



Head Teacher Leadership Programme

Facilitator's Training Manual



Acknowledgements

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Introduction to the Facilitator’s Training Manual

Purpose

Welcome to the Leadership Programme Facilitator’s Training Manual. The Leadership programme is designed to enable Head Teachers to lead an effective school with the primary aim of improving teaching and learning in their schools.

Structure

The Leadership programme contains six Leadership workshops totalling 81 hours. It is designed to be delivered to clusters of schools as one workshop per term for two years. The workshop content aligns with the school year, therefore it is recommended that the workshops start in Term 1. Some concepts are then re-visited and built upon in the second year.

		Day 1 (4.5 hours)	Day 2 (4.5 hours)	Day 3 (4.5 hours)
Year 1	Term 1	Leadership 1: Introducing school leadership		
	Term 2	Leadership 2: Introducing school development planning		
	Term 3	Leadership 3: Introducing academic leadership		
Year 2	Term 1	Leadership 4: Capturing the needs of all pupils in the school improvement cycle		
	Term 2	Leadership 5: Making progress with academic leadership		
	Term 3	Leadership 6: Raising achievement of all pupils		

The Leadership programme is designed as both face-to-face workshops and activities to try back in school with help and guidance from the School Support Officer. In addition, two other resources are used throughout the programme:

- Head Teacher Video Clips
- Head Teacher Handbook

These two additional resources can be taken away by the Head Teachers to use in their schools.

The Leadership programme is aligned to the **Standards and criteria for an effective school**. These have been designed and approved by the State (in Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos). However they are the criteria for any good school and so can be used in different contexts as well. You can see the Standards and criteria for an effective school in the materials section of the first session.

Note to facilitators:

- This manual refers to the School Support Officer (SSO) as the lead facilitator. Different States have different names for SSOs – you will need to make sure you use the name in use in your State.
- Each session has a note to facilitators preceding it. Make sure you read the facilitators note and the session notes carefully before the day's workshop begins.
- All the charts for the day are illustrated at the end of the session. You will need to prepare them before the day's workshop begins. Flip charts, marker pens and a display line or wall will also be needed.
- The timings give an outline for how long each session and activity should last. However, this will depend on the participants. If you need to spend longer on one area to build understanding that is fine, but you may need to reduce the time available elsewhere.
- Each session gives clear instructions to be followed, highlights key points to be stressed to participants and outlines how to conduct activities. The instructions should be followed closely but you can adapt them to your own style and the needs of your participants. You can translate them if needed and make notes on the page. Let participants know that it is acceptable to express themselves the language they feel most confident.
- At the end of each workshop the participants have tasks to carry out in their schools. It is your job to make sure they understand exactly what should be done back in school and to follow up and support Head Teachers with this task in school. Improvement will only be made if what is learned in this workshop is practised in school.

Enjoy facilitating the sessions and remember the facilitator demonstrates the way a teacher should lead children to learn best. We want the workshop to be:

- **Participatory**
Make sure everyone is involved in their own learning. Do not 'tell' participants, help them to work things out for themselves.
- **Supportive**
Our role is not top-down. The Head Teacher knows more about her school than you do. Your role is to encourage her to think about it in a new way.
- **Enjoyable**
Sessions needs to be quick and active. All sessions need to be non-threatening, to allay anxieties. Use praise.

Key terms with acronyms and definitions

Bank book A record of all payments and withdrawals from the school bank account.

Cash book A record of all money coming into the school and all money going out with the dates on which these transactions take place.

Formative assessment Ongoing assessment. It monitors pupils' learning and provides immediate feedback. Provides immediate feedback to teachers and pupils about where the learning is at and what needs to be taught next.

Inclusive school All children are supported to achieve the best they can. For this to happen children from all backgrounds (including children from poor families, boys and girls, ethnic, linguistic and religious minorities, children with special needs, children living in far off areas etc.) are supported to enrol in school. They are encouraged to attend school regularly and participate actively in their learning.

Learning outcome Specific knowledge or skills that most pupils should be able to do by the end of the lesson.

Learning outcome benchmarks Specific knowledge or skills that most pupils should be able to do by the end of the school year.

Lesson plan booklets Currently available in Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos. The booklets include lesson plans for numeracy and literacy across P1 – P5.

Professional development meeting (PDM) A one hour meeting for teachers in school where teachers learn about an important teaching and learning concept. (This might be something new or something they need to improve).

School development plan (SDP) A school development plan helps schools get from where they are now to where they want to be in the future. The process of writing, implementing and evaluating the SDP is led by the Head Teacher and the SBMC.

School improvement cycle (SIC) The ongoing cycle of evaluation, planning and acting carried out throughout the school year and then built upon the next year.

School policy A written document providing an agreed way of behaving or acting on a particular issue. For example, a school policy on learning time.

School self-evaluation (SSE) Provides information on what the school is doing well and where it needs to improve. This is written into a report.

Statement of expenditure Written financial report which summarises the school's spending against different activities.

Leadership 1: Introducing school leadership

Day 1	Session 1: Introduction to the leadership programme	Session 2: What is an effective school?	Session 3: The role of the Head Teacher in an effective school
	<ul style="list-style-type: none"> - Establish ground rules and a participatory ethos for this (and future) workshops. - Describe the timetable for this workshop. - Understand the purpose and structure of the leadership programme. 	<ul style="list-style-type: none"> - Describe the standards and criteria for an effective school. - Describe the goal of an effective school. - Explain how they can help schools become more effective. 	<ul style="list-style-type: none"> - Explain the main purpose of the Head Teacher in an effective school. - Describe the main responsibilities of a Head Teacher in an effective school. - Reflect on their own leadership actions in school.
Day 2	Session 4: Working with your teachers	Session 5: Working with children	Session 6: Understanding and managing change
	<ul style="list-style-type: none"> - Describe how adults learn. - Work effectively with other adults. 	<ul style="list-style-type: none"> - Describe what is meant by self-esteem. - Explain why self-esteem is important for learning. - Explain how the teacher can promote or damage self-esteem among pupils. - Discuss ways in which teachers treat boys and girls in class can affect their self-esteem and learning. 	<ul style="list-style-type: none"> - Explain some basic ideas about change and how to manage it well. - Describe the School improvement cycle and help how it can bring about change. - Agree who should be involved in changing the school.
Day 3	Session 7: School self-evaluation	Session 8: Community involvement in an effective school	Session 9: Taking our learning back to school (school based tasks)
	<ul style="list-style-type: none"> - Describe how self-evaluation contributes to improving a school. - Identify types and sources of evidence, - Collect evidence to assess the effectiveness of a school. - Outline the steps in the SSE process. 	<ul style="list-style-type: none"> - Discuss beliefs about the role of the community and the relationship between community and teachers. - Agree the role of the community in school improvement. - Agree the responsibilities in the SSE process. 	<ul style="list-style-type: none"> - Explain what they as Head Teachers will do upon their return to school - Identify key points from the workshop sessions - Plan a staff meeting to share these key points - Describe what support they can expect from the SSOs.

Leadership 2: School level planning

Day 1	Session 1: Reviewing progress	Session 2: Using your SSE as a basis for your School development plan	Session 3: Building a development plan for your school (1)
	<ul style="list-style-type: none"> - Review progress made since the start of the leadership programme. - Identify where their school is on the school improvement cycle. 	<ul style="list-style-type: none"> - Review the Standards and criteria for an effective school relating to school planning. - Describe the importance of planning in the school improvement cycle. - Identify the connections between the School self-evaluation (SSE) and School development plan (SDP). - Identify the steps in developing a School development plan (SDP). 	<ul style="list-style-type: none"> - Describe the main purpose and scope of a School development plan (SDP). - Describe what kinds of results an SDP can achieve in relation to pupil learning. - Describe how to develop priorities from school needs and how they will record this. - Describe how to identify actions from priorities and how to make an outline record of them.
Day 2	Session 4: Building a development plan for your school (2)	Session 5: Managing money 1: depositing and spending money	Session 6: Managing money 2: keeping a cash book
	<ul style="list-style-type: none"> - Relate SDP activities to improved pupil learning. - Produce a written SDP. 	<ul style="list-style-type: none"> - Open and manage a school bank account in a transparent and accountable way. - Manage school finances in a transparent and accountable way including spending money and handling receipts. 	<ul style="list-style-type: none"> - Describe how to prepare and maintain a school cash book. - Explain why the cash book (and other financial records) must be kept up to date and monitored regularly. - Conduct a monthly check of school finances.
Day 3	Session 7: Working in partnership with the SBMC	Session 8: Information flows to the LGEA and SUBEB	Session 9: Taking our learning back to school (school based tasks)
	<ul style="list-style-type: none"> - Describe key roles in the planning process and in financial management. - Share responsibilities effectively. - Describe key principles of good financial management. - Identify how to guard against misappropriation of funds. 	<ul style="list-style-type: none"> - Identify the line of reporting in their State and the Head Teacher's own role in this. - Identify different reports that will be produced about their school progress. - Describe the reasons for keeping records. 	<ul style="list-style-type: none"> - Explain what they as Head teachers will do upon their return to school. - Identify key points for reporting. - Describe what support they can expect from the SSOs.

Leadership 3: Introducing academic leadership

Day 1	Session 1: Introductory session and reviewing progress	Session 2: How do I lead teaching and learning?	Session 3: Helping teachers understand how children learn
	<ul style="list-style-type: none"> - Establish ground rules and a participatory ethos for the workshop. - Review progress and share experiences from their own schools with school development planning. - Identify the focus for this workshop and where this is captured in the Standards and criteria for an effective school. 	<ul style="list-style-type: none"> - Understand the role of the Head Teacher as an academic leader. - Identify activities that the Head Teacher can do to improve the quality of teaching and learning in their school. - Identify how the Head Teacher can support teachers to use their lesson plans. - Identify where this issue is covered in the Standards and criteria for an effective school. 	<ul style="list-style-type: none"> - Understand how children learn. - Identify features of child-centred learning in lessons. - Discuss child-centred learning with teachers using practical examples.
Day 2	Session 4: Helping teachers understand group and pair work	Session 5: Helping teachers use materials	Session 6: Promoting learning time
	<ul style="list-style-type: none"> - Understand and use different ways of grouping pupils during a lesson. - Give reasons why pupils should work together. - Demonstrate the use of a simple adaptable game and explain how playing this in groups supports pupil's learning. - Identify where this issue is captured in the Standards and criteria for an effective school. 	<ul style="list-style-type: none"> - Explain the reasons for using materials to improve learning. - Demonstrate how to improvise simple and quick materials. - Explain and demonstrate how to use the chalkboard effectively to help learning. - Identify where this issue is captured in the Standards and criteria for an effective school. 	<ul style="list-style-type: none"> - Explain the importance of learning time for pupil achievement. - Describe their role as the Head Teacher in promoting learning time. - Identify challenges to learning time. - Identify some strategies to promote learning time. - Identify where this issue is captured in the Standards and criteria for an effective school.
Day 3	Session 7: Taking our learning back to school (school based tasks)		
	<ul style="list-style-type: none"> - Explain the content that Head Teachers will deliver during the three professional development meetings - Describe how they will conduct these sessions based on the principles of adult learning - Identify where this is captured in the Standards and criteria for an effective school. 		

Leadership 4: Capturing the needs of all pupils in the school improvement cycle

Day 1	Session 1 Building on last year's success	Session 2 Making your school more inclusive: enrolment and attendance	Session 3 Making your school more inclusive: increasing pupil participation in lessons
	<ul style="list-style-type: none"> - Identify their successes and challenges from the first year. - Describe an inclusive school. - Understand the importance of including all children in school. - Identify where inclusion is covered in the Standards and criteria for an effective school. 	<ul style="list-style-type: none"> - Identify ways of working together with the community to ensure all children are welcome in school. - Identify activities to include more children from the community into their schools. - Explain why good pupil attendance is important. - Use attendance registers to describe patterns of attendance and ways to follow up. 	<ul style="list-style-type: none"> - Describe an inclusive classroom. - Describe reasons why all pupils do not participate in lessons. - Describe actions the class teacher can take to help all pupils participate in the lesson.
Day 2	Session 4 Leading your school in meeting the needs of all pupils	Session 5 A deeper look at promoting learning time	Session 6 Reviewing your first school improvement cycle (1)
	<ul style="list-style-type: none"> - Identify ways a Head Teacher can make their school more inclusive. - Describe what to look for in a lesson observation to show inclusive teaching. - Support teachers to get all pupils participating in the lesson. 	<ul style="list-style-type: none"> - Reflect on their own and other Head Teachers' attempts to promote learning time. - Identify barriers to learning time. - Set targets for increasing learning time in their own school. 	<ul style="list-style-type: none"> - Describe the steps of the school improvement cycle and identify where they are now. - Give reasons for reviewing the first school improvement cycle. - Describe what is included in the school improvement cycle review. - Identify who should be involved in the school improvement cycle review and how best to involve them.
Day 3	Session 7 Reviewing your first school improvement cycle (2)	Session 8 Conducting a financial review and reporting on it	Session 9 Taking our learning back to school (school based tasks)
	<ul style="list-style-type: none"> - Describe how they will lead the review of activities completed during the first school improvement cycle. - Describe how they will link the school 	<ul style="list-style-type: none"> - Identify solutions to common financial management issues. - Describe key financial records and how they are 	<ul style="list-style-type: none"> - Explain what they as Head Teachers will do upon their return to school. - Plan a staff meeting to share key points on

improvement cycle to impact on pupils' learning.

- Explain how the review will influence the second school improvement cycle.

maintained.

- Explain how to retire funds and complete a Statement of expenditure

'making your school more inclusive'.

- Describe what support they can expect from the SSOs.

Leadership 5: Making progress with academic leadership

Day 1	Session 1 Reviewing progress and using our learning to develop a school policy	Session 2 Getting to know the structure of the lesson plans	Session 3 Using the lesson plans and other resources to help teachers teach better
	<ul style="list-style-type: none"> - Identify the purpose of a school policy. - Produce a simple school policy on learning time. - Describe how to 'domesticate' the group policy for their schools. - Explain how to work with the SBMC to monitor and promote learning time. 	<ul style="list-style-type: none"> - Describe the purpose of the lesson plan booklets. - Explain what a full set of lesson plans consist of. - Describe the introductory pages, weekly pages and daily plan of the lesson plan booklet. - Share this knowledge with their teachers and support them to use the lesson plan booklets in improving their teaching. 	<ul style="list-style-type: none"> - Help their teachers identify and use key language structures and vocabulary. - Describe how teachers can be encouraged to reflect on their teaching. - Share this knowledge with their teachers and support them to use the plans to improve their teaching.
Day 2	Session 4 Exploring learning outcomes in lessons	Session 5 Exploring learning outcome benchmarks	Session 6 Why do lesson observations?
	<ul style="list-style-type: none"> - Explain the meaning of the term learning outcome and identify where it is covered in the Standards and criteria for an effective school - Identify where learning outcomes can be found in a lesson plan - Explain progression. - Explain what learning expectations are in the lesson plans. - Share this knowledge with their teachers and support them to use the plans to improve their teaching. 	<ul style="list-style-type: none"> - Describe the purpose of learning outcome benchmarks. - Explain the link between progression and learning outcome benchmarks. - Describe the different ways stakeholders can use the learning outcome benchmarks. - Mention one way in which the school measures progress of pupils. 	<ul style="list-style-type: none"> - Describe the two main purposes of conducting lesson observations. - Describe the steps for conducting a useful lesson observation. - Explain how both the Head Teacher and class teacher should prepare for the lesson observation.
Day 3	Session 7 Getting the most from your lesson observations	Session 8 Giving feedback after a lesson observation	Session 9 Taking our learning back to school (school based tasks)

- Describe what to look for during a lesson observation.
- Identify what pupils are learning during a lesson observation.
- Identify what the teacher is doing during a lesson observation.
- Take useful notes during a lesson observation.

- Describe how to give constructive feedback to teachers as part of the observation process.
- Describe how to use the Two stars and a wish format after a lesson observation.
- Identify ways to support the teacher develop after a lesson observation.

- Explain the importance of developing a school system for observation.
- Explain what they as Head Teachers will do upon their return to school.
- Plan a staff meeting to share key points on learning from this workshop.
- Describe what support they can expect from the SSOs.

Leadership 6: Raising achievement of all pupils

Day 1	Session 1 Reviewing progress	Session 2 A school system for assessment	Session 3 Using more than one method of assessment
	<ul style="list-style-type: none"> - Evaluate progress made so far towards being an effective school. - Identify the main focus of this workshop. 	<ul style="list-style-type: none"> - Define assessment. - Explain why it is important to assess learning. - Explain the difference between formative and summative assessment. - Describe how learning is assessed in their school. 	<ul style="list-style-type: none"> - Describe the link between assessment and learning outcomes. - Use the assessment activities in the lesson plans. - Describe how to support their teachers with assessment.
Day 2	Session 4 The value of asking questions	Session 5 Using assessment results	Session 6 Raising achievement
	<ul style="list-style-type: none"> - Explain why it is important to ask questions in lessons. - Explain the difference between open and closed questions. - Describe how to use questions to meet the needs of all pupils. 	<ul style="list-style-type: none"> - Describe how assessment results inform teaching. - Describe ways a teacher can help pupils move forwards after assessment. 	<ul style="list-style-type: none"> - Describe how to record assessment results. - Review assessment results to explain patterns in achievement. - Look for pupil progress.
Day 3	Session 7 Taking our learning back to school (school based tasks)	Session 8 Taking our learning forward	
	<ul style="list-style-type: none"> - Explain what they as Head Teachers will do upon their return to school. - Plan a staff meeting to share key points on assessment. - Describe ways to best support teachers with assessment. 	<ul style="list-style-type: none"> - Describe specific changes in their own school and in their leadership. - Identify support material and networks to use after the workshops. - Identify personal targets and school targets. - Continue school improvement in their schools. 	

Leadership 1

Introducing school improvement

Session 1 Introduction to the leadership programme

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Establish ground rules and a participatory ethos for this (and future) workshops.
- Describe the timetable for this workshop.
- Understand the purpose and structure of the leadership programme.

Materials

Chart 1.1	Learning outcomes	Introduction
Chart 1.2	Leadership 1 workshop timetable	Activity 3
Chart 1.3	Learning achievements	Activity 4
Chart 1.4	What is a leadership programme?	Activity 4
Resource	Roll of masking tape	Activity 1

Activity outline

Introduction		5 minutes
Activity 1	Group introductions	15 minutes
Activity 2	Ground rules	30 minutes
Activity 3	The timetable for this workshop	10 minutes
Activity 4	Why and how will we improve our schools?	20 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

The most important thing about this session is **setting the tone** for this workshop, indeed for the whole programme. We want our workshops to be:

- **Participatory:** Make sure everyone is involved in their own learning. Do not 'tell' participants; help them to work things out for themselves.
- **Supportive:** Our role is not top-down; accept answers and encourage participants to think about issues in a new way.
- **Enjoyable:** This session needs to be quick and active with a positive approach.

Try to get participants to accept that they are part of a big endeavour to improve learning for all children – we are working together and there are other people with other roles to play. We do not have to do everything alone.

You can also tell them that work started earlier in some other States, and that when things started in those States people asked the same questions that they are now asking. Tell them that that the results from these States are very encouraging, and there is no reason why they cannot do at least as well.

Introduction

5 minutes

1. Welcome all the participants. Ask one participant to lead an opening prayer.
2. Share **Chart 1.1 Learning outcomes** with participants and go through the learning outcomes, reading them and making sure participants understand what we aim to achieve this session. Tell participants not to waste time copying this down; their job is to listen, think and discuss. If they are copying, they will not be able to do these important things. (If they want to copy things later, they can as you will leave them on the wall.)

Activity 1 Group introductions

15 minutes

3. Get everyone to stand up (in a circle if possible, maybe outside).
4. Holding the roll of masking tape, tell the participants your name, that you are a member of the SSIT (State school improvement team) or a school Support officer (SSO).
5. Then throw the roll of tape to your fellow facilitator. Sit down or step back from the circle. (Just **do** it, don't waste time explaining it first.)
6. She then introduces herself, throws the roll of tape to a participant across the room and sits down. Choose someone who will be quick to understand what is happening.
7. Continue until everyone has been introduced and has sat down. Everyone should have spoken now. Thank everybody for joining in.

Activity 2 Ground rules

30 minutes

1. Tell the participants that this workshop is the first of many. You are all going to be working together for a long time. In order to make the time spent together useful and enjoyable, it is important to agree a few basic rules. Suggest that a few simple rules which everyone keeps to are better than a long list that people forget.
2. Ask volunteers for suggestions of rules for about five minutes. One facilitator leads, whilst the other writes all suggestions on flipchart paper.
3. Reduce the suggestions to a shorter number by asking the participants to look at the list, check and remove any repeated rules.

