students any learning resource that enhances their child’s education.

*Transactional leadership and school culture*

The principal at AARP uses both the transformational and transactional leadership styles in different situations. The principal reveals transactional leadership style by rewarding and warning teachers.

The principal at AARP is viewed as transactional in the way teachers are rewarded and expected to perform in a certain manner. This is based on work done by Turan and Sny (1996) that the transactional leader reinforces required behaviors from followers. Since the mission at AARP is not explained clearly, there is less devotion to group goals and to exceed self-interest. This is similar to work done by Wallace (1998) who mentioned that if the mission is not explained clearly then less devotion will result.

On the other hand and contrary to the transactional leader, teachers at AARP are given chances to develop and attend workshops. This will lead to teachers’ collegiality and increase in level of creativity. AARP’s principal has no problems communicating with parents who are always welcomed at the school. This is unlike the result reached by Davidson and St. John (1993) that a transactional leader has communication problems with parents and teachers.
Both leadership styles, the transformational and transactional, affect the school culture. In this aspect the result of this case study is similar to findings in Turkey (Sahin, 2004) that both principals and teachers perceived that principals demonstrate more transformational leadership behavior than transactional and that school culture was viewed more positively by the principal than by the teachers. Moreover, Sahin (2004) found that professional development is positively related to transactional leadership. This is not the result found in this case study. The researcher has concluded that professional development is influenced by transformational leadership. This is also the result found in the study conducted in the United States (Lucas & Valentine, 2002).

As a result, the principal at AARP had been described as having a combined leadership style. For example, the principal writes thank-you letters on occasions and also sends warnings, which are not distributed unless the problem has been discussed with the teacher and no improvement has taken place. The principal has high expectations of teachers and makes them feel they belong to the school. Moreover, the principal shows high self-confidence, power and a feeling of knowing where she wants the school to be. The principal is viewed as more transformational than transactional. As a transactional leader, the teachers are required to perform in a certain manner to reach the mission. As a transformational principal, the vision is shared with all staff, teachers are motivated to use new teaching strategies by interacting together and attending workshops. Furthermore, the principal has the ability to communicate with parents and get them involved at school. The combination of the leadership styles is affecting the school culture and is in the process of improving it.
It is interesting to note that all the results gathered in this case study, which was conducted in UAE, seemed to confirm many of the concepts of the literature cited in the literature review. For instance, the principal had a mixture of leadership styles reflected in her increasing the level of teachers' creativity and having high expectations. Teachers have to grow professionally, satisfy their teaching needs and interact more together. Good communication channels with parents helped improve students' weaknesses and reinforced their strengths. Moreover, the reviewed literature stressed that the mission should be very clear and explained thoroughly to teachers in order to reach common goals. This is one of the areas where the school needed to improve; it appears that had the school principal been aware or had consultation in line with what is documented in this paper, a lot of the current challenges would either have been avoided or overcome.
CONCLUSION

This study was conducted in a private school in the UAE since no research has been conducted in the Gulf region on this topic. The purpose was to examine and discover the leadership style and the way it contributes to some aspects of the school culture.

The analysis of both qualitative and quantitative data collected from teachers and principal established the importance of the leader's style and its contribution. The researcher found that the principal had a mixture of both leadership styles—the transactional and transformational. The researcher also observed ways where the principal’s influence on some aspects of the school culture were evident. For example, the principal had influence on the vision where every staff member knows about it and strives to achieve it. Moreover, the principal influenced the teachers' professional development and collegiality which help reach the stated vision. The principal provides teachers with all the needed material and up-to-date technical devices without them knowing that they are there to help reach the mission. However, if the principal explains the mission the teachers would know the reason behind having all these facilities. Since the principal has a mixed leadership style, the research revealed that more work needs to be done with regards to communicating the school mission to the staff. There is a good relationship between parents and teachers but parents should be more involved in school activities.

Findings from this study were compared and contrasted with those in the literature review. Recommendations were stated when contrasts were found. The results of this case study were similar to the case study conducted by Sahin (2004)
and Lucas and Valentine (2002). The findings of the study reinforced the reviewed literature.

Although the researcher gathered all the required data, there were some limitations. During the free time of the researcher, observations and semi-structured interviews were conducted, which limited the researcher’s selection of these staff members according to time and availability. The researcher can not be sure to what extent the teachers were honest in responding to the questionnaire. More data would have been collected if the interviews were tape recorded. However, recording the interviews would have been helpful to further authenticate the case study.

This study serves as a foundation for further research. The same research should be conducted in more than one school to compare the results. Questions that could be researched are whether the country’s culture has an influence on the leadership style of the principal, whether recruiting teachers from abroad helps the principal to be transformational and promotes a positive school culture and whether technology is a corner stone in shaping the school culture and whether it helps to transform the leadership style. All these questions need to be answered through further research.
References


Appendices
Appendix A

To: Principal
From: Salwa Mahmassani
Dear Principal,

The purpose of my letter is to ask for your school's cooperation in the study I am conducting as a thesis of the degree of Master of Arts in Education at the Lebanese American University in Beirut. I am working on this study under the supervision of Dr. Mona Nabhani.

My topic is leadership style and the school culture. It is a case study that focuses on the leadership style of the principal and aspects of the school culture mainly vision, mission, teacher-parent meetings, professional development and collegiality of teachers in a private effective school in UAE. It deals with the principal, heads of department and all teachers.

The researcher needs to conduct a semi-structured interview with the principal and the heads. The principal and the heads need to fill a questionnaire that describes the leadership style as perceived. All the teachers will be asked to fill a similar questionnaire about the principal's leadership style. It also includes items about teachers' professional development and collegiality. A sample of teachers will be interviewed about teachers' professional development and collegiality. Observations of the following elements of the school culture will be conducted: collegiality and teacher-parent meetings. Moreover, documents of the school's mission and vision and various communication with teachers and parents shall be examined.

The questionnaire that was developed by Avolio and Bass (2004) will take approximately 10 minutes to be filled. Some adaptations will be made to the questionnaire to fit the UAE situation.

By participating in this study, your school will contribute to a deeper understanding of this issue (leadership style and school culture) by helping in the collection of needed data. Also, your cooperation in conducting this research is highly appreciated.

Thank you for your cooperation.

Sincerely,

Salwa Mahmassani
Appendix B

Date: January 31st, 2006
To: All Staff Kg – Grade 12
From: Head of Primary

Salwa Mahmassani (Grade 2 Red) is doing her Masters and needs to do research for her paper. She would like you to fill in a questionnaire and some teachers will be asked for an interview. Observations will also take place during teacher-parent meetings and teachers’ coordination periods.

Please be in the library on the following dates below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Date &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Monday Feb. 13 (2nd break)</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Tuesday Feb. 14 (2nd break)</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Wednesday Feb. 15 (2nd break)</td>
</tr>
<tr>
<td>7 - 12</td>
<td>Saturday Feb. 18 (2nd break)</td>
</tr>
<tr>
<td>KG 1 &amp; KG 2</td>
<td>Sunday Feb. 19 (at 1:30)</td>
</tr>
<tr>
<td>Arabic and Religion teachers</td>
<td>Saturday Feb. 25 (2nd break)</td>
</tr>
</tbody>
</table>

Thank you for your cooperation.

31 يناير 2006

إلى جميع المعلمين (الروضة – الصف الثاني عشر)

نجري المعلمة سلوى محصصاني بحثًا خاصًا برسالة الماجستير في التربية والتعليم.
وعليه ترغب أن يقوم المعلمين مشكرين في تبعية الاستبيان المرفق كما سيتطلب إجراء مقابلات مع بعض المعلمات. هذا إلى جانب قيامها بتسجيل ملاحظاتها الخاصة باجتماع المعلميين مع أولياء الأمور.

وعليه يرجى مكم التعاون في هذا الصدد وفق الجدول التالي:

<table>
<thead>
<tr>
<th>الصف</th>
<th>التاريخ والزمن</th>
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<tr>
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<td>الإثنين 13 فبراير الفسحة الثانية 2 و 1</td>
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<td></td>
<td>الثلاثاء 14 فبراير الفسحة الثانية 4 و 3</td>
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<td></td>
<td>الأربعاء 15 فبراير الفسحة الثانية 6 و 5</td>
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<td>السبت 18 فبراير الفسحة الثانية 12 - 7</td>
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<td></td>
<td>الوضع الأولي والثانية 19 فبراير الساعة 30</td>
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<td></td>
<td>معلمات اللغة العربية وال التربية الإسلامية 25 فبراير الفسحة الثانية</td>
</tr>
</tbody>
</table>

إذ أشكر لكم تعاونكم المهم والبناء.
Appendix C

Dear Teacher,

The following questionnaire is part of a case study I am conducting in partial fulfillment of the requirements for the degree of Master of Arts in Education at the Lebanese American University in Beirut. This study is about leadership style and school culture. Teachers are a valuable source of information.

I am relying on your experience, perceptiveness, judgment and participation to gain a deeper understanding of this issue. The validity of the results depends on your accurate responses.

Thank you for your cooperation. Your help is highly appreciated.

Sincerely,
Salwa Mahmassani
Appendix D

Leadership Questionnaire

Name: __________________________

This questionnaire is used to describe the leadership style of the principal as you perceive it. If you are unsure of an item or do not know the answer, leave the answer blank.

Twenty descriptive statements are listed. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

The Person I am Rating...

1. Provides me with assistance in exchange for my efforts......... 0 1 2 3 4
2. Focuses attention on irregularities, mistakes, exceptions and deviations from standards................................................. 0 1 2 3 4
3. Talks about her most important values.................................. 0 1 2 3 4
4. Talks optimistically about the future.................................. 0 1 2 3 4
5. Instills pride in me for being associated with her.................. 0 1 2 3 4
6. Discusses in specific terms who is responsible for achieving performance targets............................................................. 0 1 2 3 4
7. Talks enthusiastically about what needs to be accomplished...... 0 1 2 3 4
8. Specifies the importance of having a strong sense of purpose..... 0 1 2 3 4
9. Makes clear what one can expect to receive when performance goals are achieved................................................................. 0 1 2 3 4
10. Goes beyond self-interest for the good of the group................. 0 1 2 3 4
11. Treats me as an individual rather than just as a member of a group.......................................................... 0 1 2 3 4
12. Acts in ways that build my respect...................................... 0 1 2 3 4
13. Concentrates her full attention on dealing with mistakes, complaints and failures......................................................... 0 1 2 3 4
14. Considers the moral and ethical consequences of decisions........ 0 1 2 3 4
15. Displays a sense of power and confidence.......................... 0 1 2 3 4
16. Considers me as having different needs, abilities and aspirations from others................................................................. 0 1 2 3 4
17. Helps me to develop my strengths..................................... 0 1 2 3 4
18. Emphasizes the importance of having a collective sense of mission.......................................................... 0 1 2 3 4
19. Expresses satisfaction when I meet standards...................... 0 1 2 3 4
20. Expresses confidence that goals will be achieved.................. 0 1 2 3 4

This part of the questionnaire is to describe the attitude of you as a teacher in the school. The seven descriptive statements are listed below. Judge how frequently each statement describes you. Use the following rating scale:

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
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<tr>
<td>0</td>
<td>1</td>
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<td>4</td>
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</tbody>
</table>

1. View child from different aspects (psychologically and cognitively).......................................................... 0 1 2 3 4
2. Communicate with parents in different ways................................. 0 1 2 3 4
3. Attend workshops that meet my needs........................................ 0 1 2 3 4
4. Vary my teaching strategies................................................. 0 1 2 3 4
5. Feel myself as a long life learner.......................................... 0 1 2 3 4
6. Share ideas and resources with my colleagues.......................... 0 1 2 3 4
7. Discuss solutions with teachers about common problems.............. 0 1 2 3 4
**استبيان حول حسن القيادة**

الاسم: 

**وضع هذا الاستبيان لوصف الأسلوب القيادي لمديرك كما تراه. لا تجيب على السؤال ما لم تكن متأكدًا منه أو إذا كنت لا تعترف ما إجابتك.**

**الدرجات التالية: ادرج فيما يلي عشرون جملة وصفية. حدد مدى مطابقتها وصفاً للشخص موضوع الاستبيان. استخدم الأدوات التالية:**

<table>
<thead>
<tr>
<th>غالباً إن لم يكن دائماً</th>
<th>كثيراً</th>
<th>أحياناً</th>
<th>نادراً</th>
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<td>4</td>
<td>3</td>
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الشخص الذي أقوم بتصنيفه...

