**1.2 Attributes of a Good School**

Every community across the world is in need of good schools. While the Muslims in India, are falling behind the frame work of education system that is required for establishing good schools or maintaining the standard of existing schools.

**A good school and an effective school**

* A good school is a place where children learn enough worthwhile things to make a strong start in life.
* Where a foundation is laid that support later learning.
* Most importantly where children develop desire to learn more.
* It reflects the realities of life in an ordered adult society.
* It is rational and safe.
* A practice ground for the things people do in the outside world.
* A good school creates a sense of community that permits persona expression within a framework of social responsibilities.
* It focuses on learnings that grow through use—with or without more schooling—such as communication skills, decision making, craftsmanship and group interaction.
* It makes children think of themselves as people who find strength, nourishment and joy in learning.
* A good school has a broad-based and realistic curriculum with subject matter chosen not only for its relevance to higher education and jobs, but also for family and community membership and personal enrichment.
* It uses teaching practices that stimulate the people live in the outside word.
* Children are actively involved in production task that combine and extend their skills, show off their accomplishment, and look for harder, more exciting work to do.
* A good school is like a healthy tree. As it grows, it sinks its roots into its notice soil.
* It adapt to the surrounding climate and vegetation.

**An effective school**

* In contrast an effective school looks at learning in terms of test scores in a limited number of academic areas.
* It does not take into consideration problem solving abilities, social skills.
* It does not differentiate between dynamic and inert knowledge.
* It ignores motivation.
* Children who cover a traditional curriculum in order to master as much of it as possible are not initiators, seekers or builders, they are at best reactors.
* The knowledge they dutifully sock up is not necessarily broad based or useful .
* .it is taught because it is likely appear in test or exam.
* It is quickly and easily forgotten.

**How do these good schools differ from not so good or bad schools?**

The answer is not as easy as it might appear at first glance. For being a bona fide good school, certain quarries need serious consideration.

Do we mean by a **good school** that scores of students are educated with very little hope for their future?

* How can a school call itself ‘good’ when it produces students who don’t know themselves, the world or their place in it?
* What should schools teach and how?
* Whether we should restrict the teaching to the contents of syllabus only or teaching them to think, design their own learning pathways and do extraordinary things that are valuable to them for their future?
* How do we know if we are doing it well?

Beside scrutiny of these quarries, there are so many other relevant observations; those must be answered in regard to social needs, teachers’ true grits and access to technological developments.

**Effective requisites and characteristics of a good school;**

**Leadership**

* A good school is driven by the principal who is passionate about making a difference to the life of children in his care.
* Students perform better when the principal and the management provide strong leadership.
* Successful school principal constructs goals and then effectively communicates them to appropriate individuals (e.g students, teachers and community at large).

**Vision, mission and Strategic Planning**

* A good school has a clear vision that is shared with all for a combined mission.
* A good school plans in advance the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions.

**Expectations**

* A good school has high expectations from its students as well as teachers.
* It will have a positive impact on students’ performances.
* Similarly, the teachers who are expected to teach at high level of effectiveness can reach the set level of expectations.

**Conducive learning environment**

* A good school needs a clean and well-organized environment in order to boost up students to develop their knowledge and skills. Such an environment catalyzes the teaching and learning process.

**Skilled and dedicated staff**

* A good school has dedicated teaching and non-teaching staff.
* They are required to have a never ending urge to better them and improve their skills, a pre-requisite for one and all.
* Needless to say that the students try to follow teachers, as their role models who have fine and admirable qualities.
* Such teachers can better cultivate their students’ talents and abilities they posses.

**Supportive administrators**

* Administrators of a good school must be professional and supportive to the needs of academic staff.

**State-of-the-art equipment and facilities**

* A good school, besides having conducive academic environment has the educational tools considered to be essential such as computers, smart classes, AV room etc.

**Sports and co-curricular activities**

* A good school gives equal importance to sports and co-curricular activities almost equivalent to the studies.
* Good laboratories
* A good school combines classroom teaching with laboratory experiments to ensure that students grasp each and every concept thoroughly. They get a first hand learning experience by performing various experiments on their own.
* A good school has a great library and a librarian who loves students and he wants the two to make meaningful connections.

**Counseling and career counseling**

* A good school has a counselor cum career counselor.
* Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help student develop socially and personally.
* Career counseling isan effort for students’ career guidance right from their school about the available options as per their interest and stream of academics.

**Motivation of students**

* Teachers of a good school are very well aware of the importance of motivation.
* It is the process of stimulating students to actions in order to accomplish the goals.
* Motivation of students is the responsibility of teachers.
* Activities such as giving them awards, speeches by various personalities including the alumnae, and participation in quiz competitions other such activities.

**Future booster**

* A good school cares for the future of its students.
* Activities such as talent search and personality development are carried out for those students who have the potential to succeed in higher education.

**Moral education**

* For maximum learning, students need to feel secure and respected by those who come in their contact.
* A good school promotes moral education to inculcate discipline among students, and a sense of respect for their fellow students and all elders.

**Discipline**

* A good school inculcates a sense of discipline in its students and deals the incidences of indiscipline effectively. Students are bound to understand the class and school rules and expectations and must adhere to them.

**Monitoring**

* A good school has an effective system of regular monitoring and screening of students’ performance and development as per their needs.
* Effective use of assessment data allows schools to identify the problematic areas of learning and the teachers can generate solutions to address the problems.