4. Make sure the rules are all clear and simple. You can help the participants to clarify any statements, for example, ask 'What do you actually mean by being honest and open?' Remember to keep this discussion short.
5. Ask each group to discuss (for no more than five minutes) and agree three rules which they think are the **most important**. Tell them each group has three votes, and they can use their votes how they like. They can give one vote for each one of their chosen 'rules', or if they think one rule is extremely important they can give it two or even all three of their votes.
6. Ask one person from each group to come out and record their group vote on the original list. Then count the totals and discuss, selecting the ones with most votes– do not have more than five or six rules. Again keep this short.
7. Discuss punctuality. Hopefully it will be one of the agreed rules. Agree a start time in the morning, session times and closing time. Be flexible, but make sure you have enough time to cover all the content. Display these times for all to see.
8. Ask for a volunteer time-keeper who will make sure that sessions finish and start on time. Agree that this is a very important role; thank the volunteer and all the participants in advance for their co-operation.
9. **After the session** write out the final agreed rules and display them for all to see. Take time at the beginning of the next session to show them to the participants and ask for everyone's help in keeping to them.

Activity 3 The timetable for this workshop

10 minutes

1. Tell the participants that this is the introductory workshop of the Head Teacher leadership programme. Explain that the whole programme is about improving their leadership in schools in order to improve learning for all children. We are going to look at this week's timetable and what will happen in the next couple of weeks, after the workshop.
2. Show **Chart 1.2 Leadership 1 workshop timetable**.
3. Explain that this is the timetable for this week. Check everyone understands, by asking them to find the third session on Day 1 and asking what it is called. If anyone cannot find it, get others in their group to help. If needed, ask them to find another couple of sessions.
4. Highlight the last session 'Taking our learning back to school'. Explain that after the workshop Head Teachers will be asked to go back to their school and lead on what they have learned. These sessions will help them prepare for this. They will be visited in their schools by school support officers (SSOs) who will be able to help them.
5. Take a few questions, but do not waste time giving too much detail. This is an introduction only. You know what content is coming up- if the question is going to be addressed later, tell them it will be answered in the coming sessions and they can ask the question again at the end of the sessions if they still need to.

Activity 4 Why and how will we improve our schools?

20 minutes

1. Ask the participants what the purpose of the leadership programme is. Remind them we are improving leadership in schools in order to improve learning for all children.
2. Ask them why they think it is necessary to improve schools – take a few suggestions and then show them **Chart 1.3 Learning achievements**.
3. Explain that these are the results of a study done in six States. You can give a little more detail if you like but do not take more than five minutes.
4. Suggest that there are many complex reasons why schools in Nigeria are not performing well – and that there is no quick and easy solution. There are many ways to help schools meet the standards we expect of them. The leadership programme that they are beginning is **a part** of this change.
5. Show **Chart 1.4 What is a leadership programme?** (with the circles in the middle covered up). Explain that what goes on at school level is very important and show the various circles one after another. These are all important school level activities. These activities inside the main circle are the ones that they, as Head Teachers, will learn about in this programme and will lead back in their schools.
6. Explain that we know there are some even bigger issues which need tackling, beyond those inside school. Tell participants we can't do everything, we have to work together with others and that there are other people working on these issues as well.
7. Ask them who they think is responsible for the leadership programme. Explain that it is a State owned programme, not a project with a fixed time span. There is some international involvement which helps with training and coordinates work with the State, but their role is only to support.
8. Summarise by reminding participants that we will be together over a long period of time and they will have plenty more opportunities to raise concerns and questions over time. The important thing is to get started!

Summary

10 minutes

1. The main purpose of this session was to set the tone for the rest of the programme. (You will probably be able to tell whether you have succeeded by observing the participants – if they are looking happy and interested– you have done a good job).
2. Review **Chart 1.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 1.1 Learning outcomes

Chart 1.2 Leadership 1 workshop timetable

	Session (90 minutes)	Session (90 minutes)	Session (90 minutes)
Day 1	1. Introduction to the leadership programme	2. What is an effective school?	3. The role of the Head Teacher in an effective school
Day 2	4. Working with your teachers	5. Working with children	6. Understanding and managing change
Day 3	7. School self-evaluation (SSE)	8. Community involvement in an effective school	9. Taking our learning back to school (school based tasks)

Chart 1.3 Learning achievements

Schools can be measured against four key standards (we will focus on three of them)

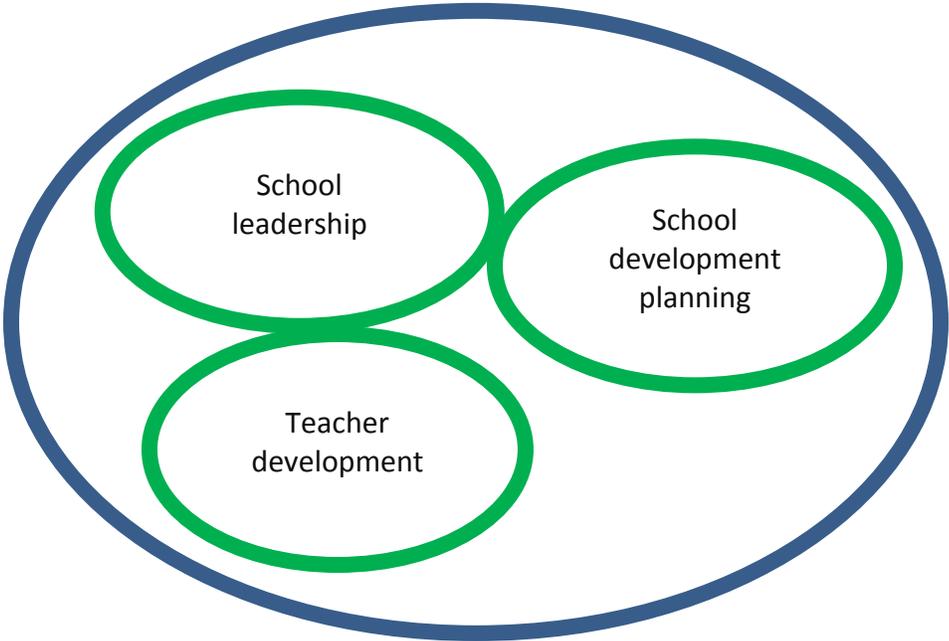
- 1. How effective is classroom teaching?**
- 2. How effective is school leadership?**
- 3. How well does the school plan for its own improvement?**
4. How well does the SBMC support the school?

Studies conducted in 6 States in 2009-10 found (among many other things) that:

1. 93% of teacher's time during lessons is not used for teaching and learning;
2. 62% of Head Teacher time during the school day is wasted doing nothing for the school;
3. 1% of Head Teacher time is spent planning for school improvement;
4. Approximately 40% of school age children do not regularly attend school.

As a result of all of this, Learning Outcomes in all States are very low.

Chart 1.4 What is a leadership programme?



Leadership 1

Introducing school improvement

Session 2 What is an effective school?

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe the Standards and criteria for an effective school.
- Describe the goal (or purpose) of an effective school.
- Explain how they can help schools become more effective.

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 2.2	A model for analysing an effective school	Activity 1
Chart 2.3	Standards and criteria for an effective school	Activity 2
Resource	One envelope per group with Standards and criteria for an effective school cut into strips	Activity 2

Activity outline

Introduction		5 minutes
Activity 1	What is an effective school?	20 minutes
Activity 2	What happens inside an effective school?	30 minutes
Activity 3	Getting to know the Standards and criteria for an effective school	25 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This session introduces an effective school. It looks at the purpose of school and the standards and criteria for an effective school. It is important that participants understand an effective school is concerned with achievement and outcomes, not just resources. The standards and criteria for an effective school that are introduced in this session will be used throughout the leadership programme. Make a good, legible, chart of them **now** (using three pieces of flipchart) and then you will be able to use it again and again.

Look at the session notes and agree where and how the following key messages are covered:

- The purpose of school.
- The standards of an effective school.
- The criteria to meet the standards of an effective school.
- The importance of meeting all pupils needs.

If, after talking with your partners you are still not sure about any of these points, make sure you ask for help. Remember you will support Head Teachers in school to achieve these standards and criteria for an effective school.

Introduction

5 minutes

1. Welcome participants back from break and thank them for returning on time. Thank the timekeeper for doing a good job! If there are issues with timekeeping, it is important to try to tackle them at this early stage. Briefly, look back at the ground rules from Session 1. Agree on the importance of observing these rules.
2. Share **Chart 2.1 Learning outcomes** with participants, and discuss them. Remind participants that they have looked at the challenges in schools, and they know that they are part of a new way of leading schools in order to overcome those challenges.
3. Explain that this session is about identifying the goal that we are aiming towards. What kind of schools participants will be leading in the future and how this leadership programme is going to help us get there.

Activity 1 What is an effective school?

20 minutes

1. Ask the participants, 'What kind of school do you want your children to go to?' Give one or two minutes for individual thought, followed by discussing with a partner.
2. Ask for a few suggestions. Accept all answers that you get. Do not try to correct them or make other suggestions at this point. It is likely that most of the suggestions will be about physical qualities, such as buildings, furniture, and learning materials. Do not worry about this now.
3. Now suggest there is another way of looking at this; 'Why do we want pupils to go to school?' Take a few suggestions from participants. Focus on those that are saying pupil learning or achievement.
4. Suggest that the purpose of an effective school is to 'develop literate, numerate, self-reliant pupils'. Write this on the board. Agree that an effective school is one which achieves its educational goals. We are interested in what the school **achieves**, not just what it **has**. (This is a very important point. Make sure participants understand the difference).
5. Look at **Chart 2.2 A model for analysing an effective school** – with the boxes covered. Uncover the boxes and discuss each one in turn.
6. Ask the following questions:
 - 'Where are the pupils in this model?' Agree they appear twice. First on the left as inputs (we should appreciate what they bring to school, they bringing different experiences and abilities), and second on the right as outcomes.
 - Agree how important the outcome is. Developing literate, numerate, self-reliant pupils is the goal of an effective school.
 - 'What about the SSOs? Where are they?' Agree that they are an extremely important **supporting input**. Schools cannot become more effective without support. You can also

point out that schools also get support from the community, through the school-based management committee (SBMC) and school mobilisation officers (SMOs).

7. When you reach 'Meeting all pupils' needs' explain that an effective school manages to meet the needs of **all** pupils, even though there can be some pupils who have more difficulty than others. Agree who these pupils are. Examples could include pupils who do not attend regularly; those who come to school hungry and so find it hard to learn; those who are living with disability; and even those who live in the community but never enrolled in school. Many of these pupils may be girls, who can face barriers in school.
8. Acknowledge that it is quite hard for a school to meet all pupils' needs, but by keeping these pupils in mind **at all times** - when the Head Teacher is thinking about her leadership; when the teachers are thinking about teaching their pupils; and when everyone is working together on their plan - the school will find it can do a lot to support these pupils and help them learn.
9. As you mention the Head Teacher draw a line to link 'all pupils' and 'effective leadership'. Repeat this, linking 'all pupils' to 'effective teaching' and finally linking 'all pupils' to 'effective planning'.

Activity 2 What happens inside an effective school?

30 minutes

1. Explain that we are now going to think a bit more about what is going on inside an effective school. What makes one school effective whilst another, with the same kind of resources, is less effective? What kinds of things do we see happening inside an effective school?
2. Explain that each of the three areas (teaching, leadership, and planning) is a **standard** which schools are working towards. Schools can fail to meet the standards if they are not effective.
3. Agree that a standard (teaching, leadership, planning) tells us which area to work towards improving but it does not tell us how. For example, how do we know whether teaching is 'effective' or 'not effective'? How do we know whether leadership is 'effective' or 'not effective'? How do we know whether planning is 'effective' or 'not effective'?
4. Explain that, to clarify this, the State has a set of **criteria** which describe each of the three standards. There are five **criteria** to describe each standard. This helps us understand what is needed to achieve effective teaching, what is needed to achieve effective leadership and what is needed to achieve effective planning.
5. Give each table an envelope containing the Standards and criteria for an effective school (from **Chart 2.3**), cut up into strips. Explain that the groups need to read through the standards and match the standard to the criteria it describes. Give groups 10-15 minutes to complete the activity.
6. After groups have completed the activity, display **Chart 2.3 Standards and criteria for an effective school**. Give them some time to correct what they have done and read through the standards and criteria, discussing any problems.

7. Participants should notice that the criteria are divided into different levels. Explain that some criteria are easier to reach than others. The ones that show that a school is 'effective' are the first level.
8. Explain that, if a teacher, Head teacher, or 'planning' is effective, then it can also be measured against the additional criteria to see if it is also 'inclusive'. In time, if it is inclusive, it can be judged against the final criteria to see if it is also 'advanced'. It is like climbing a ladder: the most important stage is getting on the first step and becoming 'effective'. Once that has been achieved, a school can try to climb higher, towards being inclusive and then finally advanced. Explain we are not looking at the 'advanced' standard now.
9. It is important to agree that there are lots of other possible criteria for each standard – but these are the ones that the State is focusing on.
10. Make sure that the participants understand that they are not expected to meet all of these standards straight away. Some of the criteria are quite challenging and schools will not be expected to achieve them until they have had quite a lot of help. This list shows them what an effective school looks like. The leadership programme will help them to make their schools effective, and then to move towards the more challenging criteria for inclusiveness and perhaps eventually to advanced status.

Activity 3 Getting to know the Standards and criteria for an effective school

25 minutes

1. Make sure everyone can see **Chart 2.3 Standards and criteria for an effective school**.
2. Ask each group to look at the criteria. They are going to choose two criteria that they will act out to the rest of the participants. They should not tell anyone which ones they have chosen.
3. You can give an example of the first one 'Teachers use praise throughout their lesson'. Act out a teacher giving praise and ask the participants to guess which criteria this is.
4. Now give each group 10 minutes to practice their own role plays. They should have two role plays, one for each criterion chosen. Each role play should only be a couple of minutes long.
5. After 10 minutes ask the groups, one at a time to perform their role play to everyone. The remaining participants should then guess which criteria is being acted out.
6. Thank everyone for participating. Remind participants that the Standards and criteria for an effective school will be very important and it is good that they are beginning to get to know them now.

Summary

10 minutes

1. Participants have been given a lot of information this session. Reassure them that you will be working together for a long time and it doesn't matter if there are things they don't fully understand yet. Tell them they can ask you when you visit their school. Emphasise again that learning from the workshops must be taken and applied in schools.
2. Agree that the main learning from the session is about what makes a school effective. In order for a school to be effective it is not just about resources (although these are important). An effective school thinks about successful **outcomes**, or achievements - what kind of pupils does it produce? These inputs can be used well (effectively) or not so well by the school. The Head Teacher has a very important role to lead here. There are three main elements for us to think about:
 - The quality of the teaching.
 - The quality of leadership.
 - The quality of the planning.
3. Review **Chart 2.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 1.1 Learning outcomes

Chart 2.2 A model for analysing an effective school

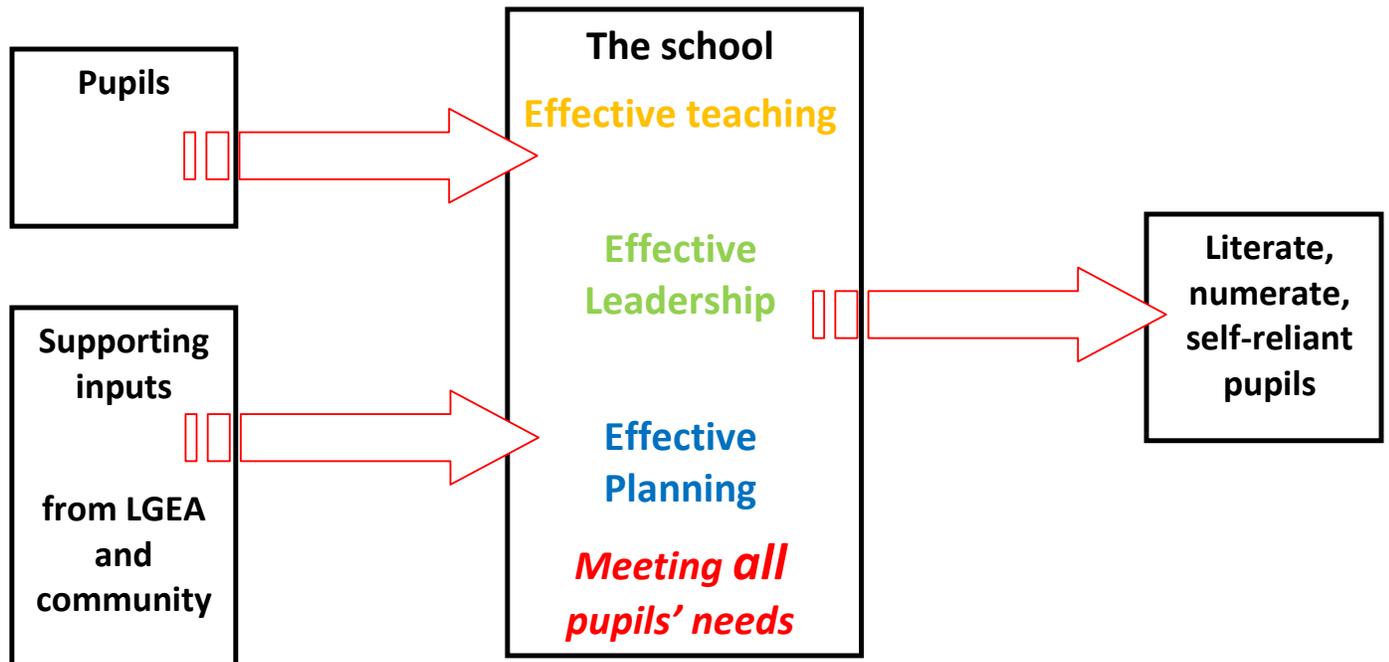


Chart 2.3 Standards and criteria for an effective school

Two different sets needed:

- One is on flip chart paper with each standard written on a separate piece of flip chart paper and each set of criteria written on a separate piece of flip chart paper. (Six flipcharts in total.) **Keep this safe and use it throughout the Leadership workshops.**
- The second is cut up in an envelope, one envelope per group.

1. Teachers deliver competent lessons

Effective

- Teachers use praise throughout their lessons
- Teachers use teaching aids
- Teachers organise their pupils in different ways during lessons
- Teachers know what pupils should be achieving by the end of each lesson
- Teachers know what pupils should be achieving by the end of the year

Inclusive

- Teachers encourage **all** pupils to take part in learning
- Teachers use more than one method of assessing learning

2. Head Teacher operates effectively

Effective

- The Head Teacher carries out 10 or more lesson observations, including providing feedback, each term
- The Head Teacher holds more than one professional development meeting each term
- The school opens on time
- The Head Teacher has more than one strategy to promote teacher attendance
- More than half of the lessons begin and end on time

Inclusive

- The Head Teacher has more than one strategy of promoting the attendance of all pupils

3. School uses a School Development Plan effectively

Effective

- Self-evaluation for this year's SDP involved the SBMC
- An SDP has been written in the current school year
- More than two activities in the current SDP activities is related to raising achievement
- More than three activities on the current SDP have been completed
- The school cash book is up to date

Inclusive

- More than one activity on the current SDP is related to improving access or equity

Leadership 1

Introducing school improvement

Session 3 The role of the Head Teacher in an effective school

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain the main purpose of the Head Teacher in an effective school.
- Describe the main responsibilities of a Head Teacher in an effective school.
- Reflect on their own leadership actions in school.

Materials

Chart 3.1	Learning outcomes	Introduction
Resource	7 A4s with Head Teacher responsibility headings	Activity 2
Resource	23 A4s with Head Teacher task statements	Activity 2
Resource	4 A4s with 'Unimportant', 'Relevant', 'Important', 'Crucial'	Summary

Activity outline

Introduction		5 minutes
Activity 1	The purpose of the Head Teacher's role	15 minutes
Activity 2	The responsibilities of the Head Teacher	50 minutes
Summary		20 minutes

Read and discuss these notes with your co-facilitator before the session

The Head Teacher is key in determining how effective a school is. This session presents the purpose and responsibilities of the Head Teacher. Think about how this is linked to our overall goal of literate, numerate, self-reliant pupils. The Head Teacher's job is challenging; and you should try to help participants feel motivated about being a Head Teacher and to feel supported in their work.

Look at the session notes together and agree where and how the following key messages are covered:

- The purpose of a Head Teacher
- How the Head Teachers role links to all pupils learning
- The responsibilities of the Head Teacher that will help improve learning
- What the Head Teachers, supported by SSOs, will go back to their schools and **do**.

You will be challenging participants here to think differently about their jobs. Try to think in advance about what they will find difficult to understand or agree on and prepare for that. If, after talking with your partners you are still not sure about any of these points, make sure you ask for help.

Remember, every time you talk of SSOs, make sure you domesticate the job title to reflect what they are called in your State. For example they can be called SSOs, or School Improvement Officers, or Teacher Facilitators. There is no need to explain this, just make sure you use the correct job title for your State.