1. تساعدني مقابل جهدي
2. يركز اهتمامه على الشواغل والأخطاء والاستثناءات والانحراف عن المعايير
3. تحدث عن معظم قيمها المهنة
4. تتحدث عن المستقبل بتقأول/ مثقل بالمستقبل
5. تبعث في الشعور بالفخر لتعاملها معها
6. تنقش مستخدمة جرائمه نوعية مسؤولة عن تحقيق أهدافه
7. تتحدث بحماس عن ما يجب إنجازه وتحقيقه
8. تحدد أهمية امتلاك صن صنوي بالهدف
9. توضح ما يمكن أن توقعه شخص آمن / حقق أهداف عمله
10. تضحي بصاحبتها الشخصية مقابل مصلحة الفريق / المجموعة
11. تعاملنا كشخص فرد أكثر منه كعضو في مجموعة
12. نعمل بأسلوب يبحث في الاحترام
13. يركز كل اهتمامه في مواجهة الأخطاء والشكاوي والإخفاقات
14. تأخذ بين الاعتبار النتائج الأخلاقية المترتبة على القرارات
15. يظهر شعوراً بالسلطة والثقة...
وضع هذا الجزء من الاستبيان أوصف موقفك كعلماء ومعلمين في المدرسة. فيما يلي سبع جمل وصفية.

<table>
<thead>
<tr>
<th>إذا</th>
<th>أحياناً</th>
<th>نادراً</th>
<th>كثيراً</th>
<th>غالباً إن لم يكن دائماً</th>
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<td>4</td>
<td>3</td>
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</table>

1. أنظر إلى الطالب من نواحي مختلفة (نفسياً و ذهنياً).
2. اتبنا لابسة الأمور بطرق مختلفة.
3. حضر ورشات العمل التي في احتياجاتي.
4. أنوع طرق واستراتيجيات التدريس/ التعليم.
5. أشعر بنضج أتعلم باستمرار.
6. شارك زملائي أفكاراً وأفكاراً.
7. أناقش مع زملائي حل المشكلات المشتركة.
Leadership Questionnaire

This questionnaire is to describe your leadership style as you perceive it. If you are unsure of an item or do not know the answer, leave the answer blank.

Twenty descriptive statements are listed. Judge how frequently each statement fits you. Use the following rating scale:

<table>
<thead>
<tr>
<th>Not at all</th>
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<th>Sometimes</th>
<th>Fairly often</th>
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</table>

I ...

1. Provide others with assistance in exchange for my efforts............. 0 1 2 3 4
2. Focus attention on irregularities, mistakes, exceptions and deviations from standards.................................................. 0 1 2 3 4
3. Talk about my most important values...................................... 0 1 2 3 4
4. Talk optimistically about the future....................................... 0 1 2 3 4
5. Instill pride in others for being associated with me..................... 0 1 2 3 4
6. Discuss in specific terms who is responsible for achieving performance targets.......................................................... 0 1 2 3 4
7. Talk enthusiastically about what needs to be accomplished............. 0 1 2 3 4
8. Specify the importance of having a strong sense of purpose............ 0 1 2 3 4
9. Make clear what one can expect to receive when performance goals are achieved............................................................ 0 1 2 3 4
10. Go beyond self-interest for the good of the group.......................... 0 1 2 3 4
11. Treat others as an individual rather than just as a member of a group.......................................................... 0 1 2 3 4
12. Act in ways that build others’ respect for me................................ 0 1 2 3 4
13. Concentrate my full attention on dealing with mistakes, complaints and failures.................................................. 0 1 2 3 4
14. Consider the moral and ethical consequences of decisions............. 0 1 2 3 4
15. Displays a sense of power and confidence.................................. 0 1 2 3 4
16. Consider an individual as having different needs, abilities and aspirations from others
17. Help others to develop their strengths
18. Emphasize the importance of having a collective sense of mission
19. Express satisfaction when others meet standards
20. Express confidence that goals will be achieved
Appendix G

1. Does the principal focus on rewards and mistakes? How?
2. Does she engage the teachers to work with her in order to reach higher level goals and make them feel they belong to the school? How?
3. Does the principal try to promote shared vision and goals for the school among her staff? What does she do?
4. Does the principal have high expectations of the staff? How is this happening? (if yes, the style is transformational; if no, the style is transactional)
5. Does the principal delay any decision until a problem arises?
   ➢ Collegiality:
6. Do teachers interact together, share ideas and resources to enhance teaching performance? Give examples
7. Can you provide me with more details of when and how teachers meet?
8. How do the teachers interact with each other? Is it according to subject or grade level?
9. What are some decisions taken by the principal that make teachers interact more together?
   ➢ Professional Growth:
10. How often do your teachers attend workshops? How many teachers do you send? Whom do you send?
11. What kind of workshops do they attend? What are some of the topics?
12. Why do you send them to workshops? Are they motivated to attend? How do you know?
13. Are your teachers encouraged to apply new teaching strategies? Who encourages them? How is that evident to you?
14. If a teacher attends a workshop is she/he required to present it to others?

15. Does the principal ask the teachers about their needs before deciding on which workshop to attend?

16. What does the principal need from a teacher who attends a workshop? Is there a constant supervision of who is attending workshops?

➢ Teacher-parent meetings:

17. How do you describe relationships that teachers build with parents?

18. Are parents involved in the school? In what ways? What are some events organized by the school that require parent’s involvement?

19. How do you engage parents in their students’ education and learning?

➢ Vision and mission

20. What is the school’s mission?

21. How is the mission achieved?

22. What is the school’s vision?

23. How is it achieved?
Observation Form
Collegiality

| Isolation/ no interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Give each other ideas to improve teaching performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Share resources with one another |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Solve problems about common concerns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide positive feedback to one another |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
Observation Form
Teacher-Parent Meetings

<table>
<thead>
<tr>
<th>Share information about child in a caring way</th>
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<td>Smile</td>
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<td>Say welcoming words</td>
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<td>Have eye-contact with parents</td>
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<td>Mention good and bad behavior</td>
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<td>Inform parents about child’s progress</td>
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<td>Tell parents what is being learned</td>
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<td>Give parents strategies that help student</td>
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</table>
GENERAL INFORMATION FOR PARENTS

The information contained in this document is intended to supplement that already found in the school brochure. Should the need arise for clarification on any matters contact the school secretary.

1 School Hours
Students should arrive **before 7.25 a.m.** The bell will ring at **7:30 a.m. for morning assembly**. Classes commence directly after the assembly.

School Hours - 7:25 – 2:20

KG Section hours - 8:00 - 1:00

Please note that the Kindergarten Section (KG1 & KG2) does not start until 8:00 a.m. & finishes at 1:00 p.m.

Parents should collect their children on time at the end of the school day. Should you anticipate that for any reason you will be late in collecting your child, you are asked to inform the school administration.

**NOTE:** The school DOES NOT accept responsibility for children outside of the hours stipulated above. It is entirely the parents’ responsibility to make suitable arrangements to ensure the collection of their children at the correct times.

1.1 Punctuality, Latecoming
All students should be punctual. A record of all latecomings is kept and is documented in the student’s file. Students who are late in arrival on consecutive days are not permitted to attend the first lesson of the day.

1.2 Absences
If a student is absent for more than one day, s(he) should provide a written note from the parents or a medical report clarifying the reason for the absence.

1.2.1 There may be certain circumstances when it becomes necessary for a student to be absent from school for a period of time. Parents should bear in mind that this causes disruption in the student’s studies. The teacher may be asked to provide a reasonable schedule of work to be covered during the absence but should not be expected to provide large amounts of work.

1.2.2 Absences During Quizzes or Examinations
- Should a student be absent during a quiz and have a valid excuse then s(he) will be given a second chance to take the quiz.
- Should a student be absent during End-of Term Exams, then the regulations of the Ministry of Education (pertaining to Private Education) will be applied.

1.3 Breaks
The KG I & KGII section will have two breaks of approximately 20 minutes each. All other classes have two scheduled breaks during the day. A school canteen selling snacks and drinks is open at break times. We do advise that you provide some substantial mid-morning food and drink to sustain your child throughout the school day. We recommend that your child eats a healthy breakfast prior to school. **Chocolate, chocolate products and fizzy drinks are not permitted.** Please make sure to send a filled water flask with your child each day.
2 The School Year
You will find enclosed a copy of the School Calendar. Please refer to it for holidays and dates that you should note in your planners. Note that the school operates on two terms per year as indicated on the calendar.

3 School Transportation
For a certain fee, the school provides supervised transportation in air-conditioned, buses. It is possible to book for one way transportation only. Charges may be obtained from the school accountant.

3.1 All students are expected to behave well on the buses. Students who misbehave and are disobedient to the supervisor or driver will be excluded from using this service.

3.2 Once the bus route and times have been settled at the beginning of the academic year, students will be informed about the time when they should wait for the bus in the mornings. It is expected that those travelling by the buses will be waiting for the bus to arrive. In order to have the buses arrive at school before morning assembly, the buses will not wait for students who are late.

4 Textbooks and Supplies
Recommended textbooks may be purchased from the school at the beginning of the academic year. You will be responsible for supplying your child with sufficient notebooks, files and stationary. You will be informed about the requirements at the beginning of the school year.

4.1 Loss of books or damage to books will be charged at the replacement cost plus postage. Should the loss of one book mean that a whole set has to be replaced, then a charge will be made for the whole set plus postage.

4.2 All books which are school property and on loan from the school should be returned, at the latest, on the day of examination for which that book is required for studying.

5 Student Progress & Student Reports
5.1 Assessments and Examinations
Students will be assessed continually in each subject during the school term. Marks for project work, attendance, attitude, class participation and regular class tests will be accumulated by each teacher, along with quiz marks. Marks will then be recorded and added to the Final Report. Details of the quizzes and exams will be notified prior to the dates.

5.2 Student Progress Reports are issued once each term and are a means of keeping parents and students informed as to progress throughout the term. Student Reports Cards are issued after the term exams and provide the aggregate marks obtained during the term.

5.3 It is part of the School policy to keep parents informed about changes in their children's progress or behaviour in school. Should a need arise, you will be contacted by the school secretary and asked to meet with staff.

6 Parent – Teachers Meetings
These will be held twice yearly as indicated in the school calendar. At these meetings you will be given the opportunity to meet with teachers.
Parents are welcome to contact the school secretary to arrange mutually convenient appointments with staff at any time throughout the school year to discuss matters of concern.

7 Non School Appointments
All appointments, medical, dental or otherwise, should be scheduled outside school hours. Only in exceptional circumstances is it permitted for a student to be withdrawn from class for an appointment.

8 Illness
In the event of your child becoming unwell during school hours, we will notify you. It is therefore vital that you keep us informed of any changes to the data provided by you regarding contact numbers in the event of an emergency. Parents will be notified and asked to collect children who are unwell.
8.1 Any student attending the KG section, who is unwell with cough, cold, fever, etc., should not be sent to school for the duration of the illness. Any students found to be suffering from an infectious disease will not be permitted in school until s/he is fully recovered and checked by the school nurse.

8.2 Students from Grades 1 and upwards who have been absent, must provide an explanatory note or a doctor’s certificate on their return to school. This should be handed to the school secretary.

9 Appearance
It is expected that all students will be clean and neat in appearance for school. Attention should be paid to wearing clean laundered clothes, nails should be clean and short, and hair for boys should be short and neat. Girls, for reasons of hygiene, should keep their hair tied back while in school.

9.1 Jewellery, Valuables
Students are not permitted to bring valuables to school. Girls are not permitted to wear jewellery, bracelets, necklaces and earrings. Girls with pierced ears may wear stud earrings.
The school accepts no responsibility for the loss of such items or any injuries caused by them.