**Job satisfaction**

* Job satisfaction is most crucial in determining the faithfulness.
* It is the main indicator of an individual’s level of commitment and productivity in his/her profession as a teacher.
* Factors those influence job satisfactions are;
* Behavior of Principal, colleagues, students and the society,
* Administrative relationship and rapport.
* Work-load,
* Salary,
* Growth opportunities,
* Recognition of service and reward, and,
* Professional development
* If teachers have a high level of job satisfaction, a more enjoyable, energetic and effective school environment can be developed which indirectly will give positive effects on the students’ academic achievement.
* A teacher who is happy and satisfied with his/her profession will emanate positive energy that will give positive influence on students.
* As such the teachers who possess high level of satisfaction in them will be a source of motivation to the students to succeed in their studies.
* School administration too is required to make some innovative plans in order to improve and enhance the moral and motivation of the teaching staff.
* An effective motivational program and an interesting reward system relevant to the needs of the teachers would bring forth effective, dedicated and committed teachers.

**Parental involvement**

* A good school stresses parental involvement.
* It is the school’s job to pull parent in and help them understand what they can do for their wards and other children of the school.
* The more a school involves the parents, the better the students will behave and learn.

**Positive environment**

* A good school needs a clean and well organized environment that encourages students to develop their skills and increase their knowledge.
* A clean and comfortable school setting helps enhance the teaching and learning experience.

**Community development and social changes**

* A good school adapts quickly to social change/s.
* A good school visibly and substantively improves the community it is embedded within.

**Use of resources**

* A good school uses every resource, advantage, gift and opportunity it has to grow students and tends to see more resources, advantages, gifts and opportunities than lower performance schools.

**Students’ mutual support**

* A good school has students who get along with and support one another towards a common goal-and they know what the goal is.

**Confess limitations**

* A good school admits its failures and limitations while working together with a local or global community for its growth and take corrective measures without fail.

**Measures for success**

* A good school has diverse and compelling measures of success—such as,
* Academic achievement,
* Physical and mental health of students,
* Socio-emotional development of students,
* Creativity and innovation,
* Citizenship and democracy,
* Favorable school climate which can be a condition that improves students’ chances for success.

**Cultural pluralism**

* A good school promotes its unique cultural identities while maintaining the cultural pluralism, a term used “when smaller groups within a large society maintain their unique cultural identities and their values and the practices are accepted by the wider dominant culture.

**Satisfaction for all**

* A good school makes certain that every single student and family feels welcome and understood on equal terms.
* High level of intelligence
* A good school is full of students who not only ask great questions but do so with great frequency and ferocity.

**Quality of ideas**

* A good school understands the difference between a bad idea and the bad implementation of a good idea.

**Teachers’ professional development**

* A good school provides a conducive environment for professional educators who are always learning and growing their craft.
* They are being motivated to follow the education path where new ideas, teaching strategies, skills or new information are available for their professional development.

**Transparent projection**

* A good school doesn’t make empty promises, create misleading mission statements, or mislead parents and community members with educational-jargon (technical language).
* It is authentic and transparent.

**Worth of stake holders**

* A good school values its teachers and administrators and parents as agents for students’ success.

**Flexible policy**

* A good school is willing to change its mind in the face of relevant trends, data, challenges and opportunities.

**Disruptive of bad practices**

* A good school is disruptive of bad culture practices, such as intolerance based on race, income, faith, illiteracy, apathy towards the environment and such other preferences.

**Realization of ambitions**

* A good school produces students who have personal and specific hope for the future that they can articulate and believe in and share with others.

**Habitual discoverer**

* A good school produces students who can emphasize, critique (a detailed analyses), love, inspire, make design, restore and understand almost anything—and then do so as a matter of habit.

**Affinity with school**

* Teachers, parents, staff, administration and students have a sense of belonging to their school.

**Co-operation with other schools**

* A good school will connect with other schools—and connect students too.

**Ideologist**

* A good school will produce students who can think critically about issues of human interest.

**No un-necessary meetings.**

* A good school does not have un-necessary meetings.

**Financial regulation**

* A good school does not spend money just because it is there.

**Project base learning**

* A good school may love the project base learning, and the students doing the projects even more.

**Avoid pessimism**

* A good school does not prepare students with little or no hope for the future.

**Equal opportunity for students**

* A good school moves ‘*struggling students’* as far as they move ‘*gifted students’.*

**Skill augmentation**

* A good school seeks to grow great teachers who seek to grow all students to shape and change their world.

**Persistent performance**

* A good school’s teachers and administrators do not exhaust.

**Conducive academic atmosphere**

* A good school feels good to learn in and teach in.

**Better students**

* A good school wants all its students on ‘a better grade level’ and persistently endeavors to achieve the same.

**Optimistic school atmosphere**

* A good school is full of joy, curiosity, hope, knowledge and constant change

**Health and environment**

* Generally speaking, there is lack of medical facility in our schools.
* This is a highly neglected area which usually fails to attract the attention of management, teachers, parents and other stake holders.
* There should be a health-care facility within the school intended to provide basic healthcare for students.

**Value and trust promoter**

* A good school values and promotes trust between and within home, school and community.

**Positive climate**

* A good school has a positive and nurturing school climate and culture.
* A good school encourages a positive environment for respectful dissent.
* Trust and compassion are essential qualities.
* In order to transform every single skill and knowledge into a seamless whole, the dedication, devotion and time is required for practice and perfection of every individual skill and knowledge set.

***A good school changes students; students change great schools***