Introduction

5 minutes

1. Remind participants that we looked at the standards and criteria for an effective school in the previous session.
2. Ask, 'Who plays a key role in making sure the school is effective?' Agree that it is the Head Teacher.
3. Explain that in this session, we will agree what the role of the Head Teacher **should be** to ensure that schools are effective. We are not looking at what the role of the Head Teacher is **now**, but what they need to become.
4. Share **Chart 3.1 Learning outcomes** with participants.

Activity 1 The purpose of the Head Teacher's role

15 minutes

1. Agree that the Head Teacher has many different responsibilities.
2. In order to know what the responsibilities of the Head Teacher should be in an effective school, we first need to know the core purpose of the Head Teacher's role. What is the Head Teacher trying to **achieve**?
3. Ask participants to discuss in pairs for about five minutes 'What is the **main** purpose of the Head Teacher's job in an effective school?'
4. Accept one idea each from a few pairs around the room. Do not spend too much time on this and try to summarise the main points. Make sure that things like these are mentioned:
 - The Head Teacher's job is to make the school effective, and an effective school is one where all pupils are learning.
 - The Head Teacher is working to achieve the school goal – 'literate, numerate and self-reliant pupils'.
 - In all the different things a Head Teacher does we should be asking, 'How will this help all pupils learn?'

Activity 2 The responsibilities of the Head Teacher

50 minutes

1. Agree that the main purpose of the Head Teacher's job is to make the school effective and that this is a very challenging job.
2. Display the seven pieces of A4 (A – G) on the walls around the room. Make sure everyone can see them. Ask individual participants to read them aloud.
3. Tell participants that A-E are the Head Teachers' responsibilities, whilst F and G are the responsibilities of the school support officers (SSOs).
4. Explain that we will do an activity to look at the different types of tasks that Head Teachers do to help us understand the different responsibilities which make up their role.
5. You have 24 separate task statements which are also on A4s. Show one task statement (10. 'Shares good teaching methods'). Ask the participants in pairs to discuss for a couple of minutes where this should be placed. Lead a **short** discussion with the whole group and when you have agreement, ask a participant to stick the task statement under the right responsibility heading. Agree that it forms part of a Head Teacher's responsibility to ensure that lessons are taught well.
6. Give out some Head Teacher task statements to each group and ask them to discuss their statements for about five minutes, deciding which responsibility heading they fall under.
7. Ask groups to come and stick their task statements under the correct responsibility heading.
8. Ask all participants to discuss all the statements and headings for about five minutes and see if they agree. Take each heading one at a time and lead a **brief** discussion for about ten minutes. If you cannot agree leave the statement on the chalkboard.
9. Review the statements where there is no clear agreement, getting comments from a couple of others **only**. There may be reasons for the statement to go in two places, if so accept this. You do **not** need to keep going until everyone agrees.

Suggested matches:

A	5, 14, (9), 4, 22
B	2, 10, 3
C	(23), 6, (15), 13
D	(23), (15), 1, 7, 20
E	(9), 18, 11,
F	8, 12, 13
G	21

Summary

10 minutes

1. Remind participants of the purpose of the Head Teacher's role (to ensure the school is effective and all pupils learn).
2. Ask them to look at the **responsibility headings** (not tasks) around the room – these are the Head Teacher's responsibilities. Now show the **four A4 headings, 'Unimportant', 'Relevant', 'Important', 'Crucial'**. Agree that 'Crucial' is the strongest.
3. Ask the groups to look at the responsibility headings and decide how to label them (unimportant, relevant, important, crucial). The rule is they can only use '**Crucial**' three times.
4. Give each group three pieces of A4 and ask them to write 'Crucial' on them all. Ask them to stick them on to the most important headings.
5. With all participants look to see how much agreement there is. Allow about five minutes plenary discussion, before summarising:
 - Head Teacher leads planning and implementation of school improvement is crucial. We need to plan to improve.
 - Head Teacher ensures lessons are well taught is crucial. Having good quality lessons is important for improving learning.
 - Head Teacher ensures **all** pupils are learning is crucial. The main purpose of a school is to raise pupil achievement.
6. Therefore we can say that the main responsibilities of the Head Teacher should be **leading school development (A), ensuring lessons are well taught (B) and making sure all pupils** (not just the clever ones) **are learning (E)**. This is what the main focus of our programme will be. All the other management responsibilities are also 'relevant' or 'important'.
7. Some people might argue that managing finances, or teachers, are 'crucial'. You could suggest that they are indeed very important, but only **indirectly** – as part of school development planning, or in order to ensure that good lessons are taught.
8. Suggest that at the moment schools are not focusing on the 'crucial' responsibilities. Ask the Head Teachers to take a few minutes to reflect on what they do during an average week. Ask 'Can they think of anything they did last week that directly improved teaching and learning in the school, or helped the school's future development?' take a few examples, making sure they do focus on the 'crucial' responsibilities.
9. Tell them that we know they are facing many problems and we are not criticising them when things are not perfect. Remind them we are working together.
10. Finally, ask them to think of one thing that they would like to do better and write it down. Tell them that we can return to this on the school visits.
11. Review **Chart 3.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 3.1 Learning outcomes

Resources

Head Teacher responsibility headings 7 A4 size paper with headings:

- A. Head Teacher leads planning and implementation of school improvement
- B. Head Teacher ensures lessons are well taught
- C. Head Teacher strengthens community involvement and accountability to stakeholders
- D. Head Teacher manages the school's resources (human, materials, infrastructure and – with the SBMC – financial)
- E. Head Teacher ensures all pupils are learning and promotes pupil welfare by supporting class teachers
- F. SSO supports all professional development in schools and clusters
- G. SSO enables accountability to LGEA

Head Teacher task statements 23 A4 size paper, each with numbered task statements:

- 5. Explains the School Development Plan to the SSO.
- 14. Leads School Self Evaluation process
- 9. Encourages high standards for children in the school
- 21. Writes report on school achievement against set criteria for LGEA
- 18. Supports class teachers to develop class rules with children
- 2. Observes lessons, provide feedback to teachers
- 10. Shares good teaching methods
- 23. Works with SBMC Chair to prepare an Annual Financial Statement of all income and expenditure
- 3. Conducts regular meetings with teachers to review their teaching
- 11. Supports class teachers to identify high and low achieving children
- 6. Reports teacher attendance to parents
- 15. Reports the condition of facilities to parents
- 4. Encourages community members to take part in School Development Planning
- 13. Sets up procedures for parents or SBMC members to observe lessons
- 1. Delegates agreed responsibilities among staff
- 22. Shares report on school achievement and weaknesses with parents and SBMC members
- 7. Keeps accurate records of assets

16. Sets up procedures for checking facilities
8. Organises Head Teacher network meetings
12. Arranges and leads inter-school visits
17. Observes lessons, gives feedback with head teachers
19. Checks pupil attendance registers to identify poor attenders
20. Asks a teacher why he is persistently late.

4 A4 size paper with:

'Unimportant', 'Relevant', 'Important', and 'Crucial'.

Leadership 1

Introducing school improvement

Session 4 Working with your teachers

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe how adults learn.
- Work effectively with other adults.

Materials

Chart 4.1	Learning outcomes	Introduction
Chart 4.2	Principles of adult learning	Activity 1
Resource	2 A4s with 'Monitoring role' and 'Mentoring role'	Activity 2
Resource	12 A4s with Activity statements	Activity 2

Activity outline

Introduction		5 minutes
Activity 1	How to work with adults	15 minutes
Activity 2	What is effective support?	60 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

Working with adults is an important topic for Head Teachers because a key role in their job is to lead a team of teachers. Make sure that you and your co-facilitator understand the difference between mentoring and monitoring. Both are important for Head Teachers and to do either of them effectively they need to understand how adults learn. This session concentrates more on mentoring. This is because it is likely to be a new way of working for many Head Teachers, and also because it's about **improving** the way people do things.

Look at the session notes and agree where and how the following key messages are covered:

- How adults learn
- Why Head Teachers should know how adults learn
- How can Head Teachers can work effectively with other adults
- What does a mentoring role look like? Why is it important?
- What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

As an SSO you will also be working with adults and these principles apply to your role as well. If there is anything you are unsure about, make sure you seek assistance.

Introduction

5 minutes

1. Agree that yesterday we looked at how the Head Teacher needs to work effectively with many different people. The SSO also needs to work effectively with people - training, mentoring, and reporting on achievements.
2. In this session we will look at how SSOs can work well with their Head Teacher, and Head Teacher with their teachers, to provide effective training and mentoring.
3. Share **Chart 4.1 Learning outcomes** with participants.

Activity 1 How to work with adults

15 minutes

1. Agree that if we want to work effectively with adults, we need to understand how adults learn. We are going to do a short activity to help us understand this.
2. Ask participants to think about a time when they as adults learned to do something new, e.g. driving, cooking, using a computer. Ask a couple of participants to share what their new skill was. Then ask participants to think about the answers to these questions:
 - 'Did you decide yourself what you wanted to learn?' (Probably yes)
 - 'While you were learning, did you share ideas with others, and get new ideas from friends?' (Probably yes)
 - 'While you were learning, did you actually get involved in **doing** the activity?' (Probably yes)
 - 'While you were learning, did you like others criticising you or pointing out your mistakes in front of your friends?' (Probably no).
3. Hold a **brief** discussion about the answers. There will probably be quite a lot of agreement.
4. Display **Chart 4.2 Principles of adult learning**. Go through the points and link them back to the questions that you have all just discussed.
5. Point out that when we work with adults, we need to work with them in ways that match these principles of adult learning. For example, adults are less likely to learn something new if we tell them what to do, or treat them in a disrespectful way. It is especially important to respect adults and not embarrass them in front of others. Agree that if we work with adults in ways that do not match adult learning principles, our work is likely to be ineffective.
6. If you think it would be helpful, you can give some examples from your own work, sharing how the way you have worked with adults has changed and what results you have seen from that.

Activity 2 What is effective support?**60 minutes**

1. Explain that we are going to apply these principles of adult learning to real situations in schools.
2. Display the headings, 'Mentoring role' and 'Monitoring role' and the 12 A4 size papers with the Activity statements on the wall or board.
3. Ask participants to discuss what the difference between the two is, and agree that 'monitoring' is about making sure that something is done properly while 'mentoring' is about helping people to do things better.
4. Ask groups to think about and put the statements under the headings. Ask participants to use the chart of key principles of adult learning to help their decisions.
5. Choose a statement that is very clearly either mentoring or monitoring and ask one group to say where the statement should go – 'mentoring role' or 'monitoring role'. They should then place the statement under or near the heading, giving the reasons for their choice.
6. Ask the other groups if they agree and why or why not. Get a couple of comments only, do not spend too long on discussion. Where there is no clear agreement, put the statement in the middle.
7. Do the same with the other statements, asking each group in turn. If there is disagreement, remind participants of the principles of adult learning. If no agreement can be reached, you can place the statement correctly, giving the reason for your choice.
8. Summarise by asking the following questions, trying and bring out some of the following points,
 - 'What are the main features of a monitoring role?' (Checking to see if something is done, finding and correcting mistakes, monitoring someone's work; it tends to be done from position of authority, it is not focused on immediate improvement.)
 - 'What are the main features of an effective mentoring role?' (Providing guidance, partnering to improving skills, involves discussion/looking at options/making suggestions; it is done within a friendly and equal relationship, and involves giving individual feedback and sharing experiences.)
9. Make sure that participants understand that there is need for both 'mentoring' and 'monitoring' within schools. Look at numbers 8 and 9 together. Agree that a SSO does have to check on these things but a good SSO will mentor a Head Teacher as well, helping her to do her observations better.
10. Agree that it is important that Head Teachers also mentor their teachers in order to help them become more effective. This activity has shown the types of activities Head Teacher could do to provide effective mentoring to their teacher teams.
11. Remind participants the as Head Teachers they also have people mentoring and monitoring them. Ask participants who in their Local Government Authority Area (LGEA) is responsible for monitoring Head Teacher and schools. Agree that it is the Quality Assurance team and their inspectors. This may be a confusing area.
12. SSOs are required to work with Head Teacher to gather evidence about changes schools are making as a result of training, and to share that information at LGEA level. This is so that schools

can receive the recognition and support they need. It is different from a Quality Assurance / inspection process of periodically measuring the overall quality of a school and giving it a 'grade'. The SSOs are mentoring the Head Teachers.

13. Remind Head Teachers of the importance of the mentoring role. If we want to change ways of doing things in schools, we need to ensure the cooperation of teachers and Head Teachers. This **cannot** happen by just telling people what to do

Summary

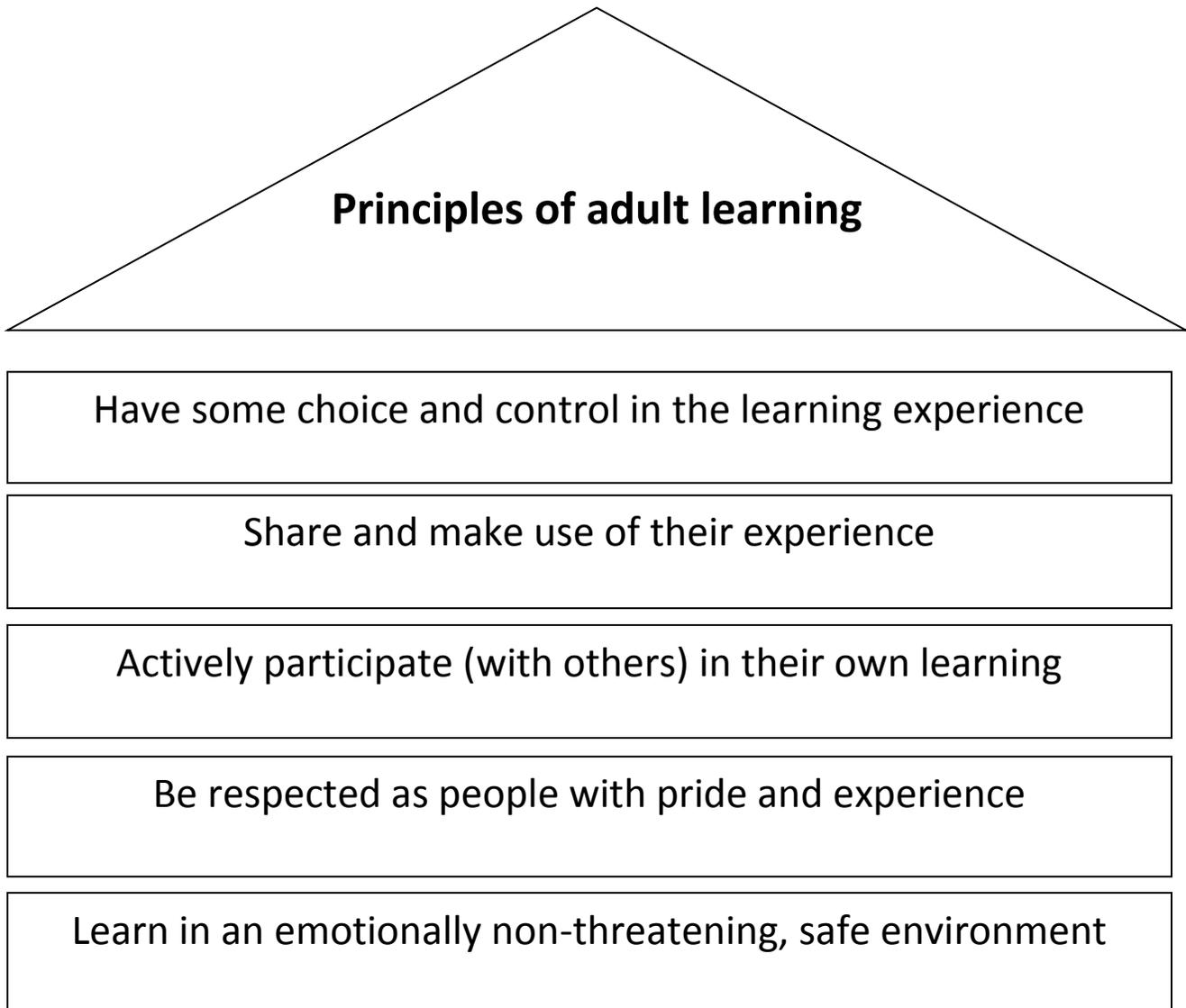
10 minutes

1. Refer to **Chart 4.2 Principles of adult learning**. Together review this chart.
2. Think back to the question asked at the start of the session,
Do you like people criticising you, or telling you your mistakes in front of your friends?'
The answer should be no – agree that therefore providing mentoring through establishing trusting relationships is a more effective way of bringing change.
3. Effective mentoring is always based on understanding of how adults learn. But monitoring should also be based on this too. At least one of the activities discussed in Activity 2 is likely to be ineffective. Ask which one.
4. Agree it is number 3 (possibly also number 6) – as the Head Teacher in these examples has ignored what we know about adult learning.
5. Review **Chart 4.1 Learning Outcomes** and ask what participants found useful from the session activities.

Materials

Chart 4.1 Learning outcomes

Chart 4.2 Principles of adult learning



Resources

2 A4 size paper with headings:

'Monitoring role' and 'Mentoring role'

13 A4 size paper with Activity statements:

- *1. The Head Teacher agrees with teachers to observe their lessons and gives feedback
- *2. The Head Teacher tells a teacher that she has done something well
- 3. The Head Teacher corrects a teacher's mistakes on the blackboard during the lesson
- *4. The Head Teacher asks a teacher to suggest how to improve her lesson
- 5. The SSO writes comments to correct a Head Teacher's School Development Plan
- 6. The Head Teacher observes teachers' lessons, and tells them their mistakes in a whole group
- 7. The SSO tells a Head Teacher the right way to do something
- *8. The SSO helps a Head Teacher to develop a plan for observing lessons
- 9. The SSO checks the Head Teacher is observing the right number of lessons
- *10. The SSO provides options for how a Head Teacher could do something
- *11. The SSO discusses with a Head Teacher why school records are incomplete
- *12. The SSO works with the Head Teacher to lead training sessions and staff meetings in her school
- 13. The SSO checks the Head Teacher is leading training sessions and staff meetings in her schools

*** indicates mentoring role – do not draw * on A4 paper**

Leadership 1

Introducing school improvement

Session 5 Working with children

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe what is meant by self-esteem.
- Explain why self-esteem is important for learning.
- Explain how the teacher can promote or damage self-esteem among pupils.
- Discuss ways in which teachers treat boys and girls in class can affect their self-esteem and learning.

Materials

Chart 5.1	Learning outcomes	Introduction
Chart 5.2	What is self-esteem?	Activity 1
Chart 5.3	I can...	Activity 3
Resource	A4s with 'Family', 'Friends', 'Teachers' and 'Community'	Activity 2
Resource	1 piece of A4 paper for each participant	Activity 3
Resource	10 flipchart strips with characteristics of high and low self-esteem	Activity 4
Resource	A4s with 16 teacher behaviour statements and two headings	Activity 5

Activity outline

Introduction		10 minutes
Activity 1	What is self-esteem?	10 minutes
Activity 2	How negative comments affect self-esteem	15 minutes
Activity 3	How positive comments affect self-esteem	15 minutes
Activity 4	Characteristics of high and low self-esteem	15 minutes
Activity 5	Developing pupils' self-esteem	20 minutes
Summary		5 minutes

Read and discuss with your co-facilitator, before the session.

This session helps participants understand what self-esteem is and how it is developed, especially in school. The ideas in this session are important as they are the foundation of our work on inclusive teaching in inclusive schools. It encourages Head Teachers (and class teachers) to begin to think about pupils as individuals, for whose well-being they have a responsibility, and whose development they can influence.

Look at the session notes and agree where and how the following key messages are covered:

- What self-esteem is and why it is important for learning
- How **low** self-esteem and **high** self-esteem can make pupils feel and behave
- The teachers' role and actions in developing positive self-esteem
- The importance of meeting all pupils needs
- What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

Discuss with your co-facilitator whether you think boys and girls

- are treated the same in school;
- have the same issues with self-esteem.

Maybe you are not sure. Try, when you are in classrooms, to improve your own understanding of this important issue by looking to see whether girls are given as much chance to achieve as boys.

Next time you are in a classroom look at the way that the teacher interacts with the pupils. If you see examples of encouraging and positive behaviour on the part of the teacher towards the pupils, make sure you commend the teacher for it afterwards.

Introduction

10 minutes

1. Agree that we are **teachers**. We work with children. We help children to learn. To help children learn effectively, we need to know **how** to work with children effectively. This does not only involve knowing your subject content well. A very important aspect of working effectively with children is **understanding** children.
2. We need to understand about learning from the child's point of view; how they learn, think, and feel. Once we understand more about how children learn, we can find and use ways of teaching that help children learn more effectively.
3. We will start off this session by looking at how children feel about being in a class and interacting with the teacher and other pupils. It is important to understand how children feel about this, as it has a big impact on how they learn.
4. How children feel about themselves has a lot to do with their **self-esteem**.
5. Share **Chart 5.1 Learning outcomes** with participants.