10 Gifts
It is a school policy that teachers and staff are not permitted to accept gifts. We therefore request that you avoid putting staff in an embarrassing position of having to return gifts.

11 Homework
All homework assignments are entered in the Homework Diaries and subject teachers check that entries are correct and explicit, and sign each diary entry. In special circumstances, translations may be made into Arabic for ease of communication with non-English speaking parents.

11.1 It is a school policy that homework be set appropriately for all classes. Homework serves the purposes of providing opportunities for teachers to check on and reinforce class work and to develop in students independent study skills.

11.2 Appropriate measures are taken to deal with students who do not complete homework. As part of their education, students have to be made aware of the value that the school assigns to homework. Any problem cases are drawn to the attention of the Discipline Coordinator / Counselor / Principal.

12 Uniform
The wearing of school uniform is compulsory. Uniform is provided by the school and available for purchasing at the start of the academic year. For the cost of uniforms contact the accountant.

New Uniform:
- Grades 3 - 8: Grey Pants / Skirt & Green & White T. Shirt – long & short sleeved + Grey Jacket
- P.E. Uniform: New Full Set (3 pieces) For each student

N.B. All students are required to wear White socks and Black shoes / Trainers.

13 Fees / Examinations
All fees and charges due must be paid in full at the required times of the year. Failure to pay fees will result in not issuing of students exams result. Transfer Certificates cannot be issued when there is outstanding debt.

14 Co & Extra Curricular Activities (including field trips)
You will be notified of the activities available to students at the beginning of each term.
Dear Parents,

In response to parents requests for extra help with their children after school the school intends to offer Remedial Lessons, in all subjects, during the afternoons.

The classes will be held in two sessions: 3:00 p.m. – 4:00 p.m. and 4:00 p.m. – 5:00 p.m.

Students will be placed in groups of no more than 5 students. A cost of Dh50 per session, payable in advance will be charged.

Grades 5 - 11 will be offered subject group tuition. Students would be expected to attend two weekly sessions of the subjects for which they enroll.

Grades 1 - 4 will be offered Remedial Work and Homework Supervision.

Please complete the tear off slip and return to the school indicating any requirements you may have for your child. Furthermore, if staff identify students that they feel should attend the classes, the school will contact you.

Don't hesitate to contact the school should you have any queries in this regard.

School Administration

Student's name _________________________________ Grade _________________

I would like my child to attend: ( X your choice)

Grades 1-4 Remedial Work and Homework Supervision. [ ]

Grades 5 – 11

[ ] English [ ] Chemistry [ ] Business
[ ] Arabic [ ] Physics [ ] Computers
[ ] Religion [ ] Biology [ ] Maths
[ ] French [ ] Social Studies [ ] Science
Date: 13/5/2006

To Parents of students in Grades 8 & 9

Dear Parents,

**Re: Orientation Meeting**

We would like to inform you that an orientation meeting will be held on Saturday 20/5/2006 regarding the American and British systems. The meeting will be from 5:30 till 7:00 pm.

You are kindly invited to attend this meeting as it is very important for future decisions related to your son's/daughter's education.

**Meeting's Agenda**

1. Welcome
2. Overview & Clarification of the American system
3. Overview & Clarification of the British system
4. General discussion

Thank you for your cooperation

School Principal
Dear Parents,

I am concerned about your son / daughter. His / her behaviour is having a negative affect on his / her schoolwork.

**He / she is:**
1. not doing homework regularly
2. not working well in class
3. constantly talking in class
4. disrupting lessons
5. not bringing books
6. speaking Arabic instead of English in class

Please will you discuss this matter with your child. Should you wish to speak to me about this, please make an appointment through the school secretary.

Teacher's signature __________________________

Parent's signature __________________________
Date: 15th February 2006

Dear parents,

Re: Art & Culture Day 2005-2006
(21st, 22nd February 2006)

This year’s art & culture evenings are approaching. The proposed dates are the 21st February (Ladies Evening) and 22nd February (Families Evening) from 5:30 to 8:30 p.m. We are inviting all parents to participate in the cultural celebrations of our school. Please browse around for items such as your country’s flag, maps, brochures, craft work or any other item you would like to include in the stall. As ever, any suggestions that might enrich the Art and Culture celebrations and / or highlight some cultural aspects of your home country are most welcome.

NB: No cameras are allowed during the ladies evening on Tuesday 21/2/2006.

Thank you in advance in anticipation of your collaboration, and please feel free to contact (PR coordinator) for any clarification.

School Administration
Table 1

*Teacher rating the principal as transactional*

<table>
<thead>
<tr>
<th>Characteristics of principal</th>
<th>Provides teachers with assistance</th>
<th>Focusses attention on irregularities, and mistakes</th>
<th>Discusses who is responsible for achieving performance targets</th>
<th>Makes clear what to receive when goals are achieved</th>
<th>Concentrates her full attention on dealing with mistakes, complaints and failures</th>
<th>Expresses satisfaction when teachers meet standards</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>4.9%</td>
<td>11.0%</td>
<td>3.7%</td>
<td>8.5%</td>
<td>4.9%</td>
<td>6.1%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>12.2%</td>
<td>8.5%</td>
<td>11.0%</td>
<td>9.8%</td>
<td>6.1%</td>
<td>7.3%</td>
<td>9.1%</td>
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<tr>
<td>Sometimes</td>
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<tr>
<td>Fairly often</td>
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<td></td>
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<tr>
<td>Frequently, if not always</td>
<td>79.3%</td>
<td>75.4%</td>
<td>79.3%</td>
<td>95.2%</td>
<td>86.6%</td>
<td>78.1%</td>
<td>78.2%</td>
</tr>
</tbody>
</table>
Date:

Dear Mr. / Ms.

I would like to thank you most sincerely for the interest and hard work which you have contributed towards the development of the School. We appreciate the time and energy which you have always given in fulfilling your obligations. You will be entitled for a salary increment of .................. for the next academic year.

We wish you all the best for the future.

Sincerely,

School Principal
Date: 10/1/2006

Dear  

I would like to extend my sincere thanks for a job well done in Term One of the academic year 2005-2006. Your contribution to the life of the School is very much appreciated. Thank you for helping to develop those students entrusted in your care.

Term 1 has been a great success as per students' results and parents' feedback. A great deal of credit goes to your input and sincerity.

I look forward to term 2 and would like to wish you continuous success and prosperity. Happy Holidays.

Sincerely

__________________________

School Principal
To: ____________________________

Date:

Dear ____________________________,

Ref: First Warning

It has come to my notice that you missed teaching four units in Grammar of grade 9 Girls, although it was indicated in the Revision Guidelines and you agreed to this.

You also asked the students not to mention this to the Head of English when they complained about not being taught these units.

This is totally unacceptable, you should have mentioned this matter to your Head of Dept., as part of your duties as a teacher. It is your responsibility to stick to the syllabus that was planned earlier, especially that you have another as a partner teaching the boys.

Consequently, the school has decided to extend your probation period for three more months excluding mid-year holiday, in which you will be monitored very closely by the HOD.

However we hope that after having discussed this matter, to see an improvement and to avoid future instances.

Yours sincerely,

__________________________

School Principal

cc. Ms. ____________________________
الموضوع: إنهاء خدمة

تود إدارة المدرسة أن تعلمك أسماء الاستغناء عن خدمتك بالمدرسة بدأ من يوم الخميس الموافق 22/12/2005 وذلك بناءً على:

1) التنبيه المستمر والمتابعة والتقييم الذي بناه عليه تم تسليمك خطاب في نهاية العام الدراسي الماضي بتاريخ 18/6/2005 ووضوح فيه الأمور التي يجب العمل عليها لتفادي بعض النقاط السلبية في أدائك المهني.

2) بالرغم من ذلك لم يتم أي تحسن في الأداء أو معاملة الطلاب مما استدعى تسليمك خطاب آخر بتاريخ 1/10/2005 والذي اشتمل أيضاً على الكثير من النقاط السلبية في أدائك الدراسى وعلاقتك بالطلاب وأولياء أمورهم ولأسف لم يحدث أي تعديل أو تغيير بطريقة أدائك وأسلوب تعاملك مع الطلاب مما جعلنا مضطرين إلى اتخاذ القرار المذكور أعلاه.

(يرجى مراجعة قسم الحسابات لتسوية الأمور المالية)

مدير المدرسة
### Appendix L

#### Table II

*Self-rating of the principal as a transactional leader*

<table>
<thead>
<tr>
<th>Characteristics of principal</th>
<th>Provides teachers with assistance</th>
<th>Focuses attention on irregularities, and mistakes</th>
<th>Discusses who is responsible for achieving performance targets</th>
<th>Makes clear what to receive when goals are achieved</th>
<th>Concentrates her full attention on dealing with mistakes, complaints and failures</th>
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<tbody>
<tr>
<td>Not at all</td>
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<td>Once in a while</td>
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SCHOOL POLICIES FOR STAFF INFORMATION 2005-2006

THE FOLLOWING INFORMATION INCLUDES RULES GOVERNING CERTAIN SCHOOL PROCEDURES - THEY APPLY TO ALL MEMBERS OF STAFF AND ARE TO BE CONSIDERED AS AN ADDENDUM TO THE SCHOOL CONTRACT.

♦ Administrative Procedures
1. HOURS, WORKING DAY, SALARIES, TEACHING HOURS
2. ABSENCES, LATE ARRIVAL, PREGNANCY, SICK NOTES
3. ACCOUNTABILITY AND PROFESSIONAL DEVELOPMENT
4. SUBSTITUTION AND SUPERVISION
5. COMMUNICATION
6. PARENT / TEACHERS COMMUNICATION
7. GIFTS
8. DRESS CODE AND STAFF FACILITIES
9. FEES PAYMENT PLAN FOR STAFF CHILDREN
10. LIBRARY
11. PRIVATE TUITION
12. ISSUE OF STOCK / END OF CONTRACT / END OF YEAR PROCEDURE

♦ Teaching Practice and the School day
13. PREPARATION / ORGANISATION
14. ASSEMBLY AND LINE UP,
15. ENGLISH AWARENESS
16. DISCIPLINE
17. HOMEWORK, HOMEWORK DIARIES
18. PROJECT WORK
19. NOTES AND WORKSHEETS
20. EXTRA CURRICULAR ACTIVITIES

♦ Testing
21. HOME ROOM TEACHERS
22. QUIZZES & TESTS
23. EXAMINATION PROCEDURES
24. MARKS DISTRIBUTION
1 Hours, Working Days, Salaries, Teaching Hours

1.1 The working day for teachers is from 7:15a.m. until 2:30p.m and 7:15a.m. to 3:00p.m. for administrative staff. Pupils should arrive before 7:25a.m. The bell will ring at 7:30a.m. for line up and assembly. Classes commence at 7:40 and are preceded by Home Room Time with HRTs 7:30-7:40

<table>
<thead>
<tr>
<th>Grades 1-12</th>
<th>7:25 - 2:20</th>
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<tbody>
<tr>
<td>Infant Section</td>
<td>8:00 - 1:00</td>
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</table>

Teachers must arrive at school by 7:15 at the latest.

1.2 All staff are required to personally record their arrival and departure times each day. It is forbidden to clock in or out on behalf of another person.

1.3 Should you be given permission to leave the school during school hours you must clock OUT and IN to record the period of your departure. If excused until the end of the working day you are only required to clock OUT. If in doubt, the Secretary at Reception, will show you what is required.

1.4 School hours may be altered and/or extended at the discretion of the Principal. You are expected to attend scheduled parent/teacher meetings, INSETS and to undertake activities on behalf of the school which may be scheduled outside of normal school hours. (See the Ministries of Labour and Education Laws.) If required, teachers can expect to have their teaching hours extended to complete examination procedures.

1.5 Teachers are entitled to 60 days paid leave during the summer holiday, plus specified school and government holidays.

1.6 Salaries are considered confidential and should not be discussed within the school. This would be considered a serious infringement of school rules.

1.7 Arrangements should be made with the accountant for payment of your salary to be made into a bank account between the 1st and the 5th of the month.

Monthly pay slips are available on request from the accountant. These inform you about additional payments or deductions.

1.8 Teachers must seek the permission of the Principal before they or their children use the school buses or before leaving their unregistered children in school classes. Please complete the necessary Prior Approval Form issued by the ES.

2 Absences, Late Arrival & Sick Notes

2.1 When a teacher:

- has been late in arriving
- has been absent without prior approval of the Principal

fill out an Absences form obtained from the Executive Secretary immediately on arrival at school giving the reason for the late arrival or the absence

- requests approval of absence in advance
- asks to leave early
- asks to leave the school for part of the school day

fill out an Absence form obtained from the Executive Secretary prior to the time/day requested. The HOD’s & Principal’s approval must be obtained.

2.2 All absences, for whatever reason, are recorded and may be subject to penalties (deductions from salary) at the discretion of the Principal.

2.3 In the event of illness, the Principal retains the right to accept or refuse Sick Notes. In the event of sick leave for a period in excess of 2 days a certificate from a government clinic or the Oasis Hospital/Emirates Hospital will be required. Similar certificates from other sources will not be accepted.

2.4 The school should be notified if you anticipate being absent so that appropriate substitution arrangements can be made. Notify the school before 7:30am or the day before if possible. Do not rely on children or other members of staff to inform administration.

2.5 Ladies, please inform the administration as soon as possible should you become pregnant. Any pregnant teacher who, in the discretion of the management, is unable to carry out her duties will be liable to suspension from duty with no penalty to be paid by the school.

3 Accountability & Professional Development

3.1 All teaching staff will be scheduled to meet on a regular (weekly) basis to discuss issues related to their subjects.

You are asked to bring the following to these meetings:

- Your Individual Teacher’s Log Book
- 2 samples of students’ work by subject, grade and ability
3.2 Monthly meetings will be held between the Head of Junior Section /Head of Subject respectively to discuss progress with the curriculum and related issues.

3.3 Appraisals of teaching practice will be made by the Principal or delegate at least once a year.

3.4 Teacher’s Logs should be available when appraisals are conducted. Post-appraisal meetings will be scheduled between appraisees, the relevant Head of Subject and where appropriate, the Principal.

3.5 Professional development training sessions, (INSET) are scheduled and conducted by the Heads of Subject, twice a term. There may be other training sessions that will be conducted after school hours. Attendance at these sessions is for your benefit and is compulsory. Please feel free to make your training needs known to your Head of Subject / Principal who will attempt to organize an appropriate programme.

When necessary, you may be asked to attend external conferences, seminars or workshops for your own professional development and/or as a representative of this school.

4 SUBSTITUTION & SUPERVISION

4.1 You will be informed when you are required for substitution duties which will be arranged by the Executive Secretary. Teachers assigned to substitution or supervision duties will be informed either through a hand delivered notice (for substitution) or through a schedule posted on the Time Machine notice board. It is each teacher’s individual responsibility to ensure that they are where they are supposed to be at the correct time. Avoid leaving classes unattended.

4.2 Playground and extra supervision duties will be assigned on a rota basis for the academic year. Please ensure you are at your assigned location on time. The rota will be posted on all common school notice boards. Playground supervision includes supervising the lines at the canteen, intervening if required, in cases of fights among students, bullying etc. Students should also be constantly reminded of the need to protect and maintain a tidy environment. Any request for alterations to the schedule should be routed to the P.R. Coordinator.

If for any reason you anticipate that you need to make changes to your timetable responsibilities, it is the responsibility of the teacher concerned, once the HOD and Principal’s approval has been received, to arrange with other teachers for cover of his/her classes for the duration of the absence. The Exec. Secretary should be informed in writing about these changes.

5 COMMUNICATION

5.1 The procedure for dealing with grievances is as follows:
   In instances concerning teaching practice and educational matters, where possible, contact the Head of Dept. and attempt to resolve the issue orally. The Head of Dept. should record the details discussed in the Human Resources Feedback Log book and attempt to resolve disputes. All such discussions are to be regarded as privileged and confidential. Complaints or problems which are of a personal nature or are related to salary and/or conditions should be resolved by the Principal. The teacher concerned should make an appointment through the Executive Secretary.

5.2 It is your responsibility to check the notice board beside the Time Machine on a daily basis so that you are aware of changes that may occur.

5.3 Instances of problems relating to administrative procedures and personnel should be referred to the Exec. Secretary / Principal.

6 PARENTS / TEACHERS COMMUNICATION

6.1 Parent/teachers meetings will be scheduled each term and are noted on the School Calendar. All teachers must be present and prepared to meet with parents to discuss individual students. All students workbooks should be appropriately laid out in their classes and classes should be clean and presentable with students’ work appropriately displayed.

6.2 It is school policy to protect teachers from the informal approaches of parents. We do welcome parents’ interest in their children, however, the rule is that an appointment should be made through the Secretary for a mutually convenient time. Should any parent approach you outside of an official appointment time, make your apologies and direct them to the Secretary to schedule an appointment.

6.3 The School Secretary / Executive Secretary will inform you, by means of an Appointment Notification, about parental appointments which will, where possible, be scheduled. A senior member of staff should be present at these meetings, the list of which should be recorded on the standard Parental Meetings form obtainable from the School Secretary/Executive Secretary.

7 GIFTS

7.1 Parents will be requested to avoid offering gifts to teachers and ancillary staff and it is strict school policy that teachers and all school staff should not accept any gifts from students enrolled in the school. You are asked not to put the school in a compromising position through non-adherence to this policy which is aimed at maintaining the school’s reputation of integrity in the community. Staff not complying with this policy will be subject to disciplinary procedures.
8 DRESS CODE & STAFF FACILITIES
8.1 All teachers should dress modestly and appropriately for school.
   • In respect of Local Customs, the following is specified:

<table>
<thead>
<tr>
<th>Ladies</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>No jeans/shorts/skirts above the knee</td>
<td>No jeans</td>
</tr>
<tr>
<td>No skirts with slits above the knee/tight-fitting clothing</td>
<td>No shorts</td>
</tr>
<tr>
<td>If trousers are worn, a loose top should be worn</td>
<td>No casual wear</td>
</tr>
<tr>
<td>Ladies tops should have sleeves, short or long</td>
<td></td>
</tr>
</tbody>
</table>

   Male teachers should be clean shaven unless sporting a moustache or beard. Remember that students will be looking to the example that you set.

8.2 Eating in school should be restricted to your break-times and all food should be consumed within the Cafeteria or in the specific areas which has been set aside for this purpose. Hot and cold water are available there together with some items of crockery.

8.3 The telephone should be used only for school related calls. In the case of an emergency the Executive Secretary is authorized to permit personal telephone calls.

8.4 By Ministry Regulations, private mobile phones should be switched off while on the school premises and use of such mobiles is forbidden during school hours. No exceptions. Non-compliance will result in a formal letter of reprimand.

8.5 Claim a cupboard for yourself in the Teachers’ Room/Section hallway and keep your keys safe. Do not leave any items which you value lying about.

8.6 Many school resource books are expensive, therefore, once school books and resources have been signed out to you, you become responsible for their safe keeping and are liable to reimburse the school if lost or damaged.

8.7 Culturally sensitive words or topics should be avoided. Use your common sense bearing in mind that this is an Islamic country. If in doubt, consult your Head of Dept./the Principal.

8.8 Please avoid using slang language in the classroom or even on school campus i.e. shut up / shit.

9 FEE PAYMENT FOR STAFF CHILDREN
9.1 Two options are open for payment of the school fees for staff children:
   a) to make arrangements with the accountant for fees to be deducted from salary on a monthly basis
   b) to make arrangements with the accountant to pay by three separate installments in October, January and April.

9.2 You should contact the accountant at the beginning of the school year to decide upon which method of payment you prefer.

10 LIBRARY
10.1 All teachers must attend at least an initial introductory course to familiarize themselves with the library operations.

   You will be notified about library times and will be consulted re appropriate timings for your classes. From KG1 upwards, all students must be given an opportunity to visit the library at least once a week. Teachers must remain with their classes during the library period and are responsible for their students’ behaviour and usage of library facilities. Only the librarian will be permitted to issue and receive books, as this is her responsibility. Students should be made aware that they are held responsible for the books that they borrow. Students with overdue or damaged books will be penalized.

   The school is always improving the resources in the Library and all teachers are encouraged to utilize the Library materials to the fullest – research and/or reading

11 PRIVATE TUITION
   The Executive Secretary keeps a record of all private tuition given to students enrolled at School. Teachers must liaise with the ES to keep these records up to date.

12 ISSUE OF STOCK
12.1 Inventory of the stock held by teachers, administration and ancillary staff, should take place at the end of each school year. All school stock (including furnishings) should be returned and checked in to the store.

   At the beginning of each school year, teachers will be given the books that they will be using. KG - Gr 12 will be issued books and copybooks (each term) on the 1st few days of school. Any excess books in the classroom should be returned to the storekeeper.

   All stock transactions will be recorded in a Stock Log and on computer.

   The stockroom will be open at set times each week. You will be informed about the timings as soon as they are settled.

12.2 The Storekeeper will keep a strict record of books which have been issued to individual students, and which have been borrowed from the store and allocated as school loans. Some books are purchased by parents and are for students to keep, others are school property and returnable to school stock (school loan). The Storekeeper will inform you which books belong to each category.

   Loss of, or damage to, books should be reported to the Storekeeper who will notify the accountant.
Leadership and school culture

Failure to settle debts with the school, e.g. with regard to unreturned or lost books, may result in exclusion from sitting examinations, and non-issue of Transfer Papers until debts are settled.

Those teachers who need the use of a tape recorder may contact their Section helper. These recorders should be returned to the helper at the end of the period/day. KG teachers will be issued a recorder from the library and this becomes the responsibility of the teacher till the end of the year.

12.3 Purchase requests may be made through the Purchasing Department. Make your request known at least a week in advance of your anticipated need.

**PROCEDURES TO BE ADOPTED AT THE END OF YEAR / CONTRACT / ON TERMINATION**

All teachers and other members of staff are required to return all items of school stock, syllabus etc. to the personnel in charge of those items. A clearance form must then be completed and signed by the respective Head of Dept. and other departments.

13 PREPARATION / ORGANISATION

13.1 Before school starts, you should ensure that you have sufficient desks, chairs and other supplies that you need. Some display items should already be in place to make the school appear interesting and welcoming.

13.2 Students’ work should be displayed frequently as this is encouraging for them and they learn from the work of others. Facts that you may wish them to become familiar with or memorize may also be displayed.

13.3 Avoid allowing posters or displays becoming outdated, non-relevant, faded or from falling off the walls. This portrays a careless image of the school (and is revealing as to the professional standards of the teacher/s concerned).

13.4 Teachers should decide what they require students to bring to school in the way of stationary and supplies. Be very clear in your instructions especially with regard to notebooks – it is best to show the students examples of exactly what you want. School diaries may be purchased from the Storekeeper at a minimal cost.

13.5 All books and supplies provided by the school may be obtained from the store during its opening times, which will be posted. Please think ahead.

14 ASSEMBLY & LINE UP

14.1 All teachers should be present at the 7:30 line-up. You should be ready at the lines waiting for your class to line up, not the reverse.

Grades 1, 2 and 3 line up in playground 2 (junior playground)
Grades 4 – 12 boys line up in playground 1 (main playground)
Grades 4 – 12 girls line up in playground 3 (girls playground)

Students should line-up according to their classes and thereafter according to height, shortest to tallest.

14.2 At the end of each break students go directly to their classrooms. Teachers on break duty are to assist in getting the students into the building when the bell rings. Teachers taking lessons after break should be waiting at the classrooms to meet the students as they arrive.

14.3 At early morning line-up, HRT, with the support of other staff, are expected to maintain discipline in their lines and to check uniform, nails, jewellery and general appearance daily.

14.4 Girls are permitted to wear stud earrings only, more than this is not permitted. Excess jewellery is to be confiscated and the teacher concerned should hand it to the ES for logging and safekeeping until the end of the school day when it should be returned to the student.

14.5 No student is permitted to join the lines once the assembly has started. These students, (e.g. from buses) should form a line/s to the rear of the assembly lines and await completion of assembly before moving forward to join lines as they move indoors.