Activity 1 What is self-esteem?

10 minutes

1. Before we start looking at pupils' self-esteem and how this affects their learning, we need to understand what self-esteem means. Ask participants to discuss in small groups, 'What is self-esteem?'
2. Get one idea from each group and agree key ideas such as (self) confidence, trust, dignity, (self) respect, relating to others, accepting new ideas, participating, getting on with others.
3. Agree that these words help to describe self-esteem. If someone has mentioned self-worth or self-value then emphasise this.
4. Show and hold a brief discussion on **Chart 5.2 What is self-esteem?**

Activity 2 How negative comments affect self-esteem

15 minutes

1. Agree that self-esteem is the value a person feels in themselves and to other people; because of the way they are, not because of what they own.
2. Agree that your self-esteem is influenced by your interactions with others. Ask for four volunteers to come to the front. Get them to stand around you. Give each person a statement on **A4 size paper, 'Family', 'Friends', 'Community', 'Teachers'**. Agree that these groups make up the child's world.

3. Choose another volunteer (choose someone who you believe is unlikely to become upset. You could use your co-facilitator). Give them a piece of chart paper and write their name on it. Explain that he is a little boy and the chart paper is his self-esteem.

4. Explain that you will make some comments about him. Instruct the volunteer to listen to the comment and:

‘If the comment hurts your feelings **a little** – rip off a small piece of the paper’

‘If the comment hurts your feelings **a lot** – rip off a big piece of the paper’

‘If the comment does not hurt your feelings – do not rip the paper’

While explaining, demonstrate the actions with a piece of A4 paper, showing some emotion while you do each action. Check that the volunteer understands what to do.

5. Read the sentences below one by one. Use an angry or mocking tone of voice. Allow time for the volunteer to react between each sentence.

- In the morning Little (*use the volunteer’s name*) wakes up late, there is no breakfast left and his mother says, ‘You lazy boy. There’s nothing left for you. But you don’t need any breakfast because you never do anything.’
- Little has a maths test, he gets 5%, his teacher says, ‘Look at him – he is stupid. He can’t do sums. He can’t do anything!’
- Little wants to play football, he is not selected to play, his friends say, ‘You can’t play. You can’t run fast and you can’t kick straight. We don’t want you in our team.’
- Little has torn his shirt but it was not his fault. As he goes home community members say, ‘Oh look at that dirty boy. He shouldn’t go to school if he looks like that.’

6. Ask the volunteer, ‘Did you like the comments people made?’ The volunteer is likely to say that some comments were bad/negative.

7. Ask the volunteer, ‘How did you feel when you heard the negative comments?’ The volunteer is likely to describe feelings such as sad, upset or angry.

8. Thank the volunteer for their participation (and make sure that they are not feeling upset!). Agree that these comments will negatively affect the self-esteem of ‘Little.....’.

9. Summarise by agreeing that self-esteem is the value that you feel you have in society, it is your self-image – how you see yourself. Agree that your self-esteem is influenced by your interactions with others, with your family, your friends, and your community. In the case of pupils, **teachers** are very important.

10. Ask how would pupils feel if they hear negative comments all the time in school? Get a couple of responses from different groups. They are likely to include feelings like sadness, dislike of the school or teacher, anger and frustration. Agree that this will lead to lack of confidence and lower pupil achievement.

11. Ask, ‘If children hear such comments a lot, will they want to come to school? Agree that the answer is likely to be no.

Activity 3 How positive comments affect self-esteem

15 minutes

1. Explain that we will now look at another activity to show the impact of words on self-esteem. **Give out a piece of A4 to each participant.**
2. Ask participants to draw around their hands. Demonstrate this on a piece of A4 to show them how. Go around and check how it is being done.
3. Display **Chart 5.3 I can**. Ask participants to write 'My name is', on the thumb. Show where to write it on the sample hand you have already drawn.
4. Point out the different sentence beginnings. Ask participants to write one different statement on each finger, each time completing the statement. Indicate where on the sample hand.
5. Whilst they are doing this, go around and check progress. Praise people in each group on their picture, e.g. 'I like the way you drew this'; 'That is nice handwriting'; 'You are working really well' etc. Allow no more than 5 minutes for this. If people are not finished, suggest that the pictures could be finished during lunch time.
6. Ask, 'How did you feel as you were writing? and 'How would you feel if people regularly said such things to you?' Likely responses should include things like feeling good, proud and happy.
7. Now think about the pupils. Ask, 'If children often heard such comments, what would happen to their self-esteem?' and 'Do you think they would be more interested in learning?'
8. Agree that in schools, teachers do not often say nice things to children. They often focus on negative comments.
9. Finally, agree that this activity shows us that what teachers **say** affects self-esteem, and this affects how pupils learn.
10. As an extra idea, ask one or two people to display their work and ask them how this makes them feel (hopefully proud).

Activity 4 Characteristics of high and low self-esteem

15 minutes

1. Explain that we will do an activity to help understand the characteristics of pupils with high self-esteem and children with low self-esteem.
2. **Display strips of flipchart paper with characteristics of high and low self-esteem.** Participants should discuss the statements to decide which statements describe high, and which low, self-esteem.
3. Now, take one statement at a time and ask for one answer from each group in turn. Ask the first group to explain their answer, get some opinions from other groups and finally try to agree an answer.

Continue with the rest of the statements in the same way, asking each group in turn. This is another activity where it is not necessary for everyone to agree about absolutely everything. You are just trying to discuss the topics. Suggested answers are:

High self-esteem

2, 3, 5, 7, 8

Low self-esteem

1, 4, 6, 9, 10

4. Summarise, agreeing that pupils with high self-esteem have developed positive feelings about themselves. Therefore they are confident, sure of what they are doing, get on easily with others and are able to deal with challenges or new situations. Because they are confident in themselves, they are tolerant of others and do not easily get upset or angry.
5. On the other hand pupils with low self-esteem have negative feelings about themselves. They usually lack confidence in themselves, find it difficult to make decisions, and often do not want to try new things. They often don't mix easily with others or participate easily in activities. Frustration with themselves can sometimes lead to anger and disruptive behaviour.
6. Ask, 'Which pupils are likely to do better in school, those with high self-esteem or those with low self-esteem?' and 'Why do you think this?'
7. Agree that they are likely to be more confident and motivated, happier to come to school, more willing to try things and so will do better in lessons.

Activity 5 Developing pupils' self-esteem

20 minutes

1. Explain that now we are going to look at ways to develop and strengthen pupils' self-esteem. Display the following headings **To develop self-esteem** and **To damage self-esteem**.
2. Display the **16 A4 size statements about teacher behaviour** around the room and ask groups to discuss them and decide where they should be placed.
3. After, start with one statement and ask a group to identify where it should go. Ask the group to explain their choice. Get opinions from other groups. Agree, if possible, on the correct place for the statement.
4. Do the same for all the other statements. Use the chart of the statements in the Materials section to guide this discussion, it shows you which statements develop self-esteem and which statements harm self-esteem.
5. Ask participants whether they think teachers treat boys and girls the same way in class. Agree that it is likely that they do not, even though they may not be aware of this. Do you think that teachers might be behaving in ways that discourage girls from:
 - Feeling safe in class
 - Speaking up in class.
6. Ask the participants which two statements directly relate to girls' self-esteem and agree it is 15 and 16. Why do they think that letting girls work together, especially when there are only a few girls in the class, helps the girls' self-esteem. Agree that research shows boys are more used to speaking up than girls. So one or two girls in a group of boys will not get a fair chance to take a leadership role and speak up as much. They may also feel safer working in a single sex group.
7. Finally, look together at number 14, and ask participants to go back to school and look at how their teachers praise boys and girls. Do they say different types of things to boys and girls? Do they praise boys and girls for doing the same things or different things?

Summary

5 minutes

1. Ask, 'What is one important thing that you have learned in this session?' Take two or three responses.
2. Review, **Chart 5.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 5.1 Learning outcomes

Chart 5.2 What is self-esteem?

- The way you see yourself.
- Recognising your strengths.
- Respecting yourself, who you are and what you have to offer to others.
- Acknowledging that you deserve a chance to realise your talents.

Chart 5.3 I can..... (For each participant to draw a large outline of a hand on A4 size paper, with each statement written on a finger)

My name is

I can

I am good at

I like to

My friends say I am good at

Resources

Heading each on one A4 size paper (Activity 1)

'Family',

'Friends',

'Teachers'

'Community'

Characteristics of high and low self-esteem

Activity 4 (on strips of flipchart paper)

1	Get angry and upset very easily
2	Are confident in what they do and say
3	Know clearly what they want to do
4	Have little or no motivation to do things
5	Participate easily in activities
6	Are easily influenced by others
7	Are willing to try new things
8	Accept, and get on easily, with others
9	Feel that others are better than them
10	Do not speak out very easily

16 teacher behaviour statements about developing or harming self-esteem in pupils with two headings Activity 5 (on A4 size papers)

To develop self-esteem	To harm self-esteem
Praise children who try hard 2	Punish children's mistakes 7
Accept that making mistakes is a valuable part of learning 8	Beat children who make mistakes 1
Give easy responsibilities to carry out 11	Ignore children who are not doing well in exams 9
Show you are listening to what children say 5	Tell the class that one child is better than another child 3
Praise good behaviour of children 14	Get children stand up and read when they are not good readers 10
Get children to help each other 6	Favour some children more than others 4
Let girls work together in a group 16	Ask the girls to sweep the classroom (when the boys are playing football) 15
	Get children to write on the blackboard when they are unsure of what to do 13
	Get children to do things that are very difficult for them 12

Leadership 1

Introducing school improvement

Session 6 Understanding and managing change

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain some basic ideas about change and how to manage it well.
- Describe the school improvement cycle and how it can bring about change.
- Agree who should be involved in changing the school.

Materials

Chart 6.1	Learning outcomes	Introduction
Chart 6.2	The 3-step model of change	Activity 2
Chart 6.3	The school improvement cycle	Activity 3
Chart 1.3	Learning achievements (from Session 1)	Activity 3

Activity outline

Introduction		10 minutes
Activity 1	What is change?	10 minutes
Activity 2	The process of change	20 minutes
Activity 3	The school improvement cycle	25 minutes
Activity 4	Who should be involved in changing the school?	15 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This session is about **change** and it is a very important one because nearly everything that we talk about on this programme involves making change happen. Our schools need to change for the better, and SSOs and Head Teachers need to understand change and know that it is their role to make changes happen in their schools.

Look at the session notes and agree where and how the following key messages are covered:

- What change is and how it happens.
- How change can make people feel. Discuss Activity 2 Step 6 carefully with your co-facilitator.
- How to make sure that change is managed well.
- How to begin thinking about changing your school for the better.
- What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

If, after talking with your colleagues you are still not sure about any of these points, make sure you ask for help, maybe if necessary from your supporting SSIT. Also make sure you are familiar with the SBMC Guidebook to see where the SSE fits in to the School development planning.

Introduction

10 minutes

1. Agree that we have already looked at how schools can become more effective. We have also looked at the role of the Head Teacher in an effective school. We know that this is not how most Head Teachers work at present. Most Head Teachers need to change the way they work.
2. Share **Chart 6.1 Learning outcomes** with participants. Ask the participants to count the number of times the word 'change' or 'changing' appears. Explain we are going to take a quick look at 'change' – what change is and how we can manage it.

Activity 1 What is change?

10 minutes

1. Ask everyone to write their name very neatly in their notebooks.
2. Then ask them to write it with their other hand. Ask them, 'How did you feel writing with the other hand?'
3. Accept their answers and then agree together that many of them felt things like 'uncomfortable', 'strange', 'frustrating'; generally, it did not feel normal.
4. Say, 'What if I told you that you had to write your notes with that hand for the rest of the workshop. How would you feel about that?' Again accept their answers and note especially responses such as 'uncomfortable', 'strange', 'frustrating' again – but agree that this time the feelings will probably be stronger. Maybe they will be feeling angry, or impatient.
5. Explain that this is an example of what sudden change feels like.
6. In pairs, ask the participants to discuss and find words or phrases to describe 'change'. Ask volunteers to share their ideas.
7. Summarise, by agreeing that **Change is a process of moving from one way of doing things to another way of doing things**. Explain that in schools, this means moving away from the current way of managing things. This change can make schools more effective. One example of this is to change the way **we** work, from checking and correcting to supporting and guiding.

Activity 2 The process of change

20 minutes

1. Show **Chart 6.2 The 3-step model of change** (uncovering each stage one at a time as you discuss it).
 - **Unfreezing** = disrupting the normal way of doing something. Explain that this is the first stage of a change.

Link this back to changing hands for writing, asking, 'How do you feel writing with the hand you normally write with?' Participants will probably say they feel comfortable.

Then remind them of their answers to your questions about how they felt when they started writing with the other hand, 'How did you feel when you first started writing with your other hand?'
 - **Change** = a process of adjusting to a new way of doing things. Explain that this period is often one of confusion, uncertainty, adjustment, and not being sure about things.

Again help participants to understand by making the link to changing hands to write. Ask, 'If I told you to write with your other hand for the whole workshop, how might your feelings change?'
 - **Freezing** = the new way of doing things becomes normal. Explain that in this final stage new habits are formed and begin to feel normal and comfortable.
2. Ask which step the participants think they are at in this process of writing with their other hand? Agree that they are most likely at the 'Unfreezing' or 'Change' step.
3. Discuss when writing with your other hand might start to feel normal? Agree that it might take a couple of months. Agree that change is a process, or a journey – it takes time.
4. Change involves strong emotional feelings. This is a normal part of change, but it can, if not well managed, become a negative experience. Agree that the changing hands exercise was just a bit of fun, but when change is real, and serious, sometimes people fight, or resist change.
5. Explain that people can fear they will lose something because of change.
6. Ask individuals to think for a minute about what a Head Teacher might fear losing, in this change process.
7. How might you help someone overcome these negative feelings?
8. The important thing to remember is that change happens. All the time. Continuously. Our job is to try and think how to manage and support this change.

Activity 3 The school improvement cycle

25 minutes

1. Ask pairs to discuss, 'What have they seen or talked about this week that has motivated them to try to change their schools?'
2. Take feedback and briefly discuss. It's likely to be to the baseline figures from Session 1. If no one mentions them, remind the participants by showing **Chart 1.3 Learning achievements** (from Session 1), with these results again.
3. Explain that these numbers have motivated the State to fund and run improvement programmes. Knowing what the situation is - by having evidence about it - can be a powerful motivation for change. It also tells us **what** it is we need to change.
4. Uncover the first step on **Chart 6.3 - Evaluating**. Explain that an evaluation gives us a **baseline** – an idea of what the current situation is. The baseline surveys whose results were presented in Session 1 are the State's evaluation.
5. Ask, 'When you know your baseline, what is the next step?'
6. Briefly discuss that the next step is planning for improvement. Make sure participants are clear on why they have to plan first, before taking action. Because actions taken without planning tend to be disorganised and ineffective.
7. Uncover the second step on **Chart 6.3 - Planning**. Agree that, once the State had the results of their evaluation, they planned this workshop and the work in schools that will follow it.
8. Ask what happens once you have planned? Agree that you then put the plan into action. Uncover the final step on **Chart 6.3 - Acting**. Ask where they can see the State putting its plans into action and agree that it is happening right now, in this room.
9. Ask what happens after you have taken action. Make sure they understand that there is an arrow from 'Acting' to 'Evaluating'. Once action has been taken, an evaluation needs to happen. Ask pairs to briefly discuss why evaluations have to take place after actions.
10. Take feedback, and agree that an evaluation will tell you if your actions have achieved anything, and it will also give you a new baseline to plan from.
11. Ask what you would find out if you compared the first evaluation with this new one. Agree that you should find that the baseline has improved.
12. Make sure the participants understand this planning cycle; the different steps in it; that they continue taking place for ever; and that they apply to many different situations.
13. Tell participants that leading this planning cycle is now one of the most important parts of their jobs. They are going to be evaluating, planning, and taking actions. Ask them what they're going to be aiming for and agree that it is to improve their schools to achieve our goal of literate, numerate, self-reliant pupils. Explain that this is the 'school improvement cycle', and write that title on **Chart 6.3**.

Activity 4 Who should be involved in changing the school?**15 minutes**

1. Ask what the first stage of the school improvement cycle is and agree that it is 'evaluating the school'.
2. Ask if someone can remember what we should be evaluating in the school and agree that it is the three standards of teaching, leadership and planning. Someone might mention the needs of all pupils and accept this, but remind them that is not a standard on its own.
3. Explain that Head Teachers should definitely care about all of these things in their schools – but so do lots of other people. Ask groups to discuss and identify as many different groups of people as they can who are interested in, or might know about, anything relating to these four areas.
4. Take feedback, asking each participant who suggests a group of people to come and write it on a piece of flipchart paper at the front of the room. Make sure you support and encourage them as they write on the paper.
5. Make sure that you have recorded all of the main groups, and add any that have been forgotten. You should have at least teachers, parents, other community members, and pupils – but you may have many other ideas.
6. If participants try to include SSOs agree that SSOs have an important relationship with the school but they are not **part** of the school. They do have a role in the school improvement cycle but that role is to help the school with the process, not to actually 'do' activities which are part of the process.
7. Explain that all of these people are called 'stakeholders' in the school. Write the word 'Stakeholders' on the chart with all of the groups on it. Explain that this means they hold a 'stake' or an 'interest' in the school. This means that they are the people who need to change, and the people who need to take part in changing the school. That means they need to be involved in three activities.
8. Ask the participants which three activities the stakeholders should be involved with and agree that it is evaluating, planning, and acting.
9. Ask if change is the responsibility of the Head Teacher on their own. Agree that it is not: it is the joint responsibility of all stakeholders. The Head Teacher's role is to lead and manage the process of improving the school, not to do it all.

Summary**10 minutes**

1. Agree that as soon as this workshop is over the Head Teacher will begin the change process in their school by telling all stakeholders about the school improvement cycle, and discussing it with them.
2. Review **Chart 6.1 Learning outcomes**. Agree what has been achieved.
3. Agree that a lot has been covered, but the main ideas are the importance of change, the cycle of evaluating-planning-acting, and the different stakeholders in their schools.

Materials

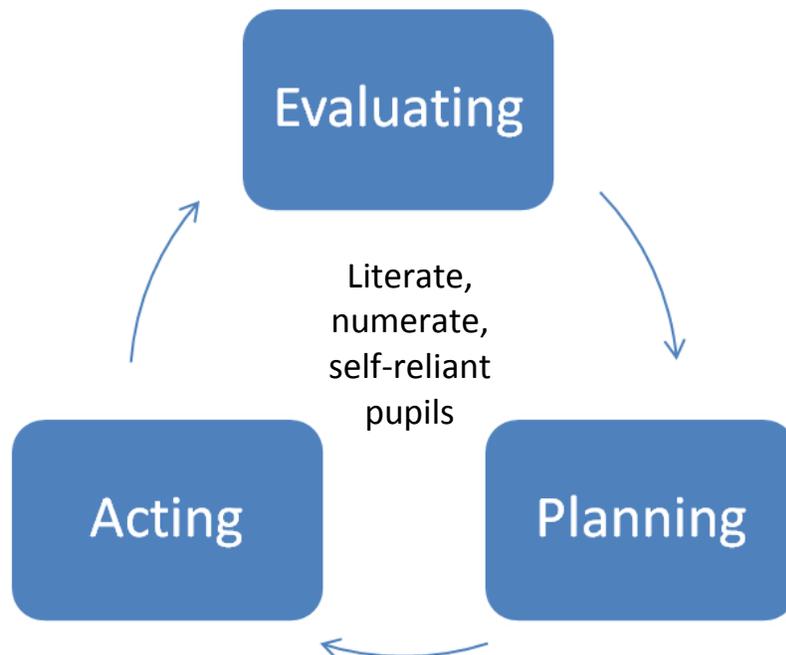
Chart 6.1 Learning outcomes

Chart 6.2 The 3-step model of change

Unfreezing	A stage of disrupting the normal way of doing something – moving out of the comfort zone into something new
Change	The process of adjusting to the new way of doing something – often involves confusion, uncertainty, and may involve frustration, fear, anger
Freezing	The new way of doing something becomes normal – new habits are formed, the new way now feels natural and normal

Chart 6.3 The school improvement cycle

(Each stage covered up, including the title)



Leadership 1

Introducing school improvement

Session 7 School self-evaluation

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe how self-evaluation contributes to improving a school
- Identify types and sources of evidence
- Collect evidence to assess the effectiveness of a school
- Outline the steps in the SSE process

Materials

Chart 7.1	Learning outcomes	Introduction
Chart 7.2	What will we evaluate?	Introduction
Chart 6.3	The school improvement cycle (from Session 6)	Introduction
Chart 7.3	The steps in the School self-evaluation process	Activity 3
Handout 7.1	What evidence can we collect?	Activity 2
Resource	Three A4s, each with a type of evidence	Activity 2
Resource	Standards and criteria for an effective school <i>(from Session 2 on six strips of flip chart paper, you can now keep it on display throughout this session.)</i>	

Activity outline

Introduction		15 minutes
Activity 1	Collecting evidence	20 minutes
Activity 2	How will we use evidence to evaluate our school?	30 minutes
Activity 3	What is the School self-evaluation process?	15 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This session asks Head Teachers to **evaluate** their school. There are many things we could evaluate but most of all we want to know if our school is effective in meeting its main purpose, which is making sure that all pupils are learning. As leaders of the school they should have a clear, honest picture of what is going well and what needs to improve.