14.6 The Home Room Teacher is responsible for accompanying his/her class to their classroom where the attendance should immediately be entered in the Attendance Register. Late arrivals must be noted in the attendance sheet as (L).

14.7 The Attendance Register should be collected from the Secretary at the Reception Desk at 7:25am by Home Room Teachers. The Attendance Register will be collected at the end of the first period.

14.8 All teachers assigned to the last period are responsible for ensuring that their lessons are completed by 2:15pm. Thereafter, students should pack up, tidy their classes and line up to depart: students travelling by bus should be sent to the boys playground (near P.E. Hall) and the remaining students will then proceed to their respective playgrounds to be collected by parents / drivers. Last period teachers do not leave the classes before their students. Teachers should be the last to leave the classes. The responsibility for any incidents involving students left unsupervised will lie solely with the teacher designated as responsible according to the timetable or substitution.

14.9 Kindergarten leave at 1:00 pm. 1st trip of buses leave at 12:45pm.

15 ENGLISH AWARENESS

15.1 English is used as the medium of communication in both the spheres of teaching and administration. It is therefore incumbent upon staff to encourage students towards the use of English as their language medium. Parents are paying for their children to have an English language based education and consider the development of competency and fluency in
English to be a priority. The school has a responsibility, therefore, to ensure that student exposure to English is maximized and that optimum use is being made of every occasion to expand our students’ skills and opportunities to use English. To this end certain rules have to be adhered to and staff are expected to set an example in this matter.

15.2 The use of Arabic is to be confined to the Arabic and Religion classes.

15.3 School staff, teachers and administration are asked to use English when communicating within the hearing range of students.

15.4 ALL SUBJECTS (except Arabic and Religion) must use English as the instruction medium. NO EXCEPTIONS.

15.5 English must be reinforced as the only language permitted in the playground. This means that those on playground supervision duties should be alert to which language is being used and encourage children to use English. Those speaking Arabic must be asked to use English.

16 DISCIPLINE
16.1 Be aware that there is a collective responsibility for order and discipline throughout the school. Should you be the only authority figure about when some discipline needs to be enforced, then please take charge.

16.2 Students are forbidden to move about the school between breaktimes unless supervised by a teacher.

16.3 Students are restricted to drinking and visiting the toilet during the period changeover times and at breaktimes. Exceptions are made only for Key Stage 1 and genuine emergencies.

16.4 It is forbidden to send students on errands on a teacher’s behalf.

17 HOMEWORK / HOMEWORK DIARIES
17.1 All homework assignments must be entered in the Homework Diaries (HD). Teachers must check that entries are correct and explicit, and initial each diary entry. Where necessary, translations may be made into Arabic by Arabic teachers for ease of communication with non-English speaking parents.

17.2 It is school policy that homework be set appropriately for all classes and minimum requirements must be met. Homework serves the purposes of providing opportunities for teachers to check on and reinforce class work and to develop in students independent study skills, and should always be relevant to the curriculum. When setting homework assignments always bear in mind:

- the time needed for completion by able and less able students
- whether the student can complete the task independently or not
- what other homework has been set by other teachers
- whether or not you have communicated your requirements and deadlines clearly.

You should also take appropriate measures to deal with students who are not completing homework. Students have to be made aware of the value that the school assigns to the place of homework in the education process. Any problem cases should be drawn to the attention of the teachers/coordinate in charge of discipline.

18 PROJECT WORK
18.1 Project work which is part of the syllabus should take place during school time. Where appropriate, a cross-curricular approach should be adopted. Projects can be completed as part of class work when the students can be divided into groups with each working on a different component of a project etc.

18.2 All teachers assigning project work should discuss the project plan with the appropriate Heads of Dept.

The project plan given to the students should include:
- a general outline
- student responsibilities
- expected time needed to complete project in hours
- available resources
- detailed marks criteria

19 NOTES & WORKSHEETS
Each teacher is responsible for preparing supplementary material for his/her classes as appropriate. The computers and printer in the Staff Room/Library are available for your use. You may prepare sheets by hand, by cutting and pasting on the computer, in each case the presentation must be of the highest standard and appropriately headed.

Information on the availability of computers in the Lab that can be used by teachers is available from Head of Computer. To maintain high standards, all sheets which are intended for distribution to students or staff, must be thoroughly checked before being forwarded to the relevant Head of Dept., for photocopying approval.

20 EXTRA CURRICULAR ACTIVITIES
Student participation in extra curricular activities is encouraged so as to extend the students’ scope of experience. Teachers’ individual contributions in this area will be recognized in their yearly evaluation. Intended field trips should be discussed with the PR co-ordinator (Ms Rima). Bear in mind that excursions take some time to plan and arrangements must therefore be made in advance.

Trips within and outside Al Ain are an important part of our extra-curricular schedule and ALL teachers are required to participate in these trips which are organised by the PR Co-ordinator, at least once every term.
21 HOME ROOM TEACHERS - RESPONSIBILITIES
- To be effective, Home Room Teachers should establish a rapport with their classes. Get to know the students in the class and their circumstances.
- Home Room Teachers are to attend assembly each day. HRT are to play an active role by assisting with line-up, Discipline as well as checking uniforms, nails etc.
- Home Room Teachers are to see that the Attendance Register is completed each day.
- Home Room Teachers should organise a class excursion once each term.
- Home Room Teachers are to report any maintenance required in the classroom to the Purchasing Dept. should any wilful damage or vandalism occur, the HRT should investigate and report the matter to the teacher in charge of discipline in that section.

22 QUIZZES & TESTS
22.1 A series of marks will be collected by the administration for each subject each term.
All quizzes will be conducted on a formal basis; i.e. be strict with cheating, no talking, no leaving of seats, no assistance given by teachers, spacing of desks etc. Quiz Schedules will be issued by the Administration. (see Internal Calendar)

Your professional integrity is being relied upon to see that quizzes are run efficiently. Please respond to this request.

You will be provided with mark sheets for the classes you teach and marks for quizzes, class work, project and class participation must be submitted (as required) prior to the deadline date set by Administration.

You will be given more detailed information about examinations nearer the dates.

Other tests may be given by teachers at their discretion, however, consult with your colleagues to avoid scheduling two tests on one day. Where setting tests in more than one subject cannot be avoided on any one day, prior approval must be sought from the Principal.

Do remember that from Grade 1 upwards, quiz / test marks form a vital component of the term mark. Strict records must be kept by each teacher and marks be made available for inspection by Head of Dept.
Quizzes should be prepared well in advance and consideration given to:
  • intentions
  • area to be tested
  • marks available
  • time available and time needed for students to complete
  • student abilities
  • appropriate targeting,
  • presentation, etc.
All draft quizzes must be approved and signed by the Head of Dept.

22.2 Parents and students will be informed in advance, through the homework diary, when quizzes are to be held. It is forbidden to quiz without prior notification to students and parents.

22.3 Absences During Quizzes or Examinations
Should a student be absent during a quiz / exam and have a valid excuse (medical certificate), the teacher is responsible to inform and co-ordinate with the Administration to allow the student an alternative quiz / exam schedule for that subject(s).
If a student misses a class test then the total term mark allotted to tests in that subject will be calculated excluding the missed test, eg. (3 test marks possible, sat 2, missed 1, therefore add the 2 test marks obtained and divide by two).

22.4 If a student is absent during a quiz with no valid excuse then a zero will be entered as the mark given and will be taken into account when calculating the total term mark.

23 EXAMINATION PROCEDURES
Available in the Teachers Log Book.

24 MARK DISTRIBUTION
Available with your Head of Subject.
**Table III**

*Teacher rating the principal as transformational*

<table>
<thead>
<tr>
<th>Characteristics of principal</th>
<th>Talks about values</th>
<th>Talks about future</th>
<th>Instills pride</th>
<th>Talks about what needs to be accomplished</th>
<th>Having a sense of purpose</th>
<th>Goes beyond self-interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>6.1%</td>
<td>0%</td>
<td>7.3%</td>
<td>0%</td>
<td>1.2%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>11.0%</td>
<td>3.7%</td>
<td>7.3%</td>
<td>6.1%</td>
<td>8.5%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Fairly often</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently, if not always</td>
<td>76.8%</td>
<td>93.9%</td>
<td>79.3%</td>
<td>91.4%</td>
<td>85.4%</td>
<td>71.9%</td>
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</tbody>
</table>

*Cont. Teacher rating the principal as transformational*

<table>
<thead>
<tr>
<th>Characteristics of principal</th>
<th>Treats teachers as individuals</th>
<th>Builds respect</th>
<th>Considers ethical consequence of decisions</th>
<th>Displays confidence and power</th>
<th>Considers the different needs of teachers</th>
<th>Helps develop strength of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>13.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>2.4%</td>
<td>17.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>22.0%</td>
<td>4.9%</td>
<td>1.2%</td>
<td>3.7%</td>
<td>12.2%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Sometimes</td>
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<tr>
<td>Fairly often</td>
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</tr>
<tr>
<td>Frequently, if not always</td>
<td>63.4%</td>
<td>91.5%</td>
<td>89.1%</td>
<td>93.9%</td>
<td>73.6%</td>
<td>80.5%</td>
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<tr>
<td>always</td>
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</tbody>
</table>
Continued. Teacher rating the principal as transformational

<table>
<thead>
<tr>
<th>Characteristics of principal</th>
<th>Have a collective sense of mission</th>
<th>Express confidence that goals will be achieved</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2.4%</td>
<td>2.4%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>4.9%</td>
<td>3.7%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
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<td></td>
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<tr>
<td>Fairly often</td>
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<td></td>
</tr>
<tr>
<td>Frequently, if not always</td>
<td>87.8%</td>
<td>92.7%</td>
<td>83.2%</td>
</tr>
</tbody>
</table>


Table IV

*Self-rating of the principal as a transformational leader*

<table>
<thead>
<tr>
<th>Characteristics of principal</th>
<th>Talks about values</th>
<th>Talks about future</th>
<th>Instills pride</th>
<th>Talks about what needs to be accomplished</th>
<th>Having a sense of purpose</th>
<th>Goes beyond self-interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
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<td></td>
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</tr>
<tr>
<td>Once in a while</td>
<td>✓</td>
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<tr>
<td>Sometimes</td>
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<td></td>
</tr>
<tr>
<td>Fairly often</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Frequently, if not</td>
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<td>always</td>
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<th>Considers the different needs of teachers</th>
<th>Helps develop strength of teachers</th>
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<tr>
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<tr>
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<td>✓</td>
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<th>Express confidence that goals will be achieved</th>
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<tr>
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<tr>
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</table>
Recognizing the responsibility that we are given as educators, the school's ethos is to provide a healthy, friendly atmosphere conducive to learning while maximising the development of each pupil's potential.

In order to reach this goal, we have developed a Quality Management System in compliance with ISO 9001:2000. This system was built on the understanding that the only way to prosper as an organization is by a continual process of self-examination, change and improvement. We believe that this approach is essential for our school in the long term and will enable us to continue making progress.

Our objectives are to:
- Increase student technology awareness and competency
- Improve staff and student training
- Enhance communication to and feedback from the community
- Provide programs relevant to the needs and interests of society
- Identify the needs of the school community to improve school climate

This highly professional level of service is achieved by the attitude and the continual willingness of our staff to fully accept their responsibility in the educational process of gaining and maintaining the position of being one of the leading schools in the UAE.

**PHILOSOPHY**
The School embraces the fact that accessible excellent education is the cornerstone of a modern society, and that well-rounded education is the pathway to lifelong learning and a better future.

**VISION**
Our aim at The School is to make a positive difference through education and services, and extend our standards of excellence asserting leadership among the private schools in the UAE in particular and the Middle East in general.

**MISSION**
To enable all students to become productive, responsible learners in the ever-changing world through cultivating the students' core academic knowledge and core values.

**CORE VALUES**
The School endeavours to be an educational institution where learning and personality are nurtured; where students and teachers are valued as individuals; where differences are respected and aptitudes are nourished; where success and sincere attempt are recognized and failures become edifying; where judgments are rationalized with consideration and achievements with modesty; where freedom accepts accountability; where education is not an end in itself, but means to the individual's fulfilment as a contributing member of the world community.
Awards for Excellence & Distinction: The Quality Difference

The School was granted several academic recognitions, and was awarded major international certifications, as well as significant local awards; such as:

- Certification by Cambridge University, as an Examination Center for IGCSE – Attained in 1997
- ISO 9001:1994, first of its kind among schools in the Arabian Gulf region and the Middle East – Attained in 1998
- The CITA/SACS (Commission on International and Trans-Regional Accreditation/Southern Association of Colleges and Schools) Accreditation by the American Board, as the third school outside the United States and the first school in the Arabian Gulf region to be awarded this dual accreditation, as a result of the school’s commitment to improving student performance through excellence in teaching and staff, curricula and related plans, as well as curricular and extra-curricular activities. In consequence of the CITA/SACS accreditation, students' credits and coursework can be easily transferred between schools and accepted at universities.
- Accreditation by the Southern Association of Colleges and Schools / Council on Accreditation and School Improvement (SACS/CASI) – Attained beginning of 2005, as an assertion of The School’s commitment to quality education and student success, and the outcome of the school’s distinguished performance at the academic, management and organizational levels. Moreover, LPS is included in the network of accredited educational institutions. For a listing of accredited schools, you may visit the SACSCASI website, www.sacscasi.org

ICDL/MOUS

At The School, the mission of our Information Technology's Department is to graduate “young computer experts” who will be able to tackle the challenges of the world’s advanced technology. To accomplish that, students sit for two major international computer examinations at the ICDL Centres. These two examinations are highly recommended when seeking admission in Universities here and abroad.

The two examinations are as follows:

- MOUS (Microsoft Office User Specialist) Program. This Certification will recognize individuals who have achieved a certain level of mastery with Microsoft Office products and provides a framework for measuring end-user proficiency with Ms Office applications.
- ICDL (International Computer Driving License). The overall objective of the ICDL program is a general improvement in the basic knowledge of computers and a higher level of competence in computing internationally.
School Components

Curriculum
The School offers (1) the British curriculum leading to the internationally recognized IGCSE and AICE examinations; and (2) the American curriculum leading to High School Diploma and SAT I, SAT II, and TOEFL examinations.

In both instances, we offer a balanced combination of well-rounded curriculum, advanced textbooks, state-of-the-Art Information Technology, and interactive teaching approach. Our curriculum is monitored regularly and revised annually. Our textbooks are carefully selected and are in line with the curriculum. Our teaching approach is student-focused and is meant to reveal each student's potential.

By offering both the British and the American syllabi, The School caters for the diverse needs and interests of its students and ultimately of the community. Moreover, care is taken to link the curriculum to the local environment while maintaining a broader world vision.

Our approach is one of life-long learning whereby the school is the basis for sound education and social development. Our Junior and Primary students have the right opportunities for basic learning and critical thinking. Our intermediate and secondary students have a wide range of courses and educational experiences that qualify them for the reputable universities of their choices.

Whether they choose to sit for the British examinations or to go for a High-School Diploma, our system is challenging and fully supportive. We have a high-school advisory system that gives each student the chance to choose the courses that best address his/her interests and abilities. Our teachers are available to assist the students at all times. Our policy is to accompany our pupils from the day they enter our school until the day they join university.

Teaching Staff
The School's teaching staff are multi-national qualified individuals drawn from every continent in the world. The mix of cultures and lifestyles makes for a lively and vibrant school atmosphere. Teachers are assigned as subject specialists – a system which we find works very well from the youngest grades.

Staff Development

Given the transient nature of expatriate lifestyles in the UAE, we have found it beneficial to develop an In-Service Teacher Training and Staff Development Program (INSET). The aim of the INSET Program is to acquaint our teachers with, and develop in them the skills needed to become effective practitioners in a multi-national culture. Our teaching staff is carefully selected, and we intend to maintain our high professional standards through this unique INSET program.
Classes
At The School, classes commence at Kindergarten level and are open to Grade 12. Through a yearly expansion program, the facilities offered are being developed on target, our aim being a comprehensive education process to pre-university level.

School Sections
The different school sections are divided into:

a) Infant Section  
b) Primary Section  
c) Boys Section  
d) Girls Section

Kindergarten 1 and 2

These classes are open to children aged 3 to 4, and 4 to 5 years respectively, and admission is according to the Ministry of Education requirements whereby applicants must have reached the minimum age for entry by mid September.

The KGs have developed a continuous program. It involves the availability of concurrent indoor and outdoor activities and environment appropriate to the children’s stages of development, including physical, emotional, intellectual and social development. Children may choose to work individually or in small groups, independently or with adults throughout the learning session. Teaching in small groups allows staff to provide children with the individual attention that they require. We are committed to treating children with respect and dignity.

Our program enhances self-confidence and independence, as children are able to follow their interests, initiate and complete activities without unnecessary interruption or redirection. We are dedicated to providing children with a stimulating and fun learning environment, while enriching learning through exposure to a wide range of cultural and educational experiences.

The Primary Section

Grades 1 through 6 follow an International Curriculum. Textbooks and resource materials are selected to meet the requirements of the syllabus. English is the medium of instruction for the majority of subjects while Arabic and Religion maintain their traditional places in the curriculum. Arabic for non-natives is offered and the French language is taught from Grade 3.

Our student support services and policies provide a perfect primary education environment, which allows children to fully capitalize on their capabilities. Our children are involved in regular physical education, art and music programs. Our motto is to work efficiently with parents, ultimately providing our children with a better program that allows them to grow in body, mind and spirit.
The Intermediate and Secondary Sections

The students of Grade 7 to 9 are introduced to the Life and Physical Sciences and a smooth transition to Algebra is also conducted through a comprehensive selection of books and curricula.

English also takes on a new realm by the launch of Literature as part of their Language Art skills through a combination of American and British books.

PE and Art are two subjects that are encouraged throughout the academic life of the student.

In Grade 9, students are given the option —according to the Ministry regulations— to choose either a British system or an American system of study. Depending on their choice, they are then prepared for the external exams to be held in Grade 11: IGCSE for the British system and SAT I for the American system.

Subjects offered in both curricula are:

- English as a 2nd Language
- First language Arabic / Remedial Arabic for non native speakers
- Chemistry
- Physics
- Biology
- Accountancy
- History (American system only)
- Geography (American system only)
- Information Technology
- Mathematics
- Business Studies
- English Literature
- Psychology
- French as a foreign language
- Physical Education (P.E)
- Art

Students who complete their IGCSE (O Levels) in Grade 11 British, or SAT I in Grade 11 American may then progress to the AS and A2 levels in Grade 12 British, or SAT II and TOEFL in Grade 12 American.

Co and extra curricular activities:
Curricular, co-curricular, and extra-curricular activities are integral parts of the total education program. Our school has long adopted the belief that “Good schools vibrate with activity all day” – from art classes to zero-hour activities to after-school athletic and social functions. Only through a wide range of co- and extra-curricular activities are our children given a real love of learning and self-development.
Field Trips
We encourage educational and entertaining field trips where appropriate, to consolidate and expand on classroom studies. Field trips are our "school-community gateway". They can bring history, ecology, Information Technology, Science, charity, and other societal aspects to life. At The School, we believe that intellectual development and personal growth are closely connected. For that purpose, we seek to ensure an environment that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning. All these factors contribute to the mission and life of the school.

School Events
Seasonal events are held throughout the academic year. They bring together the school community in celebration of significant sports, historical, cultural, scientific, or social activities. Our school events include Sports Days; National Day celebration; Art and Culture Evenings; Science Fairs; Annual KG Concert; Graduation Ceremony

Summer Camp
"Care; Discovery; Challenge; Creativity; Growth"

An activities-based Summer Camp is organized annually in order for the school to ensure continuous communication with its pupils.

Summer Camp at The School:
- Is the right mixture of fun and learning
- Gives your child the chance to learn while playing and having fun.
- Is a great opportunity for your child to improve his/her English language skills and meet many other children
- Can stimulate independent thinking and self-confidence
- Broadens your child’s horizons and helps him/her develop socially
- Fortifies cultural and social values through the excursions program

Campus
The school campus, in its purpose-built facilities, has been designed to meet the physical requirements of our staff and pupils by providing a spacious well-equipped building, together with all necessary modern educational resources. The school campus comprises four separate wings, each of which contains 12 fully-equipped rooms, with a controlling administrative section at the center.

Facilities

Computer Science Laboratories
The school has three well-equipped computer Science Laboratories connected to the Internet. In keeping with the age we are constantly updating our provision of Information Technology, and we encourage all pupils and staff to make use of the school's computer facilities. Our IT teachers are required to undergo a full ICDL training. Staff from other Departments are also urged to pursue the ICDL certificate.
Science Laboratories
Through its three Junior and Senior Science Laboratories, the school offers science facilities and equipment which meet students needs from KG to the IGCSE, A level, and High School.

Library
The Ali Bin Harmal Library fosters a love of literature and the written word. Mr. Ali Bin Harmal considers this facility his priority and this is reflected in his continuous contributions to the expansion of the Library's reading and reference materials. It is well equipped not only for reading and research, but also for weekly-scheduled class visits to the library. Students may also visit during break times. Book fairs are held seasonally.

Art Rooms
Two well-equipped arts and crafts rooms are available for students from KG through Grade 12. Students are encouraged to express themselves through art.

Sports
Shaded play and game areas have been developed to meet the needs of all age categories. Recreational facilities include two spacious, well-equipped gymnasiums; multiple-purpose courts; Basketball courts; Football courts; and Volleyball courts. These courts are separate for boys and girls. A swimming pool is included in the school's development plans. Through our elaborate Physical Education program – carefully structured to meet the needs of all age categories – we strive to foster qualities of true sportsmanship.

STUDENT SUPPORT SERVICES
Student services at The School support and promote a student-centered view of education which recognizes that academic performance and personal growth are closely connected. Our student support services consist of the following sectors: Student Council; Health services; Safety and Security; Discipline; Counseling and Development.

Student Council
Purposes
↓ To represent the interests of the student body in student, school, and community affairs
↓ To be a voice for the student body by providing the school administration with a clear knowledge of student interests, concerns, and needs.
↓ To keep the student body informed of relevant issues
↓ To assist in coordinating and running of student activities whether sporting or cultural
↓ To constantly strive to improve the quality of life for the student body

Health Services
The School provides comprehensive daily health care to students and staff. The school clinic is located in the main reception area and is staffed by a full-time qualified nurse committed to helping students whenever the need arises.

The health services provided by the school ensure:
- The care and nurturing of students with special medical needs
- The immediate medical attention to students in emergency situations
- Continued coordination with the Ministry of Health

We are proud to state that our school was highly commended by the Schools Health Department for taking the initiative in performing general physicals, as well as dental checkups on students.

**Safety & Security**
The school ensures
- A safe and secure environment for all its students and staff
- The training of all staff in measures to be taken in emergency situations
- The communication of all safety measures to the students
- The security of the school premises.

**Discipline**
The school's discipline system aims at developing students who are responsible for respecting themselves, their classmates, teachers, parents, and society as a whole. Students will be guided in light of the school rules and regulations. They are viewed as:
- Individuals with unique talents and interests that should be encouraged
- Human beings who deserve respect and need positive reinforcement.

**Counseling and Development**
It is the school's policy to help students – as far as possible with vocational, academic, and career concerns individually and in groups. The school Administration is always there to help students identify best alternatives and plan for future universities/colleges, or careers. For that purpose, regular field visits to universities are organized. Equally important, the school hosts presentations delivered by representatives from reputable universities located both inside and outside the UAE.

**Community service**

The School School is a leader in, and a strong advocate of community service. Staff, students, and parents alike are constantly involved in activities that raise awareness of issues that are of interest to society.

**Admissions**

Every student applying for the KG section and meeting the age requirements of the Ministry of Education will be interviewed along with the parents, by our Head of Juniors Department. The interview ensures that the student is ready to join school and helps determine any special needs of the child.