Look at the session notes and agree where and how the following key messages are covered:

- The areas of school life that we should be evaluating
- Types of evidence that can be used
- The practical process for completing a School self-evaluation (SSE)

This session gives a clear task to the Head Teachers. They, working with other stakeholders in the school, are going to put together a SSE, a simple summary report. Some Head Teachers will find this hard to do and the SSOs must understand it is their responsibility to **help them** complete this in school. Make sure you are clear on what it entails and ask for help if you are unsure.

Introduction

15 minutes

1. Welcome participants back. Share **Chart 7.1 Learning outcomes** with participants and discuss.
2. Show the participants **Chart 6.3 The school improvement cycle**, from the previous session. Remind them that evaluating is the first step in the school improvement cycle and that all school stakeholders are involved in it.
3. Explain that this cycle might sound silly to some people. If there is a problem in the school, why don't we just get on with sorting it out? Agree that we need to know exactly what it is that we want to improve and the impact we want to achieve. Help the participants to understand that if they just start doing things, they may take actions which do not achieve the bigger goal. Remind participants that we want all children learn and be numerate, literate, self-reliant pupils.
4. Explain that during this session they will be thinking in more detail about exactly what in their schools should be evaluated. Show **Chart 7.2 What will we evaluate?** Highlight the two key aspects. You can use the ideas below to briefly explain what they mean:
 - **How good our provision is** (*what the school is **doing** well and what it needs to improve*)
 - **What is the impact of our provision on the pupil's learning** (*how what the school does makes a difference to how well pupils learn*).

Activity 1 Collecting evidence

20 minutes

1. Show participants the learning outcomes for this session again and ask them to find the word 'evidence'. Agree it is going to be an important idea in this session.
2. Ask pairs to agree a definition for the word 'evidence'.
3. Take feedback and agree on something sensible, such as 'facts that give information about an idea or belief'.
4. Explain that there are two main types of evidence that can be useful.
 - **Things you can see.**
 - **Things you hear other people say.** Write these two ideas on the flipchart paper for the group to see.
5. Explain that when they do their own evaluating in schools, they will need to collect both of these types of evidence about their specific situation.
6. Ask groups to discuss what kinds of evidence they could collect when trying to evaluate their schools. Give them about five minutes to have this discussion. Remind them to think of both what they could see and what different people might say to them.
7. Ask one group at a time to tell you one of their ideas about a type of evidence. Each time, ask one group member (or the co-facilitator) to come and write their idea clearly on a piece of flipchart paper.

8. Once you have taken one idea from each group, ask if there are any more ideas – the co-facilitator can write them up. Add any further types of evidence that you think it is important for them to understand.
9. Evidence could include school records such as registers and lesson plans, as well as pupils' work or the physical state of buildings and furniture. It should also include what teachers, parents, pupils, and other community members have said about the school.
10. You may need to explain why what someone says about the school is evidence about how well the school is doing. Make sure they understand that all of the people who work in or live around the school have an interest in how well it is doing, so their ideas about the school are evidence for how well it is doing.

Activity 2 How will we use evidence to evaluate our school?

30 minutes

1. Have the six strips of flipchart for **Standards and criteria for an effective school** (from Session 2) displayed and spread around the walls.
2. Ask participants to look at them. Briefly remind them of the three standards – teaching, leadership, and planning. Remind them that there is a 'hidden' standard that relates to caring for individual pupil needs so all children can learn and see if they can find the four criteria for each standard.
3. Show them that 'planning' includes working with stakeholders as one of the criteria. Help them to see this, by reading through the criteria for 'Using a School development plan effectively'.
4. Remind participants that in this session we are looking at how to conduct a School self-evaluation (SSE). Ask how that links to the standards for a good school. Agree that producing an SSE with the SBMC is a big part of standard three ('A school uses a school development plan effectively'). Congratulate participants - they are beginning to think about changing their schools. However, there is more.
5. Explain that, to produce an SSE, they need to know what the situation is in their school - **for each of the criteria**. So, when collecting evidence, they need to think about which criteria and standard that evidence relates to. One type of evidence might relate to more than one criteria.
6. Ask how many criteria there are in total. Give groups a chance to count them and agree that there are 19 (grouped into three standards). Explain that you are going to work through one example together now.
7. Take the first criteria as an example: 'Teachers use praise throughout their lessons'. Show where this criteria is on the wall.
8. Ask what kind of evidence you could collect for that and ask the participants to discuss options. They should mention that they could:
 - Observe what happens in their lessons
 - Listen to what teachers say about their use of praise
 - Listen to what pupils say about teachers' use of praise.

Other ideas may also be agreed if they are valid.

9. Display the three types of evidence written on A4s, next to the criteria about the teacher using praise. Explain that this now tells us what needs to be done to find out about the teachers' use of praise.
10. Remind participants that 'consulting records' is another important way of collecting evidence. Ask what sort of records these might be, and agree it might be records of lesson observations. Tell participants that if they are not sure about keeping these records, not to worry, we will be looking at how to do this in a later workshop.
11. Ask if there are some situations in which it might be hard for a teacher to meet this criteria. Do let this discussion go on too long, but agree that if the class is **very** large it might be difficult for the teacher to manage this (although they should still try). This issue can be recorded later in the SSE.
12. Tell participants we have just looked at one example criteria today. Encourage them to start thinking about how they will collect evidence for all criteria. Give them **Handout 7.1 What evidence will we collect?** Explain that this is an example of types of evidence for all criteria; there is space for them to add additional examples of evidence.

Activity 3 What is the School self-evaluation process?

15 minutes

1. Show **Chart 7.3 The steps in the SSE process**, with the steps covered.
2. Explain that participants are going to lead their schools through the process of producing a School self-evaluation.
3. Ask why they will be leading it. Agree that it is the role of a Head Teacher to be a leader of teaching and learning. Also they are the ones who know about SSE because they have been at this workshop. But leadership does not mean doing it alone. Head Teachers need to work with their SBMCs (especially the Chairman) at each step.
4. Uncover the fourth bullet on **Chart 7.3** first, and explain that writing up the evaluation itself comes almost at the end of the process – they cannot just sit down and write it now.
5. Ask what they think they need to do to prepare for writing the SSE and take suggestions, discussing each one.
6. Each time a participant suggests something that is similar to what you have, uncover it and explain why it is important. If a participant suggests something you do not have, explain why it is not needed or, if it should be included, explain that you will add it at the end.
7. If participants find it hard to suggest some of the points, guide them with questions. For example, for the first stage, you could ask 'Who in the school currently knows about the SSE process?' Then ask how everyone else in the school is going to find out about it.
8. Once all of the steps are uncovered, read them through and take any questions that participants want to ask.

Summary

10 minutes

1. Review **Chart 7.1 Learning outcomes**. Agree what has been achieved.
2. Remind participants that they have shared ideas about how they can find out about the quality of their school and they have started a record of the types of evidence that can be collected for each criteria. Their SSO can support them further on this when they are in school.
3. Remind participants that the School self-evaluation is a tool to help them. It is the first step in the school improvement cycle. It helps them see what they are good at and what they need to improve. No one is expected to be good at everything. The main point is that a good self-evaluation will help them to produce useful, evidence based plans.
4. Remind participants that it is their responsibility, as a Head Teacher, to lead the SSE in their schools. They need to be clear on all the steps and content because they will need to help everyone else do their work. We will learn more about working with others in the next session.
5. Thank them for their hard work.

Materials

Chart 7.1 Learning outcomes

Chart 7.2 What will we evaluate?

- How good our provision is?
- What the impact of our provision on the pupil's learning is?

Chart 7.3 The steps in the SSE process

1. All stakeholders knowing and understanding what is going to happen.
2. Agreeing who will do what.
3. Collecting evidence about school performance.
4. Writing the School self-evaluation
5. Sharing the School self-evaluation

Resources

3 A4s: Types of evidence for criterion 'Teachers use praise throughout their lessons'

Observe use of praise in lessons

Listen to what teachers say about their use of praise

Listen to what pupils say about whether they are praised

Handout 7.1 What evidence can we collect?

1. Teachers deliver competent lessons

- Teachers use praise throughout their lessons
 - Observe lessons
 - Listen to what teachers say about their use of praise
 -
 -
- Teachers use teaching aids
 - Observe lessons
 - Consult lesson plans
 -
 -
- Teachers organise their pupils in different ways during lessons
 - Observe lessons
 - Listen to what pupils say about their lessons
 -
 -
- Teachers know what pupils should be achieving by the end of each lesson
 - Discuss learning outcomes with teachers
 - Look at pupils books
 -
 -
- Teachers know what pupils should be achieving by the end of the year
 - Listen to what teachers say
 - Consult planning
 -
 -
- Teachers encourage **all** pupils to take part in learning
 - Observe lessons
 - Listen to what pupils say
 -
 -
- Teachers use more than one method of assessing learning
 - Consult planning
 - Observe lessons
 -
 -

2. Head Teacher operates effectively

- The Head Teacher carries out at least 10 lesson observations, including providing feedback, each term
 - Observation timetable
 - Observation notes
 -
 -

- The Head Teacher holds more than one professional development meeting each term
 - Meeting notes
 - Listen to what teachers say
 -
 -

- The school opens on time
 - Observe
 - Listen to what pupils say
 -
 -

- The Head Teacher has more than one strategy to promote teacher attendance
 - Consult records
 - Listen to what teachers say
 -
 -

- More than half of the lessons begin and end on time
 - Lesson observation notes
 - Listen to what teachers say
 -
 -

- The Head Teacher has more than one strategy of promoting the attendance of all pupils
 - Planning records
 - Listen to what teachers say
 -
 -

3. School uses a School Development Plan effectively

- Self-evaluation for this year's SDP involved the SBMC
 - Discuss with SBMC
 - Meeting notes
 -
 -

- An SDP has been written in the current school year
 - Consult records
 - Listen to what teachers say
 -
 -

- More than two current SDP activities are related to raising achievement
 - Consult SDP
 - Listen to what teachers say
 -
 -

- More than one activity on the current SDP is related to improving access or equity
 - Consult records
 - Listen to what SBMC say
 -
 -

- More than three activities on the current SDP have been completed
 - Consult evaluation notes
 - Listen to what teachers say
 -
 -

- The school cash book is up to date
 - Consult records
 - Listen to what SBMC say
 -
 -

Leadership 1

Introducing school improvement

Session 8 Community involvement in an effective school

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Discuss beliefs about the role of the community and the relationship between community and teachers.
- Agree the role of the community in school improvement.
- Agree the responsibilities in the SSE process.

Materials

Chart 8.1	Learning outcomes	Introduction
Chart 8.2	Benefits of good school-community interactions	Introduction
Chart 7.3	The steps in the SSE process (from Session 7)	Activity 2
Chart 8.3	A simple format for recording your SSE	Summary
Handout 7.1	What evidence can we collect?	Activity 2
Resource	3 statements about the school's influence	Activity 1
Resource	8 statements about the school's actions	Activity 1

Activity outline

Introduction		15 minutes
Activity 1	Improving relationships with the community	30 minutes
Activity 2	Involving the community in SSE	30 minutes
Summary		15 minutes

Read and discuss these notes with your co-facilitator before the session

During this session we will start thinking about who else should be involved with school improvement. Head Teachers need to make sure that all stakeholders' views are taken into account and also that they share some of the responsibilities. Building good school-community relationships is important to make this happen.

Look at the session notes and agree where and how the following key messages are covered:

- The Head Teacher's attitude towards parents and the community.
- Approaches to engaging the community.
- Working collaboratively to produce the SSE.
- What the Head Teachers, supported by the SSOs, will go back to their schools and do.

Also, make sure you and your co-facilitator have thought about Activity 1, step 13.

Timing for the discussions in both activities 1 and 2 needs to be carefully managed. It is not essential to get complete agreement from everyone; it is enough to raise the issues. So do not let these overrun or you will not have time for the very important summary.

Something important for you as an SSO to think about: you also need to build good relationships with others. You will need to work closely with the School Mobilisation Officer (SMO). Try to find out how they are trying to support the schools, including their work with the SBMCs. You should take time to discuss together the School self-evaluation (SSE) process.

Introduction

15 minutes

1. Explain that a very important part of the Head Teacher's school leadership role is developing good relationships and interaction with the community. This often gets ignored.
2. Explain that teachers may have good relationships with community members outside of work, but we also need a good working relationship between the school and community.
3. The SBMC are very important as they are the main link between the school and the community. There is also a lot that the Head Teacher can do to make the relationship a positive one.
4. Ask the participants whether they think there are benefits in having good relationships and interactions between the school and community? Agree that there are.
5. Ask what some of the benefits might be. Get two or three responses but keep this very brief; it is only to get people thinking about possible benefits. It is likely that responses will focus on what the community can do for the school in terms of material or financial support. Present **Chart 8.2 Benefits of good school-community interactions**. Tell the participants that there are other advantages as well as material ones. Emphasise any points suggested by participants that directly relate to improving pupil learning or that mention improved respect, confidence or reputation.
6. Explain that some of the most effective schools are those that have very good school-community interactions, where the parents and community are actively involved in school activities, including some aspects of the management of the school through the SBMC.
7. This session looks at the type of relationships we need to establish between the school and community, **and the benefits of good school-community interactions on children's learning**.
8. Share **Chart 8.1 Learning outcomes** with participants and discuss.

Activity 1 Improving relationships with the community

30 minutes

1. Agree that all schools have developed relationships with parents and communities. Some are formal, through the SBMC or the Parent Teacher Association (PTA), and some more informal. Some relationships may be very good; others may be not so good.
2. Explain that we will do an activity to determine the best ways to develop relationships with parents and community. Display the following three headings. Put headings (1) and (3) on opposite walls and (2) somewhere in the middle.
 - Will make parents and community more interested in supporting the school
 - Will make little or no difference to how parents and community support the school
 - Will make parents and community less interested in supporting the school

3. Show and read out one statement, e.g. 'The Head Teacher tells the SBMC to organise parents to repair the windows and doors in the classroom blocks'.
4. Ask the participants to think for a minute and then go and stand by heading (1), (2) or (3). Ask one or two participants to explain their decision, and then give them all the opportunity to move if they have changed their mind. Try to make this a fun activity – it is not a test.
5. Before they go back to their seats, ask them to think about adult learning. Ask if 'telling' adults is showing them respect and remind them that adults like to be involved in making decisions – such as whether it is important to repair the windows, and how it should be done.
6. Once back in groups, explain that each group will get a statement like this. First the group will discuss where their statement should be placed – on (1), (2) or (3) and why. Then they should do the same with the statements on the chalkboard.
7. Give one statement to each group. Tape the rest of the statements on the chalkboard. Groups should discuss their statement for a couple of minutes only.
8. First, ask someone from each group to tape their statement on the wall next to (1) or (2) or (3).
9. Then, ask each group in turn to explain why they placed the statement there. Ask for one or two comments from other groups, agree on the correct placement. Summarise the reason for placing the statement there. Do not spend too much time on this.
10. Explain that most things that happen in the school **will** affect how parents and community feel about the school, and therefore how willing they are to support the school. If there are no statements by (2), congratulate the participants for recognising **that most things that happen in the school affect the feeling of the community towards the school**, and in turn, how willing the community is to support the school
11. If there are statements by (2), ask participants if they would like to move them to (1) or (3), and explain why. If participants still feel that statements should be on (2), you could suggest moving them to (1) or (3) and explain your reason for doing so. (You can use the **Summary of suggested answers** in the materials section to help you).
12. Then give the groups a few minutes to discuss the remaining statements, make decisions about where they would put them and lead a brief plenary.
13. Go back to the example of repairing the windows and ask how could the Head Teacher have got better co-operation?
14. Finally ask who needs to start the process of developing good relationships with the community? Agree that it should be the school, teachers, and **the Head Teacher** working closely with the SBMC.

Activity 2 Involving the community in the SSE**30 minutes**

1. Inform the participants that when they go back into their schools they can begin to develop good relationships with the community through the SSE.
2. Explain that the most involved step of SSE is the second one - collecting the evidence. Ask participants to look back at **Handout 7.1**. It shows us evidence to be collected and where we might find this evidence for each criterion.
3. Ask if the Head Teacher needs to collect all of this evidence and agree that they don't. The Head Teacher will collapse if they try to do it all themselves. It is a collective responsibility.
4. Ask groups to discuss their types of evidence together and next to each type of evidence record the person who might collect it. This could be the Head Teacher, a teacher, a pupil, an SBMC or PTA member, or someone else.
5. This may be different for different schools – where there are Assistant Head Teachers, for example, they could do some of the work. The main point is for Head Teachers to identify who else needs to be involved. Make sure participants understand that the list that they have just produced is just for guidance. When they are back in school the Head Teacher will have to get everyone together to agree who will do what.
6. Bring the groups back together and discuss – you could go through one example from each standard to make sure they have understood.
7. Ask how these different people will know what to do and agree that the Head Teacher will need to help them.
8. Although the Head Teacher should include as many people as possible in conducting the SSE, the Head Teacher does have to take responsibility for ensuring that the process does in fact happen. The SBMC also have some definite responsibilities.
9. Look again at **Chart 7.3 The steps in the SSE process** and discuss where the Head Teacher must show leadership, and what the SBMC must do. (The Head Teacher will lead 1 and 4 and SBMC are responsible for 5. The Head Teacher needs to encourage as many stakeholders as possible to get involved in 2 and 3 – and record who will do what, agreeing on a timetable for this to happen). Record this on the Chart.

Summary

15 minutes

1. Review **Chart 8.1 Learning outcomes**. Agree what has been achieved.
2. Briefly highlight the following points again:
 - Explain some benefits of effective interactions with parents and communities (benefits go beyond cash or kind support to the school, and there can be benefits of teachers, pupils and community members themselves)
 - Identify the most effective ways in which schools can engage with parents and community. (The most effective way is by treating them with respect, as equals. Discussing problems together is more effective than when the school assumes it knows best and simply 'takes' from the parents or community.)
 - Describe some ways in which schools and the community can work together to improve pupil achievement
3. Finally emphasise that one very important way of understanding each other and developing positive relationships is by working together. We will do this in the SSE. Show the participants **Chart 8.3 A simple format for recording your SSE**. Suggest that this form can be used to summarise people's views and the other evidence that has been gathered during the evaluation process. Make sure they understand that if they have problems recording this information, it is the role of the SSO to help them. The SBMC should share **Chart 8.3** information with the community. This should show them that their views are valued. This will stimulate their interest in the school improvement cycle.
4. Ask participants what they think the role of the SSO is. Take a few suggestions and then explain that the SSOs will be visiting the schools. These will not be surprise visits, and before they leave they should try to talk to their SSOs to try and agree the date and make sure they have their phone numbers. The purpose of these visits is for the SSOs to sit with the Head Teachers and see how well they are managing, and offer help and guidance. The SSOs are not coming to inspect how well the Head Teachers are doing.

Materials

Chart 8.1 Learning outcomes

Chart 8.2 Benefits of good school-community interactions

For children:

- Increased attendance
- Better motivation, higher self-esteem
- Better behaved, more positive
- Higher grades, stay longer in school and continue their education

For parents:

- More confidence in school
- More respected by teachers
- More confidence in themselves so can help their children learn at home

For teachers:

- Have better morale
- More respected
- Better reputation in the community
- Have more support

Chart 8.3 A simple format for recording your SSE

What have we found out about how good our lessons are, our leadership and our planning is, as well as how well we handle the needs of all pupils.

	Strengths	Weaknesses
What the school records tell us		
What the pupils say		
What the parents say		
What the teachers say		

Summary of suggested answers for Activity 1

The Head Teacher tells the SBMC to organise parents to repair the windows and doors in the classroom blocks (3) The Head Teacher is telling the community what to do, there is no discussion, and no agreement – it is not a partnership relationship

The teachers feel that parents can participate more effectively in school by sending their children to school and providing them with materials (3) The teachers expect parents to send children to school. This is an ‘expecting’ relationship and teachers will interact with parents from this point of view – maybe negatively or passively, i.e. ignoring parents, not seeking to engage positively with them. Expecting parents to send children to school without offering anything in return such as a good education is not partnership

The teachers meet parents individually, discuss their children’s academic achievement and agree on steps for improvement (1) The parents are treated with respect, parents have input into their children’s education, there is agreement on steps – it is a partnership

The Head Teacher meets parents to discuss the lack of furniture in the school and find ways they can work together to provide more desks and chairs for the children (1) The parents are treated with respect, and asked for their ideas, there is agreement on what to do, both school and community do something together – it is a partnership

The Head Teacher does not inform parents about school conditions, available staff, learning environment (3) This may seem like it has no impact on parent support for schools, but the lack of communication between school and community is one of the main reasons parents and community are not interested supporting the school. If they do not know about the school, they are likely to be disinterested in coming to school. **IMPORTANT** Providing better communication through ‘sharing’ is often the first step that is needed to start developing a good relationship with the community.

The teachers tell children who do not have exercise books that their parents must provide them (3) This may seem like it would not affect community support for the school – but it is poor communication, a ‘telling’ relationship, and especially difficult for poor parents.

Teachers feel that parents are illiterate and therefore not interested in supporting the school (3) There is the belief in many schools that parents are uneducated and are not interested in education. This belief immediately creates a barrier for teachers, and often used as an excuse for not engaging with parents. If teachers have this attitude, they will base their interactions, usually negatively, with parents on this assumption.

Teachers feel that parents know the value of education and would like a good education for their children (1) This attitude is a good basis on which to develop relationships with parents. If teachers have this attitude, they will approach parents more positively.

Resources

3 statements about the school's influence, on flipchart paper

- (1) Will make parents and community more interested in supporting the school
- (2) Will make little or no difference to how parents and community support the school
- (3) Will make parents and community less interested in supporting the school

8 statements about the school's actions, on flipchart paper strips

1. The Head Teacher tells the SBMC to organise parents to repair the windows and doors in the classroom blocks
2. The teachers feel that parents can participate more effectively in school by sending their children to school and providing them with materials
3. The teachers meet parents individually and discuss their children's academic achievement
4. The Head Teacher meets parents to discuss the lack of furniture in the school and find ways in which more desks and chairs can be provided for the children
5. The Head Teacher does not inform parents about school conditions, available staff, learning environment
6. The teachers tell children who don't have exercise books that their parents must provide them
7. Teachers feel that parents are illiterate and therefore not interested in supporting the school
8. Teachers feel that parents know the value of education and would like a good education for their children

Leadership 1

Introducing school improvement

Session 9 Taking our learning back to school (school based tasks)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain what they as Head Teachers will do upon their return to school.
- Identify key points from the workshop sessions.
- Plan a staff meeting to share these key points.
- Describe what support they can expect from the SSOs.

In addition, Head Teachers will have agreed the first visit date and its purpose with their SSOs, and will have made a chart to use during their staff meeting.

Materials

Chart 9.1	Learning outcomes	Introduction
Chart 9.2	What we need to do when we go back to school?	Introduction
Chart 9.3	Planning a teacher's meeting	Activity 2
Chart 7.3	The steps in the SSE process (from Session 7)	Activity 3
Resource	Roll of masking tape	Summary

Activity outline

Introduction		10 minutes
Activity 1	Sharing information about the leadership programme	10 minutes
Activity 2	Holding a meeting about pupil self-esteem	40 minutes
Activity 3	Leading the School self-evaluation process	20 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

The difference between this training and support programme and other workshops that you (and your Head Teachers) may have attended in the past is that this programme is all about **change**; changing what we do and as a result changing our schools. This will only happen if the Head Teachers implement what they have learned. This last session prepares Head Teachers to do this by taking their learning back to their schools. It is crucial that by the end of the session Head Teachers are ready to do this, knowing what they are going to do, and what support they can expect from you.

Look at the session notes and agree where and how the following are covered:

- Expectations of Head Teachers after the workshop has been completed
- Understanding and synthesising the content of the workshop
- Communicating contents of the workshop to stakeholders
- Support for Head Teachers when they are back in school.

Discuss Activity 1 step 2 carefully with your co-facilitator and make sure that you yourselves are clear about what the three key messages are.

Make sure you have arranged your first SSO school visit.

If you are not sure of anything ask the State School Improvement Team (SSIT) member who is going to visit you before you leave your training. Swap phone numbers with your Head Teachers. (You should already have your SSIT members' phone numbers).

Introduction

10 minutes

1. Share **Chart 9.1 Learning outcomes** with participants and discuss.
2. Remind participants that this is the **first** workshop of a series. They are expected to go back to school **and take action**, based on what we have discussed, and with support from you, the SSOs on your visits.
3. Review what they have to do by sharing **Chart 9.2 What we need to do when we go back to school?** Start by uncovering the top three bullets one by one and discussing them.
 - Share information about the leadership programme
 - Hold a meeting about pupil self-esteem
 - Lead the School self-evaluation (SSE) process.
4. Remind the participants that after this session they will know everything they need to go back to their schools and begin their school-based work. They need to pass on what they have learned to stakeholders in order to start the process of change and improvement in their school. Refer to the middle part of **Chart 9. 2 What we need to do when we go back to school** and explain that they need to have:
 - A clear understanding of the content of the workshop
 - An ability to communicate the contents of the workshop to stakeholders.
5. Review the main areas in which Head Teachers will work with adults (staff meetings, SBMC briefing, stakeholder engagements). Remind people of the main principles of working with adults and agree that if they employ these principles they will be able to pass on the contents of the workshop effectively. You can have the points about adult learning covered and uncover them as participants recall them (the final part of **Chart 9.2 What we need to do when we go back to school**).
6. Agree that we will apply these principles of adult learning in our work back in school. Reflect back on the question that we thought about during the adult learning session 'Do you like people criticising you, or telling you your mistakes in front of your friends?' Agree that providing support through establishing **trusting relationships** is more effective in bringing change.

Activity 1 Sharing information about the leadership programme

10 minutes

1. Agree that head Teachers can't do everything on their own so to make changes in school, participants need to share their learning with other stakeholders. They are going to tell teachers and the SBMC about what they have learned in the leadership programme in order to get them interested about change. They need to be very clear about the information they are going to share.

2. Ask the group to think about the last session (session 8). Ask the groups what:
 - The session name is
 - The main purpose of the session is
 - The three key messages of the session are.
3. Ask the participants to look at the three key messages and explain that they can use these messages as the structure for their discussions. If they write them down, they can talk about them one by one so that they do not forget anything important and to help keep their discussions direct.
4. Give each group ten minutes to practice telling each other the three key messages they learned from last session. Tell participants that they can use this format (using three key messages) for all their sessions and learnings.

Activity 2 Holding a meeting about pupil self-esteem

40 minutes

1. The next activity that Head Teachers need to do when they get back to school is to share their learning about pupil self-esteem, and to try to encourage their teachers to change their teaching to promote pupil self-esteem.
2. Head Teachers will need to hold a short staff meeting to introduce this learning. It should last **no more than an hour**. (Tell them that in later sessions we will learn more about holding these meetings but for now they are just being asked to try). Remind them that nearly everything works better if it is planned – and this definitely includes holding meetings.
3. Show **Chart 9.3 Planning a teachers' meeting** and explain the headings. Discuss ways in which they can ensure that this meeting can happen, and that teachers are prepared to attend and participate. When is the best time? When is it easiest for everyone to attend? Can they provide soft drinks? Agree that holding these meetings may not be easy, but this type of meeting is important if change is to happen.
4. Look at point 2 'Key information you need to share'. Remind participants of 'three key messages' method from the previous activity. Tell them that they will not be able to include everything from the session on self-esteem. The key information should be their three key messages. What do they think are the most important things they want to share?
5. Look at point 3 'How will you share this information?' How will they get their three key messages across? Will they include an activity for their teachers to do? Think about time; there will only be time for one activity. Which one do they think would be most useful?
6. Ask the participants to work in pairs and complete points 1, 2 and 3. Give them 15 minutes. Go round and help.

7. Look at point 4, and explain that this links the meeting to changing the practice of the teachers:
 - What is the Head Teacher going to ask the teachers to try to do differently? (Use praise more? Make sure they know the pupil's names? Give pupils some responsibility in lessons? Use different approaches to discipline?)
 - How will the Head Teacher encourage this changed behaviour? (Visit classes more? Develop a system for commending pupils who are trying hard/behaving well/helping others?)
8. Tell the Head Teachers that if they are worried about doing this activity in school they can ask you for help when you visit them.

Activity 3 Leading the School self-evaluation process

20 minutes

1. Look again at the top of **Chart 9.2 What we need to do when we go back to school?** and agree that this lists what Head Teachers will do when they get back to school.
2. Identify which two tasks we have already covered and agree we still need to look at leading the SSE process.
3. Ask the participants if they can remember the five steps of the process. Show **Chart 7.3 The steps in the SSE process** and review the steps.
4. Remind them what their particular responsibilities are, and suggest that they should begin soon, whilst the learning from this workshop is fresh in their minds.
5. Break into small groups and work with your group of approximately five Head Teachers. Discuss with them how and when they are going to begin this process and allow them to share their concerns with you.
6. Try to answer their questions, and agree a date when you will make your first visit. Try also to agree the main purpose of this visit.
7. Ensure they understand that you are coming to help, not inspect, but that you hope that you are going to see that they have at least made a start.

Summary

10 minutes

1. Review Chart 9.1 Learning outcomes and agree what has been covered.
2. Ask participants to briefly discuss in pairs what they have enjoyed the most during this workshop, and what they have found most challenging.
3. Stand in a circle (if possible) and throw the roll of masking tape like you did in the first activity of this workshop. Start with yourself, and share what you have found most enjoyable and most challenging during this week. Ask each participant in turn to share their comments.
4. Remind them again that you will be visiting them in school, and that also this term there will be workshops for them as Head Teachers and some of their teachers on teaching literacy and numeracy.
5. Congratulate and thank everyone. Make sure you end on a very positive note, to show them that they will be the key agents of change in their school.

Materials

Chart 9.1 Learning outcomes

Chart 9.2 What we need to do when we get back to school?

What we need to do

- Share information about the leadership programme
- Hold a meeting about pupil self-esteem
- Lead the School self-evaluation (SSE) process

What we need to know

- A clear understanding of the content of the workshop
- How to communicate the contents to stakeholders in the school.

What we need to bear in mind when working with adults

- Exercise choice and control
- Share their knowledge and experience
- Actively participate
- Be respected

Chart 9.3 Planning a teacher's meeting

Have you ***agreed*** with your teachers a time that is convenient for them, and made sure they have all been invited?

1. Welcome and purpose of meeting

2. Key information you need to share
 - *(write first key message here)*
 - *(second)*
 - *(third)*

3. **How** will you share this information?

4. What happens next? (What will the teachers commit to do as a result of attending the meeting?)

Leadership 2

School level planning

Session 1 Reviewing progress

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Review progress made since the start of the leadership programme.
- Identify where their school is on the school improvement cycle.

Materials

Chart 1.1	Learning outcomes	Introduction
Chart 1.2	Our learning so far	Activity 2
Chart 1.3	The school improvement cycle	Activity 3
Chart 1.4	Leadership 2 workshop timetable	Activity 3

Activity outline

Introduction		10 minutes
Activity 1	Ground rules	20 minutes
Activity 2	Successes and challenges	30 minutes
Activity 3	The place of this workshop in the school improvement cycle	25 minutes
Summary		5 minutes

Read and discuss with your co-facilitator, before the session

This is the first session of the second workshop, which focuses on school level planning. There are two important things to do during this session.

- The first is to make sure you re-establish the tone of our workshops, making sure they are **participatory, supportive** and **enjoyable**. Make a big effort to welcome everyone back.
- The second is to review, and celebrate, the start that schools have made and their initial progress during their first term. Make sure you listen to what people want to tell you, and encourage them to take pride in what they have achieved.

School Support Officers (SSOs) should know if any of their schools are having problems and State School Improvement Teams (SSITs) should therefore also know this. It is your responsibility as SSOs to support Head Teachers and make sure that they first get started, and then they keep up with, the improvements in schools.

Introduction

10 minutes

1. Welcome all the participants back to their second Leadership workshop.
2. Introduce yourself and co-facilitators.
3. Ask one participant to lead an opening prayer.
4. Share **Chart 1.1 Learning outcomes** with participants and discuss.

Activity 1 Ground rules

20 minutes

1. Remind participants that it is important to agree a few basic ground rules.
2. Ask participants to work in groups to discuss the following:
 - What did you do to make the Leadership 1 workshop run well?
 - How did you behave?
 - Which types of behaviour did you avoid so that the workshop was enjoyable and productive for all?
3. Ask each group to choose, from the behaviours they have discussed, the most important positive behaviour which really made things go well **and** the worst of the negative behaviours, which led to any difficulties.
4. Ask each group for their suggestions. The co-facilitator should quickly write them in a list on flipchart paper.
5. Ask all participants to look at the list and help them to remove any duplicate suggestions and clarify any vague ones.
6. Agree a total of no more than six positive rules to follow in this workshop.
7. Discuss punctuality. Hopefully it will have been mentioned; if not you should mention it. Agree a start time in the morning, session times and a closing time, and appoint a time keeper. **Display these times for all to see.**
8. **After the session** write out the agreed rules and display them for all to see. Make sure you show the rules to participants at the beginning of the next session.

Activity 2 Successes and challenges

30 minutes

1. Display the two headings from **Chart 1.2 Our learning so far; During the workshop** and **After the workshop**. Have ready the other 14 A4s from **Chart 1.2**, each with one **area of learning** statement.
2. Ask participants to discuss in small groups what they have learned about or done so far as a result of participating in the Leadership workshop.
3. Ask the groups for one suggestion at a time. For each suggestion, ask the participants whether it was something they did during the workshop or afterwards. Select from amongst the **area of learning** statements from **Chart 1.2** the one which is most like the participant's suggestion and show it to the group. Display it under either the **During the workshop** or **After the workshop** heading. Keep this brief. You do not need to discuss the detail of each one.
4. If there are any headings from **Chart 1.2** that have not been discussed when the groups have given all their suggestions, get the whole group to help you place them. Point to all the headings on display and remind participants that this is what they learned about and did during the first workshop of the Leadership programme.
5. Ask them to look at the lists and discuss in pairs what they feel they were most successful at. Get feedback.
6. Ask groups to share with one another what they found most challenging.
7. Take an example of one challenge from each group. You can briefly discuss each of these with the participants, but do not spend too long. Explain that this workshop will address some of the issues.
8. Ask how long the Leadership programme is for and agree that it begins with two years of workshops, but that is not the end of school improvement. Head Teachers should keep on trying to improve their schools.
9. Ask how long change takes and agree that it can take a very long time. Remind participants of the three step model of change from Leadership 1 session 6 (unfreezing, change, refreezing). Agree that they should not expect their challenges to all go away immediately. It is likely that some of their challenges will require a great deal of continued support to change, which is why the Leadership programme is not a quick, one-off, activity.
10. To summarise, explain that so far in the Leadership programme we have:
 - Looked at what **their** role as an effective Head Teacher in an effective school is. Explain that we will be looking in more detail at this in future workshops.
 - Looked at the SSE. Explain that we will be looking at using this as part of the School development plan (SDP) during this workshop.
 - Completed school based tasks and had visits from SSOs. Explain that tasks and school visits will continue throughout the programme.

Activity 3 The place of this workshop in the school improvement cycle

25 minutes

1. Show **Chart 1.3 The school improvement cycle**, with the stages covered up.
2. Ask participants to say what they think the stages are. Make sure they understand the importance of the three steps, and of doing them in the right order.
3. Ask participants what they have done so far, and agree that it is **Evaluating**. Ask what they called the document they produced and agree that it was the School self-evaluation (SSE).
4. Agree that all schools should have produced them by now. If anyone has not, it is not too late, but the school (or, if necessary, the SSO) need to seek help from the SSO (or, if necessary, the SSIT) **as soon as possible** to make sure that this is completed.
5. Write SSE next to **Evaluation** on **Chart 1.3**.
6. Ask what they think they will be focusing on this time and agree that it will be the **Planning** stage.
7. Explain that lots of planning should take place in a school. Tell participants that they may have heard of a School development plan (SDP) and received a template for it from Quality Assurance (QA). They may have heard about it during SBMC training. Explain that the SDP is an overall planning document, about all of the school's needs and everyone's role in addressing them. Tell participants that, during this workshop, they will look at their role, which involves making sure all stakeholders are involved and the plan has a strong focus on improving all pupils' learning outcomes.
8. Show participants **Chart 1.4 Leadership 2 workshop timetable**.
9. Ask pairs to discuss what they think the main focus will be for this week. They will probably say planning, financial management, and working with the SBMC. If they identify other valid areas, that is fine too.
10. Explain that, just like after Leadership 1, after this workshop Head Teachers will be going back to schools and working on what they have learnt here, with support from the SSOs.

Summary

5 minutes

1. The main purpose of this session is to set the tone for the rest of the programme and you will probably be able to tell whether you have succeeded by observing the participants, if they are looking engaged and happy, you have probably done a good job.
2. Review **Chart 1.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 1.1 Learning outcomes

Chart 1.2 Our learning so far

2 A4 size paper with headings:

- **During the workshop**
- **After the workshop**

14 A4 size paper with area of learning headings:

- What is an effective school?
- What are the main responsibilities of a Head Teacher?
- How can schools and communities work together effectively and what are the benefits?
- Managing change
- Why should we conduct an SSE, and what should it include?
- What are the steps in making an SSE?
- What are 1) the Head Teacher's and 2) the SBMC's role in an SSE?
- What types of evidence do we need to collect when doing an SSE?
- Who should be involved in an SSE and why?
- How do adults learn and why do Head Teachers need to know this?
- Why is it important for Head Teachers and teachers to know about pupil self esteem
- Discussing the school during the two visits from your SSO
- Leading a teacher's meeting about pupil self esteem
- Carrying out an SSE

Chart 1.3 The school improvement cycle

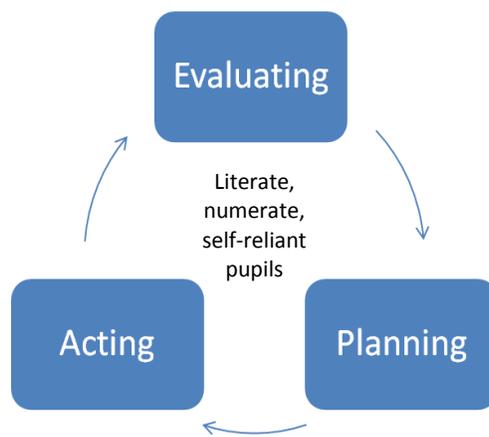


Chart 1.4 Leadership 2 workshop timetable

	Session 1 (90 minutes)	Session 2 (90 minutes)	Session 3 (90 minutes)
Day 1	1. Reviewing progress	2. Using your SSE as a basis for your School development plan	3. Building a development plan for your school (1)
Day 2	4. Building a development plan for your school (2)	5. Managing money 1: depositing and spending money	6. Managing money 2: keeping a cash book
Day 3	7. Working in partnership with the SBMC	8. Information flows to the LGEA and SUBEB	9. Taking our learning back to school (school based tasks)

Leadership 2

School level planning

Session 2 Using your School self-evaluation as a basis for your School development plan

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Review the Standards and criteria for an effective school relating to school planning.
- Describe the importance of planning in the school improvement cycle.
- Identify the connections between the School self-evaluation (SSE) and School development plan (SDP).
- Identify the steps in developing a School development plan (SDP).

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 1.3	The school improvement cycle (from Session 1)	Activity 2
Chart 2.2	Steps in school development planning	Activity 3
Resource	Standards and (some) criteria for an effective school	Activity 1
Resource	1 envelope per group, with the six steps from Chart 2.2 cut up	Activity 3
Resource	3 A4s; SSE, SDP, and Report for stakeholders	Activity 3
Resource	A cup of rice or other grain	Activity 4

Activity outline

Introduction		5 minutes
Activity 1	What does it mean to plan effectively?	15 minutes
Activity 2	Why is planning important in school improvement?	10 minutes
Activity 3	What are the links between the SSE and the SDP?	35 minutes
Activity 4	What can the SDP achieve?	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session builds upon work already done and introduces the School development plan, explaining its use and place in the school improvement context. It's really important that Head Teachers finish this session feeling confident that they understand **why** they are being asked to produce an SDP.

Look at the session notes and agree where and how the following key messages are covered:

- The link between SDP and SSE.
- The link between effective planning and improved pupil learning.
- Planning that does not necessarily rely on resources and what can be achieved without them.
- Where schools are now in the planning cycle and where they are going.

Help make sure Head Teachers know that, regardless of resources and what other people do, they should take direct action **themselves** to improve pupils' learning. Participants should feel encouraged about the difference **they** can make, as well as also feeling the responsibility of leading improvement.