In addition to interviews, students of the primary and above are tested in English, Mathematics and Arabic in order to identify their academic standards and place them in the class most suited for their needs.
Transportation

Transportation is available to and from school in a fleet of air-conditioned buses. A supervisor is on board of each bus, and is responsible for students’ welfare and behavior.

School Hours

For the KG section: 8:00 am until 1:00 pm, Saturday through Wednesday inclusive.
For the Primary, Intermediate, and Secondary Levels: 7:25 am until 2:20 pm, Saturday through Wednesday inclusive.

If you have questions or comments about the school and/or its services, please do not hesitate to contact us at the addresses shown below.
School Profile

The most important characteristic of the School - founded in 1992, is the school climate that gives us the opportunity to offer the kind of education that contributes to the future growth of students.

In order to fulfill this goal, we have developed an administrative system that resulted in the international quality-assurance certificate, ISO 9001:2000. This system was been built on the basis that the only path to prosperity and success involves continual self-assessment, improvement, and change. We believe that this is how we will move forward towards progress. Our main goals are to:
- increase awareness and technological competence of students.
- develop the skills of students and faculty.
- enhance communication with, and feedback from society.
- deliver programs that are compatible with the needs and interests of the community.
- identify the needs of the school community in an effort to improve school climate.

This high level of performance was achieved through the participation of all staff members in assuming responsibility for managing the school and contributing to the success of the educational process, regardless of their status or position in the organizational Chart. From this perspective, the school was keen on ensuring the participation of all staff members (Administrative and teaching) in the formulation of its educational vision and mission.

SCHOOL VISION
Our aim at the School is to make a positive difference through education and services, and extend our standards of excellence asserting leadership among the private schools in the UAE in particular and the Middle East in general.

SCHOOL MISSION
To enable all students to become productive, responsible learners in the ever changing world through cultivating the students’ core academic knowledge and core values.

ORGANIZATION CHART
One of the main priorities of The School for the success of the educational process is to ensure that all teaching staff possess a high level of educational competence and ethics, which allow them to perform their duties adequately. To achieve this, the first step is the selective recruitment process followed by the Human Resource Department. In this regard, many factors are considered, e.g.: Academic qualifications; ability to communicate with students, parents; and ability to deliver information to students in a simple and effective way. The second step is the ability of the teacher to develop him/herself and to upgrade his/her teaching skills through attending training sessions, seeking higher certificates, and coming up with new ways and ideas that would enrich the educational process. The third step is a very important one, and is about the continuous monitoring and follow up of teaching staff in the performance of their work, and the methods and techniques used to motivate them in order to raise their efficiency and morale, and urge them to continue to develop their abilities.

Every year, teachers are welcomed to school through a special program. This includes:
1- Orientation sessions and training courses that prepare them to join the school
2- Each teacher will be provided with a file containing detailed information on staff policies, the processes and procedures related to teaching, and the system followed at the School
3- Homeroom teachers will be assigned to assume classroom responsibilities such as receiving students and encouraging the process of acquaintance and cooperation among them over the academic year.

The training process is not restricted to the area of teaching, but involves other areas related to the educational process, such as:
1. Training for all staff members on first aid.
2. Preparing all staff members for the ICDL certificate
3. Training of the Management team in areas that are essential to the effectiveness and efficiency of the Leadership process.

The school management strives to ensure a school climate that comprises all the basic components that complete the educational process in a sound and effective manner that is satisfactory to students and teachers. The most important components in the school environment are:
1. Advanced laboratories (computer, science).
2. Spacious Library that is well-equipped for use in teaching and learning
3. Modern Playgrounds that are designed for various types of sports
4. PE halls equipped with modern devices
5. Spacious Classrooms designed in a way that is convenient and comfortable for students
6. Clinic equipped with high efficiency
7. Multi-purpose rooms and art rooms

The school uses non-traditional teaching methods to develop student capabilities and research skills, and encourages scientific research projects that promote the use of theoretical material in life applications. The different teaching approaches contributed to the development of students' thinking skills, as manifested through creativity in the fields of scientific research and participation in activities and competitions both internally and externally.

In order to increase the students' motivation to learn, the school implements innovative methods including:
1. Commendations given by teachers to outstanding students. Upon accumulation of a certain number of these certificates, the student is issued an appreciation certificate and/or an award
2. Reward recreational trips arranged for distinguished classes
3. Implementation of programs that teach secondary school students the skills of thinking, and prepare them for the SAT exams
4. Devoting activities periods for areas such as "debate and presentation skills", "scientific projects", and "school magazine" under the supervision of the public relations coordinator
5. Organizing educational trips regularly to the scientific museums, universities and art galleries
6. Organizing fairs and functions that are scientific (e.g. Biology Day; Physics Day), cultural (Book Fair), artistic (art exhibition), social (Spring Charity Fair) within the school.
7. Certificates of Merit and shields for distinguished students

The School pays great attention to surveying positive behavioral practices of students with the aim of rewarding those students and referring to them as role models to their colleagues. The methods of rewarding such practices vary from reduction of school fees and provision of in-kind gifts to moral rewards through the provision of certificates and shields and the announcement of the results of outstanding students and congratulating the winners of awards in school newsletters and local newspapers. Equally important, the school was keen to identify the real causes behind the shortage in performance observed in some students.

In this context, the school has set up a guidance and orientation unit. The main objectives of this unit are to enhance the positive behavioral practices of students, and direct their interests in accordance with the discipline guidelines aiming at promoting the positive behavior and reducing/eliminating the negative one. The findings of the unit are made available to faculty members to use them as guidelines in dealing with students. Within this context, the school is keen at maintaining open and clear channels of communication with families of students, which allows them to work as partners in fortifying positive behavioral traits of students, and reducing negative ones (if any).

Curriculum
The School offers (1) the British curriculum leading to the internationally recognized IGCSE and AICE examinations; and (2) the American curriculum leading to High School Diploma and SAT I, SAT II, and TOEFL examinations.

In both instances, we offer a balanced combination of well-rounded curriculum, advanced textbooks, state-of-the-Art Information Technology, and interactive teaching approach. Our curriculum is monitored regularly and revised annually. Our textbooks are carefully selected and are in line with the curriculum. Our teaching approach is student-focused and is meant to reveal each student’s potential.

By offering both the British and the American syllabi, the school caters for the diverse needs and interests of its students and ultimately of the community. Moreover, care is taken to link the curriculum to the local environment while maintaining a broader world vision.

Our approach is one of life-long learning whereby the school is the basis for sound education and social development. Our Junior and Primary students have the right opportunities for basic learning and critical thinking. Our intermediate and secondary students have a wide range of courses and educational experiences that qualify them for the reputable universities of their choices.

Whether they choose to sit for the British examinations or to go for a High-School Diploma, our system is challenging and fully supportive. We have a high-school advisory system that gives each student the chance to choose the courses that best address his/her interests and abilities. Our teachers are available to assist the students at all times. Our policy is to accompany our pupils from the day they enter our school until the day they join university.
School Sections
The different school sections are divided into:

a) Kindergarten Section
b) Primary Section
c) Boys Section
d) Girls Section

School Expansion
With the continued increases in enrolment, it was decided that the school would have to be expanded. The opening of the new school building in 1997 brought with it a new addition of spacious facilities making it possible to adequately house over 1000 students. Further expansion plans were in effect as of September 2006. The campus was extended in order to provide exceptional quality of learning, educational, and sports facilities for each school section (Primary, Boys section, and girls section) separately. The expansion included the establishment of modern PE Halls and Laboratories; Multi-Purpose Halls; Swimming Pool; Spacious Canteens; a Theatre. A well-equipped Primary building was also established to accommodate the Kindergarten students.

Awards for Excellence & Distinction: The Quality Difference

The School was granted several academic recognitions, and was awarded major international certifications, as well as significant local awards; such as:

- Certification by Cambridge University, as an Examination Center for IGCSE – Attained in 1997
- ISO 9001:1994, first of its kind among schools in the Arabian Gulf region and the Middle East – Attained in 1998
- The CITA/SACS (Commission on International and Trans-Regional Accreditation/Southern Association of Colleges and Schools) Accreditation by the American Board, as the third school outside the United States and the first school in the Arabian Gulf region to be awarded this dual accreditation, as a result of the school’s commitment to improving student performance through excellence in teaching and staff, curricula and related plans, as well as curricular and extra-curricular activities.
- Accreditation by the Southern Association of Colleges and Schools / Council on Accreditation and School Improvement (SACS/CASI) – Attained beginning of 2005. In consequence, students’ credits and coursework can be easily transferred between schools and accepted at universities. Moreover, LPS is included in the network of accredited educational institutions. For a listing of accredited schools, you may visit the SACSCASI website, www.sacsacsi.org
- The ICDL Certification to become a training and testing Center – Attained in September 2005, is an assertion of the distinguished quality of Information Technology delivered by the school, and an advantage to students, parents and staff members
- His Highness Sheikh Khalifa Excellence Award – Achieved in 2006, as a standing evidence of the school’s commitment to quality education, customer service, and continual improvement.
SCHOOL NAME - INTERNAL CALENDAR YEAR 2005/2006

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<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
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<tbody>
<tr>
<td>Term One</td>
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<td>Term Two</td>
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**Grades 4 TO 12: 3 Sept.**
**KG2 TO Gr 3: 5 Sept.**
**KG1: 10 Sept.**

**ISSUE OF BOOKS & UNIFORMS**
New Student & Grs. 4 - 6: 27 & 28 Aug.
Grades 7 - 12: 29 & 30 Aug.

**SCHOOL FUNCTIONS:**
P/T Meetings
Holidays:


**HOLIDAYS:**
Al Isra' Day: 1 Sept.
Gr 7-12: 6 Dec.
Ramadan Starts: 3 OR 4 Oct.

**IMPORTANT DATES:**
IGCSE Exams: 10 Oct - 24 Nov (Resit)
Term One Quiz All Grades: 12 - 23 Nov
Exam's Revision Week: 10 - 14 Dec
Term One Exams Grs. 10 - 12: 17 Dec - 2 Jan
Term One Exams Grs. 7 - 9: 20 Dec - 3 Jan
Term One Exams Grs. 1 - 6: 24 Dec - 3 Jan
Mid Year Holiday: 9 - 27 January Including Eid Holiday

**REPORT CARDS ISSUE: 4 - 8 Feb.**

**HOLIDAYS:**
New Hijra Year: 30 Jan.
Science & IT Day: 1 March
Spring Fair: 7 April
Book Fair: 16, 17, 18 April
KG1 & 2 Concert: 17 May
High School Graduation Ceremony: 15 June

**IMPORTANT DATES:**
Term Two Quiz All Grades: 16 - 29 March
IGCSE - Mock Exams: 25 March - 12 April
SPRs Issue: 15 - 19 April
IGCSE - Final Exams: 1 May - 9 June
Term Two Exams Grs. 1 & 2: 13 - 24 May
Term Two Exams Grs. 3 - 6: 27 May - 8 June; Grs. 7 - 12: 27 May - 18 June
Resit Exams For All Grades: 24, 25, 26 June

**REPORT CARDS ISSUE: (After MOE Approval)**

**LAST DAY:**
KG1 - Grade 2: 24 May
Grades. 7 - 12: 18 June
IGCSE Students: 9 June
Teaching Staff: 28 June

Total Working Days: 210
Total Actual Teaching Days (excluding examination): 174

ALL DATES ARE PROVISIONAL AND SUBJECT TO CHANGE
### Table V
*The way teachers view some aspects of school culture*

<table>
<thead>
<tr>
<th>School culture</th>
<th>View child from different aspects</th>
<th>Communicate with parents in different ways</th>
<th>Attend workshops that meet my needs</th>
<th>Vary my teaching strategies</th>
<th>Feel myself as a long life learner</th>
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<tbody>
<tr>
<td>Not at all</td>
<td>0%</td>
<td>4.1%</td>
<td>4.1%</td>
<td>0%</td>
<td>1.3%</td>
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<td>2.1%</td>
<td>4.1%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Sometimes</td>
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<td>Fairly often</td>
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<tr>
<td>Frequently,</td>
<td>95.6%</td>
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<td>always</td>
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*Cont. The way teachers view some aspects of school culture*

<table>
<thead>
<tr>
<th>School culture</th>
<th>Share ideas and resources</th>
<th>Discuss solutions problems</th>
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<tbody>
<tr>
<td>Not at all</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>1.3%</td>
<td>4.1%</td>
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<td>Sometimes</td>
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<tr>
<td>Fairly often</td>
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<td>Frequently,</td>
<td>94.3%</td>
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<td>if not</td>
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<td>always</td>
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### Appendix T

**INTERNAL / EXTERNAL INSET**

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<th>Date</th>
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<tr>
<td>Internal / External</td>
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<td>Subject / Topic</td>
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<tr>
<td>Head of Subject</td>
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<table>
<thead>
<tr>
<th>Trainee</th>
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<tr>
<td>Trainer</td>
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<tr>
<th>Duration</th>
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<th>Benefits to the School</th>
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<table>
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<tr>
<th>Trainee’s Feedback</th>
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<tr>
<td><strong>Pros</strong></td>
<td><strong>Cons</strong></td>
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<tr>
<th>Trainers Recommendations (Internal Use Only)</th>
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Issue Date: 2/11/2003

Issue No.: 01

Issued by: QMR

Ref: DP/DOC/Int-INSET
Appendix U

PROPOSAL FOR IMPROVEMENT

• SUBJECT: ________________________________

• GRADE/S: ________________________________

• PROPOSAL: ________________________________

• Proposed by: __________________________ Title: __________________________
  On the ________ of _________ 200____

• Root Cause of problem: ________________________________

• Resources/Supplies/Support needed: ________________________________

• Proposal approved by: ________________ Title: ________________

• Planned implementation date: ________________________________

• Proposal to be generalized to the following School Departments:
  ________________________________

• Follow-up scheduled every: ________________________________

• Improvement Target Met: [ ] Yes [ ] No

  Heads of Department s
  ________________________________

  School Principal
  ________________________________

  Date: __________________________
Strategic Planning

We educate the future leaders of the world

We believe that

"Learning leads to Understanding, and Understanding leads to self-respect"

We know that failing is part of nature. At School, we do not teach our pupils how to prevent failure, because that is something unavoidable in life, rather we teach them what to do after they fail and that is what truly determines their character.

This school has the distinctive gift of encouraging students to ask "now what?" instead of "so what?". Following the logic of the saying "you can't change the direction of the wind, but you can adjust the sail", we teach our students that even if they cannot control the wind, it is in their power to make the wind favorable to their journey.

What are our core competencies? Why are they so?

| Core Competency 1: | A) We promote and encourage education for life not for exams; We graduate students who are ready to face the world with confidence  
B) We teach students not how to memorize but how to think and search for knowledge and apply this knowledge in real life situations. |
|-------------------|--------------------------------------------------------------------------------------------------|
| Evidences:        |       * Graduates are ICDL holders, and have credentials from first-class education providers (Cambridge University, the CITA Board, etc.)  
* Students carry their knowledge and understanding of concepts with them after graduation and if moving to other schools, as evidenced in their distinguished performance in universities' entrance exams, their new schools, or over the course of their graduate studies.  
* Students are applying their skills in using the largest resource of data which is the Internet to learn more about different topics and are encouraged not only to rely on what is available in books but to look for what is beyond the books. They are also aware of what to take and what to filter out among the wide variety of opportunities available on the net. |

<table>
<thead>
<tr>
<th>Core Competency 2:</th>
<th>The ability to stay up-to-date with the rapid revolution of Technology and science, while maintaining a secure, solid based ethical and moral background built on the reverence of the traditions and culture of the UAE, and tolerance for cultural diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
<td>* Arabic Language and Islamic Religion are two important school subjects that are highly valued, and</td>
</tr>
</tbody>
</table>
Core Competency 3: Education is for all

Evidences:

- All members of 1 are given the opportunity to learn, starting from the top level in the organizational chart, down to the last level.
- All teachers and Administrators attend training, whether on an individual basis, or arranged by school to give them the chance to acquire knowledge from different sources (e.g. the annual CITA conferences attended by the Administration, the HODs, the mentors; The regular Tesol Arabia conferences attended by the English Department; The in-school ICDL courses offered to all staff members)

Core Competency 4: We never revert the wheel; we start where others have ended. Previously - achieved goals are competitors' ambitions. To us, success never final; once we reach a step, we reach out for the next one.

Evidences:

- Reaching out for ambitious goals in line with new international demands, e.g. the American system, and receiving not only the CITA/SACS Dual accreditation, but also the SACS CASI
- Recruiting highly-qualified staff who are capable of working as team members in the direction of the school's strategic goals.
- Exceeding all expectations by attaining a number of national and international awards as the only private school in the Middle East to have achieved this number of awards and certificates.
### Core Competency 5: Professionalism and Humanity; Teamwork and friendly working environment; Appreciation of hard work

**Evidences:**
- Recruitment in this is highly monitored and is very selective. To be a teacher in , you must be highly qualified, up to date, self-motivated. Moreover, Starting at the level of the admin; the most distinguished thing in " is the humane ambience not found in other places;
- Th Administration is overall open to creativity, and applauds new ideas, proposals for improvements, and suggestions given by any staff member.
- The administration maintains a good, friendly relationship with the staff members; Moreover all staff members have good relations with each other; this is translated in the exchange of knowledge, and supporting each other under different life circumstances
- Staff are always appreciated for their hard work.

### Core Competency 6: Open-door policy and effective two-way communication channels between and among all school members (Administration, teachers, students, and parents)

**Evidences:**
- A) Teaching a is the art of inspiration and discovery boosting.
- B) We take our students a step higher... Moving them from being users to developers and discoverers.
- C) We teach our students in accordance with their needs and interests. This will give them the joy of learning.

**Evidences:**
- The methods of teaching build critical thinking, problem solving, and brainstorming skills in students that will be used in all aspects.

### Core Competency 7: We strive to raise the bar for our students and work on an attitude believing that our students can achieve to our level of expectations, therefore we strive to give them a sense of confidence. Our expectations are among the key factors in helping students learn and achieve.

**Evidences:**
- In spite of the challenges encountered when introducing new ideas, our students are inspired to go for higher levels and accept the challenge to prove that they are up to that level and that they can do it!
- The student council is an effective way of involving students in school life.

### Core Competency 8: We strive to raise the bar for our students and work on an attitude believing that our students can achieve to our level of expectations, therefore we strive to give them a sense of confidence. Our expectations are among the key factors in helping students learn and achieve.

**Evidences:**
- In spite of the challenges encountered when introducing new ideas, our students are inspired to go for higher levels and accept the challenge to prove that they are up to that level and that they can do it!
- The student council is an effective way of involving students in school life.

**Evidences:**
- We strive to raise the bar for our students and work on an attitude believing that our students can achieve to our level of expectations, therefore we strive to give them a sense of confidence. Our expectations are among the key factors in helping students learn and achieve.
<table>
<thead>
<tr>
<th>Core Competency 9:</th>
<th>empoers and involves its staff and urges the leaders among them to lead &quot;Out of the Box&quot;</th>
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</thead>
</table>
| Evidences:       | • All staff members were part of the school's strategic planning initiative  
                    • Staff in leadership positions received a course on "Breakthrough Leadership" |

<table>
<thead>
<tr>
<th>Core Competency 10:</th>
<th>School building &amp; facilities are adequately designed for the needs of students and expectations of parents; School expansion is executed whenever needed</th>
</tr>
</thead>
</table>
| Evidences:          | • The 1\textsuperscript{st} expansion was in place in 1997 with the opening of the new school building  
                    • The 2\textsuperscript{nd} major expansion will be in effect as of September 2006 with the introduction of modern facilities and a separate KG building |

<table>
<thead>
<tr>
<th>Core Competency 11:</th>
<th>Well-established academic &amp; administrative Departments that are headed by qualified individuals, and that have well defined missions and tasks in line with the school's overall vision and mission</th>
</tr>
</thead>
</table>
| Evidences:          | • The organizational chart reflects the hierarchy  
                    • The credentials and job descriptions of the Heads of Subjects/Departments  
                    • Documented curricula, syllabi, policies, objectives, planning, and training for each department |

<table>
<thead>
<tr>
<th>Core Competency 12:</th>
<th>Commitment to Customer service, Continual Improvement, and Quality Education</th>
</tr>
</thead>
</table>
| Evidences:          | • Effective and timely communication with parents; Effective, timely, and systematic documentation & handling of parents complaints.  
                    • Yearly objectives are not only met, but also exceeded, as evidenced in our strategic planning documents.  
                    • The results of our students in the school, MOE, and external examinations; the universities our graduates have attended, and their related academic records. |

<table>
<thead>
<tr>
<th>Core Competency 13:</th>
<th>The Quality activities that complement the curriculum</th>
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</table>
| Evidences:          | • The wide range of co and extra-curricular activities and events (Sports Day, Art & Culture Evenings, Spring Charity Fair, Science Days, Book Fairs, Seminars, different awareness campaigns, Annual concerts, Graduation Ceremony, Contests & Competitions, Community service, Educational & entertaining trips, etc)  
                    • Summer camp was a challenging initiative that proved interesting to students and appealing to parents |

| Core Competency 14: | We devote special attention to promoting the gifts of |
outstanding students and supporting the weak ones

| Evidences: | • Gifted Students are involved in contests and competitions in accordance with their capabilities
  • Remedial classes are organized for students who need help in particular subjects |
| --- | --- |

<table>
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<tr>
<th>Core Competency 15:</th>
<th>We work in partnership with parents and other stakeholders</th>
</tr>
</thead>
</table>
| Evidences: | • Effective and timely communication
  • Flexibility and devotion |

<table>
<thead>
<tr>
<th>Core Competency 16:</th>
<th>The use of technology in the classroom enhances learning</th>
</tr>
</thead>
</table>
| Evidences: | • Animation was introduced for demonstration purposes
  • Technology is used in project work |

Thank you
### Register of Attendance - Staff Training

#### Academic Year 2004 / 2005

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Gr</th>
<th>Term 1</th>
<th>Term 2</th>
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**Issue Date:** 02/11/2003  
**Issued by:** OMR  
**Ref.:** DP/DOC/Int-INSET
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<thead>
<tr>
<th>#</th>
<th>Professional Development</th>
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<th>Number of Hours / Days</th>
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<td></td>
<td>Internal</td>
<td>External</td>
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Please fill in & Return to Admin.
Appendix X

External Training Sessions Attended

(3 Years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Department(s)</th>
<th>Session</th>
<th>Number of Attendees</th>
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<tr>
<td>2005/2006</td>
<td>Junior</td>
<td>CTELT 9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Horizons in EFL Education</td>
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<td>Students who are of concern</td>
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<td>Reading activities for EFL classroom</td>
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<tr>
<td></td>
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<td>TESOL</td>
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<tr>
<td></td>
<td>All</td>
<td>CITA 5 Star Conference</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Islamic Studies</td>
<td>Islamic Studies (2 session)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Arabic</td>
<td>Ministry of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry of Education (2)</td>
<td>16 (8*2)</td>
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<td><strong>Total:</strong></td>
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<td><strong>110</strong></td>
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<tr>
<td>2004/2005</td>
<td>Junior</td>
<td>TESOL</td>
<td>9</td>
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<tr>
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<td></td>
<td>CELTA</td>
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<td></td>
<td>Tactile tasks &amp; technical Tips</td>
<td>23</td>
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<td></td>
<td>Harcourt International</td>
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<tr>
<td></td>
<td>All</td>
<td>Cambridge</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Islamic Studies</td>
<td>Islamic Studies (2 session)</td>
<td>8</td>
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<td></td>
<td>Arabic</td>
<td>Ministry of Education (2)</td>
<td>16 (8*2)</td>
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<td><strong>Total:</strong></td>
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<tr>
<td>2003/2004</td>
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<td>Ministry of Education (2)</td>
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<tr>
<td></td>
<td>All</td>
<td>Cambridge</td>
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<td><strong>Total:</strong></td>
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<td><strong>33</strong></td>
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