Introduction

5 minutes

1. Welcome participants back from break and thank them for returning on time.
2. If there are any problems with timekeeping, it is important to identify them at this early stage. If necessary, look back at the ground rules. Agree on the importance of observing these rules.
3. Go through **Chart 2.1 Learning outcomes** with participants. Remind them that they encountered the abbreviation **SDP** in the previous session and ask if anyone can remember what it stands for. Agree that it is **School development plan**, and this is what they are going to learn to produce now.

Activity 1 What does it mean to plan effectively?

15 minutes

1. Remind participants that they have been thinking about what makes an effective school, and that we divide that into three main areas called standards. Ask participants to recall the three standards. As they recall them display the **three standards** on three strips of flipchart paper and leave them on display for the rest of the workshop.
2. Remind them that each standard is described by a number of criteria.
3. Display the (covered up) criteria for the planning standard. Ask why you have only got the criteria for this one standard here (and not any of the others).
4. Agree that this is because they are only focusing on **The school uses a School development plan effectively** for now. The other standards are very important, and will be covered later in the programme. For now, though, we are looking at improving the way we use School development plans (SDPs).
5. Ask if anyone can remember any of the criteria for this standard. Uncover each one as it is suggested, and help them with questions if they struggle to remember all of them.
6. When they are all uncovered, ask if they should have met all of these after Leadership 1. Agree that they shouldn't. They have only worked on self-evaluation, so that criterion is the only one we can realistically expect are met so far. Point to the first criteria and ask someone to read it.
7. Read through the other criteria with them:
 - b. An SDP has been written in the current school year
 - c. More than two activities in the current SDP activities is related to raising achievement
 - d. More than one activity on the current SDP is related to improving access or equity
 - e. More than three activities on the current SDP have been completed
 - f. The school cash book is up to date
8. Explain that this workshop is going to focus on b, c and f in this list. They will cover d and e in later workshops.

Activity 2 Why is planning important in school improvement?**10 minutes**

1. Display **Chart 1.3** (from session 1) **The school improvement cycle**. Point to **Planning** and explain that this is the stage you are moving onto now.
2. Remind them that you had lots of discussion in the last workshop about why evaluation is needed; why you can't just get on with doing things. Explain that they are going to think in the same way now about planning.
3. Tell them that some people might say that the SSE has identified the problems in the school, so now they should get on with fixing them. But that's not the best way to do it. The best way is planning **before** action.
4. Ask groups to discuss why planning is important for school improvement.
5. Take feedback from groups, agreeing that planning is useful in identifying the areas of evaluation that can be addressed, in thinking about the most effective actions that can be taken, in working out who is going to do what, and so on.
6. There is no need to write anything from this discussion – but it is important that they understand the value of sitting down and developing a plan before they start doing things.

Activity 3 What are the links between the SSE and SDP?**35 minutes**

1. Explain that the cycle shown on **Chart 1.3** (from session 1) is useful for showing us a general picture of how improvement takes place. However, there is a more detailed way of breaking down each of these steps to show exactly what they need to do as part of the school improvement cycle.
2. Explain that you are going to give an envelope to each group. Each one contains six cards, and they break down the planning cycle into the specific actions schools need to take. Ask participants to discuss what order they think these go, remembering that this is a cycle so it goes in a circle, not in a straight line.
3. Give the envelopes out, and give groups time to read, discuss, and arrange them. Move around supporting them.
4. After they have had about five minutes, call them back together and take very brief feedback on what they have done.
5. Show **Chart 2.2 Steps in school development planning**. Explain that this is the way they should be ordered.
6. If there was confusion with the ordering, go through them in more detail, explaining how each step relates to the similar stage in the planning cycle. (Participants might want to make a copy of the cycle and you can tell them there is also a copy in the SBMC Guidebook.)
7. Now ask which of the six steps is completed by the School self-evaluation. Agree that its Step 2 **Where are we now?** Ask a participant to stick the A4 **SSE** sheet by Step 2.

8. Do the same for the SDP; asking a participant to stick the A4 **SDP** sheet by **Making plans**.
9. Do the same for the Report for stakeholders; asking a participant to stick the A4 **Report for stakeholders** by **Monitoring Progress**.
10. Make sure participants understand that this report is not a final evaluation of impact. Ask where a final evaluation of impact comes from. Take ideas and explain that it's through QA reports, SSO reports and future evaluations (like the Composite Surveys).
11. Now show them Step 1 again. Ask what our goal is, and remind them that it's to produce literate, numerate and self-reliant pupils reached through applying the Standards and criteria for an effective school.
12. Remind them that they have identified how each of the steps is done:
 - a. Step 1 - Baseline studies and goal setting
 - b. Step 2 - SSE
 - c. Step 4 - SDP
 - d. Step 5 - Report to stakeholders
 - e. Step 6 - Year end review on the SDP, QA reports, and SSO reports.
13. Ask which step you've missed out and agree that it's Step 3 **Prioritising needs**.
14. Ask pairs to discuss what they think this means.
15. Take feedback and agree that it means looking through the SSE to identify the most important areas for the school to improve in this year's plan.
16. Explain that this is the step that links the SSE with the SDP.
17. Ask pairs to discuss how prioritising needs can help them in producing an SDP.
18. Ask who should be involved in prioritising needs? The Head Teacher alone? The Head Teacher and the SBMC? Suggest that this is not enough. Remind them that when we looked at the SSE we agreed that the more people were involved in planning something, the greater their level of interest and involvement was likely to be. So it is better if we invite more people to give their opinions. We should try and involve teachers, parents and pupils. And these opinions should be really thought about; even pupils have very valid opinions about the needs of their school.
19. Take feedback and agree that, once needs are prioritised, the plan just needs to identify what actions can be taken to meet the most important needs.

Activity 4 What can the SDP achieve?

20 minutes

1. Move to a table in the centre of the room and ask participants to stand around you so they can see the surface of the table.
2. Show them your cup of rice and pour it onto the table.
3. Explain that you need all of the grains of rice to be standing on their ends, pointing up to the ceiling.

4. Ask if you can do that yourself and agree that you can't; there are far too many for you to hold them all vertically.
5. Ask 10 of the participants standing close to the table to take 2 grains (one in each hand) and hold them vertically. Ask how many grains you now have the way you need them and agree that it's 22.
6. Ask if your problem is solved and agree that it isn't. Ask if the biggest part of your problem is solved and agree that it isn't. Ask if you've made any progress at all towards your objective and agree that you've made some small steps.
7. Ask how you could get closer to getting all the rice standing vertically and agree that you could involve lots more people or invest in some equipment that could make everything stand on its end.
8. Explain that working towards school improvement can feel a bit like this. There are so many problems that it's overwhelming. No one can solve them all on their own. With help and support, more problems can be solved. But some of the biggest problems can't be solved without lots more people getting very involved or money being invested in activity that works towards the objective.
9. Explain that this SDP is the first of many. It's not going to solve all of their problems, and it probably won't solve the most challenging problems with issues such as low quality buildings. But it can improve the situation by identifying needs that can be addressed, and moving the school towards its goal of being effective. And the more people they are able to involve, the more effective it will be.
10. Explain that you're going to ask participants to return to their seats and discuss what issues they think the school and community can solve, and which issues are too big and complicated at the moment.
11. Give participants about five minutes to discuss and then take feedback. Try to keep this fairly brief and don't get into big discussions about education in Nigeria or the challenges of working in low quality buildings. The key is that Head Teachers understand that SDPs are not just a list of their problems, but a set of **actions** that can be taken to solve a few of them.
12. Finally point to Step 3 on **Chart 2.2 Steps in school development planning**. Suggest that when it comes to writing our plans we remember the grains of rice. You can't do everything alone and you can't do everything at once. A good plan contains about five or six things only; and must include things that the school can tackle itself with little or no resources (as well as some things for which they hope to have support from the LGEA or SUBEB).

Summary

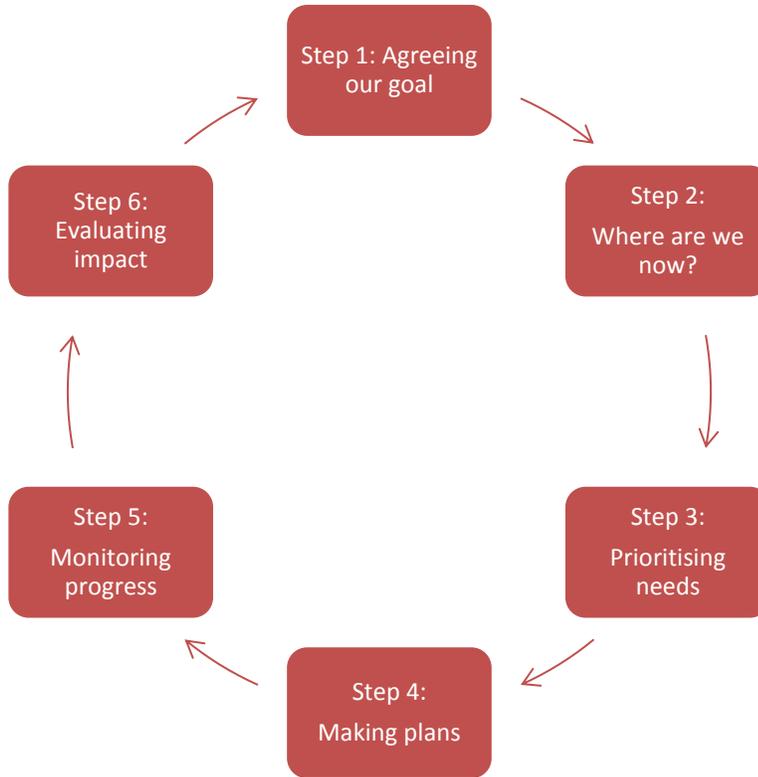
5 minutes

1. Go back through **Chart 2.1 Learning outcomes** and discuss what they have done during this session.
2. Thank them, and remind them what time to return for the next session.

Materials

Chart 2.1 Learning outcomes

Chart 2.2 Steps in school development planning



Resources

Three standards for an effective school

(Each on a strip of flip chart paper)

School uses a School Development Plan effectively.

Teachers deliver competent lessons.

Head Teacher operates effectively.

Plus criteria:

(All on one strip of flip chart paper)

- Self-evaluation for this year's SDP involved the SBMC
- An SDP has been written in the current school year
- More than two activities in the current SDP activities is related to raising achievement
- More than one activity on the current SDP is related to improving access or equity
- More than three activities on the current SDP have been completed
- The school cash book is up to date

Leadership 2

School level planning

Session 3 Building a development plan for your school (1) 90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe the main purpose and scope of a School development plan (SDP).
- Describe what kinds of results an SDP can achieve in relation to pupil learning.
- Describe how to develop priorities from school needs and how they will record this.
- Describe how to identify actions from priorities and how to make an outline record of them.

Materials

Chart 3.1	Learning outcomes	Introduction
Chart 3.2	The school's purpose	Activity 1
Chart 3.3	The school's needs	Activity 2
Chart 3.4	Format for turning needs into priorities	Activity 2
Chart 3.5	Format for developing actions from priorities	Activity 3
Chart 2.2	Steps in school development planning (from Session 2)	Activity 2
Resource	Standards and criteria for an effective school (full list)	Activity 2

Activity outline

Introduction		5 minutes
Activity 1	What is school for?	20 minutes
Activity 2	Turning needs into priorities	30 minutes
Activity 3	Developing actions from priorities	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session gives Head Teachers more detail about the value of making a SDP and what's involved in making it. It is important to emphasise that the SDP is designed to improve learning. The Head Teacher's role throughout the SDP process is to keep everyone focused on the goal of improving learning, not, as is often the case, making a wish list of resources.

Look at the session notes and agree where and how the following key messages are covered:

- Focusing the SDP on the main purpose of a school (improving pupils' learning).
- Linking activities proposed by the SDP and the Standards and criteria for an effective school.
- Using the SDP to prioritise actions to solve a **few** of the school's problems.

This is a very detailed session with lots of new information. The SDP is completed with the SBMC; you can speak to the SSIT and the School Mobilisation Officers about this process before you deliver the session. You will also find more information and a copy of all forms in the SBMC Guidebook.

Introduction

5 minutes

1. Welcome participants back and thank them for returning on time.
2. Go through **Chart 3.1 Learning outcomes** with participants.
3. Explain that you have already looked at where the School development plan (SDP) fits into the bigger picture of the school improvement cycle in the previous session. We have looked at how the SDP links with the SSE. In this session we will look in more detail at **how** we complete the SDP.
4. But first we will go back and look again at **why** we are doing this.

Activity 1 What is school for?

20 minutes

1. Explain that during this session we are going to think about developing our SDP. To help us do this well, we are going to try to think about a school's purposes; if we know what a school is for, it will be easier to work out what it should do to improve.
2. Display the strips of flipchart of school purposes from **Chart 3.2 The school's purpose**. Explain that these describe some things that a school does (or the impact of a particular school in a particular place). First ask groups to discuss which they think is the most important. They should then list them in order (one person noting down the numbers) starting with the most important and ending with the least.
3. If they feel there are other purposes of having a school, they can include them in their ordering.
4. Move around to help them. After about five minutes, bring the groups back together. Ask the groups if they found it easy or difficult. Ask them what they thought of the task, and how they would explain the purpose of a school to someone who didn't know anything about school.
5. Ask each group in turn which priority they put at the top. You can have some further discussion about the ordering of priorities, but the most important thing is for everyone to agree that the most important one is **helping pupils to learn about the curriculum subjects**. Some groups may have put **helping pupils to learn life skills** at the top. Agree that this is important – but explain that parents and communities can and should be able to do this, so it's not the most important thing a school does. Similarly, pupils need to be able to pass exams after being in school so they can prove what they have learned and access further education or jobs. But passing exams in itself is not the most important thing a school does; it's a result of the pupils' learning, not the purpose of it.
6. Agree that if we think that helping pupils to learn (especially maths and literacy) is the most important thing a school does then our school development plans need to prioritise this.

Activity 2 Turning needs into priorities

30 minutes

1. Display **Chart 2.2 Steps in school development planning** (from the previous session). Agree with them that they have completed the SSE and they are already working on Step 2.
2. Ask what they need to do to move on and agree that, because they can't do everything at once, they need to prioritise their needs. Remind them they have to look at their self-evaluation and decide which, of the many issues they have identified, they are going to work on in the coming year. Remind them that if they try to do too much, they will probably not be very successful in achieving anything well!
3. Explain that they should be thinking about becoming a more effective school when they are prioritising; so ask them to review the **Standards and criteria for an effective school** (displayed on the wall).
4. Give each group one envelope with statements from **Chart 3.3 The school's needs**. Explain that each envelope contains a set of needs that a school has identified through its SSE. Groups should organise these needs from least important to most important.
5. Give groups ten minutes to do this. Move around and support them by referring them to the criteria and asking whether meeting a need will help the school to reach a criterion or not.
6. Bring the groups back together. Explain that there is no right answer because each school is different. However, identify some of the less important activities, such as building a new office for the Head Teacher or brightening the classrooms. Agree that these would be nice, but probably wouldn't bring the school any closer to meeting the criteria or the overall goal of improving learning outcomes and developing literate, numerate, self-reliant pupils.
7. Identify some of the more important needs, such as maths results being very poor or the pupils not having any water, and identify which criteria they could address.
8. Spend a **little** time discussing the big issue of infrastructure (buildings, roofs, etc.). This is often seen as a very important area of need for schools, but it's also usually very difficult for a school to significantly develop its own infrastructure. This doesn't mean it can't be included on the SDP, but it does mean that it shouldn't be the main or only focus of it. A plan that **only** prioritises things which need externally provided resources is unlikely to be effective.
9. Ask again who should be involved in prioritising, and stress the advantages of involving as many stakeholders as possible. Point out that it is helpful to make a **simple** record of the agreed priorities, to refer back to. This will help keep the SDP on track. Show **Chart 3.4 Format for turning needs into priorities** and suggest that this would be a good format to use. (You can give copies out as a handout, ask participants to make their own copy or tell participants that this format appears in the SBMC Guidebook).
10. Work through an example, **teachers do not have many teaching aids** with the participants. Agree that it will improve the quality of lessons, and write it on **Chart 3.4**. Make sure it is phrased positively (**teachers do not have many teaching aids** becomes **teachers need more teaching aids**).

Activity 3 Developing actions from priorities

30 minutes

1. Look again at **Chart 2.2 Steps in school development planning** and agree that, once they've completed an SSE and identified the priorities in the school, they need to make a plan to guide their actions.
2. Explain that they won't just sit down on their own and write a plan because this wouldn't involve anyone else, and the problems are too difficult for one person to solve.
3. Now display **Chart 3.5 Format for developing actions from priorities**. Explain that this shows the outline or overall picture for what the school intends to do.
4. Continue with the **teachers need more teaching aids** example. Explain that the school has decided that this is their first priority. Write it in the **Priority 1** box.
5. Ask what you have to write next and agree that it's what impact developing this prioritised area will have. With the teaching aids example, participants might say that lessons will be more interesting, or the aids will help the pupils understand better. Lessons will be more effective and pupils learning outcomes will improve.
6. Write their ideas into the **Impact** box.
7. Now, ask what actions they could take in order to meet this priority. Write each action in the **Actions** box. Record all of the actions that are suggested, and make sure that you have at least three actions related to your first priority. You and your co-facilitator can suggest actions if necessary.
8. Now show them the final box of the row and explain that here you need to know how you will know if your actions have had the impact you wanted to have.
9. Read out the impact again and ask how you can know if this has been achieved. Record the ideas in the final box.
10. Explain that groups are now going to work through other examples in the same way. Give each group one of the needs they identified as high priority in Activity 2, and some pieces of A4, and ask them to record:
 - What impact it would have.
 - What actions could be taken to improve it?
 - How the impact will be measured.
11. Move around and support the groups as they do this. Make sure you have seen all of their A4s and that you're happy with the actions they're suggesting. After about ten minutes, call the groups back together and ask the groups to display their work.
12. Congratulate them all on their hard work. Select one interesting set of actions, and talk through the whole row. Tell participants we are nearly ready to write their SDPs!

Summary

5 minutes

1. Go back through the session objectives and discuss what they've done during this session.
2. Thank them for their hard work. This is a very full session, with a lot of discussing and thinking. They will have time over the next couple of days to look in more detail, and think more about, what they have learned, so they shouldn't worry if they feel a little overwhelmed at the moment.

Materials

Chart 3.1 Learning outcomes

Chart 3.2 The school's purpose

Write each statement on a flipchart strip (8 flipchart strips in total)

The government has a presence in the local community

The community has a shared space which is open to everyone

Children are given a central and safe place in the community

Pupils are helped to learn about the curriculum subjects

Pupils are helped to learn life skills

Children are taught about discipline and adult authority

Children have an opportunity to mix with and learn from one another

Pupils pass exams

Chart 3.3 The school's needs

Each statement cut up and put in an envelope, 1 envelope per group with all statements inside

There are no chairs or desks in the Primary 1 classroom

The Head Teacher's office is old and in bad condition

There is no water available for pupils to drink

The Primary 2 classroom is crowded

All classrooms are dark

Teachers do not have many teaching resources

Maths results are very poor

Teachers have to walk to school

The roof of the Primary 4 classroom is broken and will leak when it rains

Parents do not want their children to come to the school

Chart 3.4 Format for turning needs into priorities

Our priorities in the following areas are...

To improve levels of pupil enrollment and attendance we need

To improve the quality of lessons we need

To improve communications between school and community and school leadership we need

To improve pupil welfare and create a safe, welcoming and secure environment for boys and girls we need

Chart 3.5 Format for developing actions from priorities

Priorities	What impact will this have?	What actions will we take?	How will we know if the actions have had an effect?
Priority 1		1 2 3	
Priority 2			
Priority 3			
Priority 4			

Leadership 2

School level planning

Session 4 Building a development plan for your school (2)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Relate SDP activities to improved pupil learning.
- Produce a written SDP.

Materials

Chart 4.1	Learning outcomes	Introduction
Chart 4.2	Improving pupils' achievement	Activity 1
Chart 4.3	The SDP format	Activity 2
Chart 4.4	The funding staircase	Activity 2
Chart 3.5	Developing actions from priorities (from Session 3)	Activity 1
Resources	Standards and criteria for an effective school (full list)	Activity 1

Activity outline

Introduction		5 minutes
Activity 1	How can pupils' learning be improved?	20 minutes
Activity 2	The SDP format: understanding the two parts	30 minutes
Activity 3	Completing your SDP format	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session gives Head Teachers more practical guidance about how the SDP process works; including identifying specific activities and producing a written plan. It is important to ensure the SDP results in real improvements in pupils learning, not just a written wish list that doesn't get acted upon.

Look at the session notes and agree where and how the following key messages are covered:

- Who should be involved in developing the SDP?
- Focusing the SDP on improving learning.
- Ensuring the SDP leads to action and results.

This is a very full session. Make sure you have time to explain everything clearly. You can always shorten sessions 5 and 6 to give more time to this session.

Introduction

5 minutes

1. Welcome participants back.
2. Remind participants that we have already looked at how the SDP process works: how the school's needs emerge from the SSE; how the school decides on important priorities; and how it decides on a set of possible actions to take for each of these priorities. And we have reminded ourselves of the overall goal of improving learning outcomes for all pupils.
3. Show **Chart 4.1 Learning outcomes** for the session. Tell the participants that in this session we are going to look at how different activities can contribute to the overall goal of improving learning outcomes. Finally we are going to look at the SDP format that they will complete together with their SBMC Chair. This will be shared with the school's stakeholders and also with the LGEA.

Activity 1 How can pupils' learning be improved?

20 minutes

1. Remind participants that the SDP exists to help us improve our schools. Show **Chart 3.5 Developing actions from priorities** (from the last session) again and point to the second column: what impact will it have? Remind participants that for every action we plan, we should be thinking about its impact.
2. Point to the **Standards and criteria for an effective school** displayed on the wall. Ask how many activities there should be that are about raising pupil achievement and agree that it's more than two. Agree that this means every SDP should have a minimum of three separate activities directly about improving pupils' learning.
3. Show **Chart 4.2 Improving pupils' achievement** (with the statements covered up). Explain that there are three main ways of improving pupil achievement. Uncover each one in turn and explain what it means.
4. Ask participants to give you examples of specific activities in relation to each one (such as teachers sharing resources; teachers sharing learning from workshops; communities gathering teaching resources; communities building benches for pupils; teachers sharing information with parents about pupils' learning and progress).
5. Explain that each group will now have a sheet of chart paper. They should write **improving pupils' achievement** in the middle of the chart. They should then discuss what a school can do to help improve pupils' achievement, thinking about helping teachers to teach better, making a more effective learning environment, and helping parents to support pupils' learning. They should be thinking of **specific activities** a school could do, not big statements like 'improve pupils' understanding of maths'.
6. Tell groups to write their ideas down around the outside of the heading **improving pupils' achievement**.
7. Give groups 10-15 minutes to write down as many ideas as they can. Move around helping them, and making sure they are writing down specific activities that could go on an SDP, not just big ideas.

8. Bring the groups back together and thank them for what they have done. Explain that each group has a range of different ideas that you are really impressed with and think all schools might find useful. Mention two or three activities that you have seen on different charts that you think would improve pupil achievement in any school.
9. Explain that, to make sure everyone has a chance to use all of these activities back in their schools, you are going to give them time now to move around and look at what has been suggested. As they move around, participants can discuss and ask questions, but their main task is to write down in their notebooks any activities they see which they think they could do in their own schools.
10. Give participants another five minutes to do this. Move around with them, making sure they're writing down useful ideas from different tables.
11. Bring participants back together and thank them for their hard work. Ask a couple of participants to give you examples of what they have written down.
12. Explain that, when they start writing their SDPs with their SBMCs, they should be sharing with them the kinds of ideas that they have just thought of and seen.

Activity 2 The SDP format: understanding the two parts

30 minutes

1. Show **Chart 4.3 The SDP format** and briefly point out that at the top there is space for them to fill in some details about the school, and at the bottom there is a space for the Head Teacher and the SBMC Chair to sign. (Do not spend a lot of time going over the format at this point.)
2. Show that most of the form is divided into two parts and explain that this is based on who will be funding the activities. **Part 1 is for recording activities which the school and its immediate community can take responsibility for. Part 2 is for recording those that are beyond what a school could realistically be able to fund, and for which they will need support from the LGEA.**
3. Show **Chart 4.4 The funding staircase**, with the three levels covered. Uncover the three levels one by one, starting with the base. Explain that this is the foundation level, and that a good plan is mostly composed of these activities. Discuss why. Agree it's because these activities can definitely be implemented – there is no resource constraint.
4. Uncover the second level and explain that a good plan will probably have slightly fewer of these activities as they require a little local funding, in cash or kind from the community. Most schools could include one or maybe two activities of this type.
5. Finally uncover the top level and explain an SDP can include activities here, but they must be prepared that they may not receive funds to carry these activities out (because the LGEA or SUBEB will have lots of competing requests for funding and they may have to take their turn). A plan that **only** has this type of activity may therefore achieve nothing at all.
6. Ask which groups of activities are recorded in Part 1 (*the bottom and middle levels*) and which in Part 2 (*the top level*).
7. Ask groups to spend a few minutes selecting a couple of specific activities identified in Activity 1 and deciding where they would go on the funding staircase.
8. Take a couple of examples and write them in the right place on the funding staircase.

Activity 3 Completing your SDP format

30 minutes

1. Tell the participants we are almost there. All that remains now is to record each of the actions in a bit more detail to make sure they get done, and to ensure they don't just stay on a piece of paper.
2. Show them **Chart 4.3 The SDP format** again and ask them look at the two rows marked **S/N** (one in Part 1 and one in Part 2). Ask them to discuss in groups the different types of information that they have to record here. **What is the main difference?** This is not easy; if they are stuck you may have to prompt them.
3. Agree that **costs** appear in both Part 1 and Part 2 (although you can point out that for some activities there will be no cost and this is perfectly fine). But the main difference is that Part 1 focusses on **responsibility** while Part 2 does not mention this. Agree that this is because the responsibility for Part 1 activities does not lie with the school (or even the community) but with the LGEA or SUBEB.
4. Ask them whether they think this is a good thing or a bad thing. Agree that it can be both! It is good because the LGEA might help the school with a new classroom or a water supply and most schools need these and cannot resource them themselves. But, it can be a bad thing if their school is not selected to receive any support (remember, all schools will be asking!)
5. Point out again that if their plan has a lot of foundation activities at least there will be real and measurable change and improvement, as the school is in full control of this type of activities. Ask them to think about the specific activities they identified in step 7 of the previous activity. Find one which will go in Part 1 and write the activity in the first box on row 1.
6. Explain we will practice filling this in, in groups. First, ask them to think what resources would be needed to carry out this action and record each of them in that column. Do the same for each column, identifying how much money would be needed, a possible source of funds (e.g. PTA, SBMC fundraising, etc.), a deadline, someone responsible for the action (e.g. HT, a specific teacher, the PTA chair, etc.), and who will monitor the progress of the activity. Finally ask them how we will know if the activity is carried out.
7. Move around, supporting the groups to think about how to fill in each box.
8. After about five minutes, bring the groups back together and take one example box from each group. Congratulate them on their hard work.

Summary

5 minutes

1. Go back through the learning outcomes on **Chart 4.1**. Congratulate them for all of the work they have done over the last two sessions and remind them when to return for the next session.

Materials

Chart 4.1 Learning outcomes

Chart 4.2 Improving pupils' achievement

- Improving how teachers teach.
- Improving the learning environment in ways that affect pupils.
- Improving the support pupils receive at home.

Chart 4.4 The funding staircase

3

	2	<p>Activities which require external funding.</p> <p>Plans may contain some of these, but they may not be able to implement them</p>
1	<p>Low cost activities (funded by SBMC, local fundraising, school grants)</p> <p>Most plans could have some of these. Schools will know what funds</p>	→
<p>No (or very minimal) cost activities.</p> <p>All plans should have some of these.</p> <p>They are the foundation of your plan.</p>		→

Chart 4.3 The SDP format

(Based on School Self Evaluation SSE)

School Year.....

Name of School:.....

EMIS Code.....

Enrolment: Male.....Female.....Total.....

LGA.....Town..... Street/Community:.....

Part 1: Funding - DFS/School Grants/Community Resources.					Implementation – School and SBMC		
S/N	Activity	Resources Needed	Cost	Possible Sources of Funds	When will this be done	Who will be responsible	How will we know if the Activity is carried out
1							
2							
3							
4							
5							
6							
Total Cost							

Part 2: Funding – LGEA/LGA/SUBEB/MoE				Implementation – LGEA/SUBEB/MoE
S/N	SSE Rating	Items Required	Quantity Required (Where applicable)	Estimated Cost (If Known)
1	Priority 1			
2	Priority 2			
3	Priority 3			
4	Priority 4			
5	Priority 5			
6	Priority 6			
Total Estimated Cost				

Signed:

1. Head Teacher.....

2. SBMC Chairman.....

Leadership 2

School level planning

Session 5 Managing money 1: depositing and spending money

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Open and manage a school bank account in a transparent and accountable way.
- Manage school finances in a transparent and accountable way including spending money and handling receipts.

Materials

Chart 5.1	Learning outcomes	Introduction
Chart 5.2	Sample deposit slip	Activity 2
Chart 5.3	Funds withdrawal form	Activity 3
Chart 5.4	Sample cheque	Activity 3
Chart 5.5	Sample receipt	Activity 4
Handout 5.1	Handling money	Activities 1-4
Handout 5.2	Sample forms	Activities 2-4
Resource	A4 each with a stage of the process of spending funds	Activity 3

Activity outline

Introduction		5 minutes
Activity 1	Operating a school bank account	15 minutes
Activity 2	Depositing money	15 minutes
Activity 3	Spending money	35 minutes
Activity 4	Giving and receiving receipts	15 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session is the first on managing money. It is important because it introduces sound financial principles and practices which act as a safeguard to the money itself and also to the reputations and relationships of people who handle it. This includes the Head Teacher.

Look at the session notes and agree where and how the following key messages are covered:

- All school money should be handled with the same transparent principles and practices. There should be no 'SBMC money' and no 'Head Teacher money', it is all school money and is managed jointly by the School Based Management Committee (SBMC) and the Head Teacher.
- Key financial records required in managing school money.

It is very important that the Head Teachers understand that just because you are talking about money does not mean that they need it to improve their schools. Some of the activities they plan to carry out will happen without any money at all.

Introduction

5 minutes

1. Tell participants that this session is about school money. Explain that, as they know from previous sessions, the actions they will take to improve pupil learning do not all require money. But the school may get some money to support SDP activities, and it is important that the Head Teacher is able to lead the school and SBMC to understand how to manage finances.
2. Remind participants that:
 - All schools will have to have to handle money at some point.
 - **All money** coming into the school should be recorded and accounted for by the school in the same way, following good financial management principles.
3. Explain that in this session we are going to look at how to manage school funds in a transparent and accountable manner, beginning by looking at how to operate the school bank account.
4. Share **Chart 5.1 Learning outcomes** with participants and discuss.

Activity 1 Operating a school bank account

15 minutes

1. Ask participants to suggest advantages of using a bank account rather than operating only in cash. (Example answers might be safeguarding, accuracy, accountability, transparency.) Ask how many have a bank account already. Explain that this activity will look at how to set up and operate a bank account effectively.
2. Give out **Handout 5.1 Handling money** and explain that we will be using this throughout the day. Discuss the first four points:
 - The school bank account.
 - Finance committee.
 - Signatories to the school bank account.
 - Timeliness.

Try to explain it rather than just **reading** it. You can use the SBMC Guidebook to help you. Use the local language as much as necessary. As you do this, take time to talk through the issues:

- Ask if they can see any problems in opening a bank account. If they have worries try to talk through the problems.
- Ask if they have formed their finance committee or chosen their Treasurer. If they have not yet done so tell them that they can do so this term.
- Emphasise that three signatories are needed in total. Everything has to be signed by two out of the three people (but not always the same two).

Activity 2 Depositing money

15 minutes

1. Show **Chart 5.2 Sample deposit slip**. Explain that a local businessman has given you the sum of 50,000 Naira for the school funds. Demonstrate filling the slip in.
2. Give each group one copy of a **sample deposit slip** (from **Handout 5.2 Sample forms**). Tell the participants that the school has held a successful fund raising event and raised 12,000 Naira. Ask the school groups to fill this in on their copy of the deposit slip. Go around and give support as necessary.
3. Ask the groups to show their deposit slips to each other and check that they are correct. Answer any questions and make sure everyone understands what to do when depositing money.
4. Explain that different banks may have different forms. (If possible show a deposit slip from a bank in your area.)
5. Remind participants that money can be paid in (like they have just practiced) or may be transferred directly **and all money, wherever it is from** must be recorded in the **bank record book**. The Head Teacher and Treasurer are responsible for keeping a bank record book, in which all payments and withdrawals from the bank account will be recorded.

Activity 3 Spending money

35 minutes

1. Display the **A4s each with a stage of the process of spending school funds**. Ask participants to discuss them in their groups. Ask them to identify what we have already covered (**money deposited in bank**) and place this first.
2. Ask them to decide which comes next. Agree it is **spending money** and place this second. Carefully explain the first two points from the section on spending money from **Handout 5.1 Handling money**. Answer any questions participants might have. (You can use the SBMC guidebook to help you.)
3. Tell the participants that Offa primary school decided in its School Development Plan to get new chalkboards. They have just discussed it again at an SBMC meeting, reviewed their budget and agreed to go ahead. They record this in the meeting minutes and complete a **funds withdrawal form** which they keep with their minutes.
4. Show the large version of the form **Chart 5.3 Funds withdrawal form**. Show where the information has been completed by the school.
5. Explain that it is important to have this recorded in a form rather than in written minutes because this makes managing finances easier. We don't want to have to sort through many pages of text during reconciliations.
6. Explain that there are two ways of spending money:
 - Paying directly by cheque. This is not such a common way although it avoids the SBMC handling large amounts of cash
 - Paying in cash. To do this, the SBMC must withdraw cash from the bank using a cheque.

7. Show **Chart 5.4 Sample cheque**. Demonstrate how to complete it, writing a cheque for 65,000 Naira to pay the costs of the chalkboard (from our earlier example).
8. Find the **A4 sheet** that says **Cheque written** and display it in the third place.
9. Using the information in **Handout 5.1**, explain the last bullet point from the section on **Spending money**, explaining what the SBMC members (including the Head Teacher) must do **as soon as** they have been to the bank.

Activity 4 Giving and receiving receipts

15 minutes

1. Explain there is one last thing they need to know about spending money and that is about the giving and receiving of receipts.
2. Show **Chart 5.5 A sample receipt**. Highlight the importance of getting and keeping receipts. Use the information on **Handout 5.1**. Again, try to explain it rather than just reading it.
3. Remind participants about the chalkboards which were in Offa primary school's SDP. Explain that money has been withdrawn from the bank and you have just paid for the chalkboards. The seller is going to give the school a receipt. Demonstrate how he is going to complete it.
4. Tell them they are going to collect a receipt for the timber, asking what it should look like. Ask participants in their groups to fill in the **sample receipt** (from **Handout 5.2 Sample forms**) to show what it would look like.
5. Finally, ask what they should do if the seller is unable to offer a receipt? Explain using the information from **Handout 5.1 Handling money**.

Summary

5 minutes

1. Point to the remaining **A4s** and ask the participants to discuss what we have just covered in the last two activities. Place 'Purchases made and services undertaken – receipts collected' in fourth place and tell the participants that we will look at the rest tomorrow.
2. Review **Chart 5.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 5.1 Learning outcomes

Chart 5.2 Sample deposit slip

AX Bank			
Account Deposit			
Name:		Idunnu Primary School	
Date:			
Branch:		Akodo	
Branch Sort Code: 60-04-03		Account No: 6234568	
Deposit No: 000001			
		Notes	
		Sub-Total	
Details of Cheques	Branch & Code		
		Total	
Paid in by:			
Signature:		Print name:	

Chart 5.3 Funds withdrawal form

LGEA	Akodo		
School	Idunnu PS		
Persons making the withdrawal	Expenditure items	Cost	
FC Martins	Chalk boards	40,000	
AK Kanu	Timber	25,000	
Total		65,000	
Approved by			
Position	Name	Signature	Date
SBMC Treasurer	W Soyinka		December 6
SBMC Member	P Idowu		

Chart 5.5 Sample receipt

Receipt Number: 00001
Name:
Date:
Received from:
The sum of:
In payment for:

Chart 5.4 Sample cheque

Balance brought forward from the previous cheque = the amount in the account

The amount, the balance carried forward = remaining in the account after the cheque has been cashed

Date: _____ Pay _____ _____ - Bal Br Fwd _____ _____ - Amt: _____ _____	<p style="text-align: center;">AX Bank Akodo Branch</p> Pay _____ The Sum of: _____ Cheque No Branch Sort Code Account No 000005 600403 6234568	<p style="font-weight: bold;">60 04 03</p> Date _____ <div style="border: 2px solid black; padding: 5px; width: fit-content; margin: 10px auto;">N</div> <p style="font-weight: bold;">Pagi Primary Sch.</p> _____ _____
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Signatories to the account

Resources for Activity 3

A4 size papers each with a stage in using school funds as follows (correct order):

- Money deposited into bank
- Decision taken at SBMC meeting to complete an activity from the SDP (recorded in minutes, using cash withdrawal format)
- Cheque written and record made in bank record book and cash book
- Purchases made and services undertaken – receipts collected
- Transactions recorded in cash book
- Monthly check of financial records
- End-of-year retirement of funds

Handout 5.1 Handling money

The school bank account

Each school should have a bank account, which is in the name of the school and not in the name of any one individual, for example the Head Teacher or the SBMC Chair. Keeping money in the bank will keep it safe and will ensure trust in the people who are managing the school's money. The bank account should be a current account which allows easy access to funds and provides monthly statements.

Finance committee

Not all SBMC members can be involved in the day-to-day management of school finances. As a result, the SBMC should set up a small sub-committee who in conjunction with the Head Teacher will provide oversight of the school finances.

One person from the sub-committee should be appointed Treasurer. This person will look after every day financial matters together with the Head Teacher.

Signatories to the school bank account

The account should have three signatories who should be the SBMC Chair, the Secretary (the Head Teacher) and the Treasurer. In all cases, payments and cheques would need to be signed by two out of the three designated signatories. The Head Teacher should always be one of the signatories.

Timeliness

Money should be paid into the bank as soon as it has been received. Every time that money is put into the bank it should be recorded in a separate notebook, the bank record book. This should show the amount put in to the bank and the date and should be signed by the Treasurer and the Secretary.

Spending money

- The **School Development Plan** should show when it has been decided that money will be spent, what for, and how much. **NO money should be spent unless it fits within a plan agreed by the SBMC.** Any changes to the plan should be agreed by the whole SBMC if money is involved. One person should never be the only person to spend SBMC money.
- For large amounts, the person spending the money should ask for three quotations and ask the Treasurer to record what they were. The SBMC should decide what amount of money should involve three quotes.
- Large amounts of money should never be carried to or from the bank by one person, in case thieves are attracted

- On returning to the community the first thing they must do is visit the Treasurer to enter the details of the withdrawal as money **out** in the **bank record book**, and enter it as cash in the **cash book**.

Receipts

When should a receipt be **given** or **collected**?

Every time money is **received** by the SBMC, the person should be given a receipt - a piece of paper showing how much was given, by whom, when, and what the money is intended for. A copy of the receipt should be kept by the person receiving the money, and both the giver and the receiver should check both copies of the receipts.

A purchase receipt should be obtained every time money is **spent** on goods or a service, and must be kept carefully and recorded.

What should you do if a seller cannot give you a receipt and why?

If the seller cannot give a receipt, it is essential that the transaction is recorded and witnessed. Failure to record purchases will result in mistakes in the financial records and leave the SBMC open to being accused of misuse of funds. It is very important that receipts are kept for all transactions as they will be needed to reconcile spending against the account when funds are retired at the end of the year.

Handout 5.2 Sample forms

Sample deposit slip

AX Bank			
Account Deposit			
Name:		Idunnu Primary School	
Date:			
Branch:		Akodo	
Branch Sort Code: 60-04-03		Account No: 6234568	
Deposit No: 000001			
		Notes	
		Sub-Total	
Details of Cheques	Branch & Code		
		Total	
Paid in by:			
Signature:		Print name:	

Sample funds withdrawal form

LGEA	Akodo		
School	Idunnu PS		
Persons making the withdrawal	Expenditure items	Cost	
FC Martins	Chalk boards	40,000	
AK Kanu	Timber	25,000	
Total		65,000	
Approved by			
Position	Name	Signature	Date
SBMC Treasurer	W Soyinka		December 6
SBMC Member	P Idowu		

Sample receipt

Receipt Number: 00002
Name:
Date:
Received from:
The sum of:
In payment for:

Leadership 2

School level planning

Session 6 Managing money 2: keeping a cash book

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe how to prepare and maintain a school cash book.
- Explain why the cash book (and other financial records) must be kept up to date and monitored regularly.
- Conduct a monthly check of school finances.

Materials

Chart 6.1	Learning outcomes	Introduction
Chart 6.2	Bank books, cash books and monthly bank statements	Activity 1
Handout 6.1	Samaru PS financial records	Activity 1
Handout 6.2	Samaru PS bank statements	Activity 1
Resource	A4 each with a stage of the process of spending school funds (from Session 5)	

Activity outline

Introduction		10 minutes
Activity 1	Completing the cash book	70 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This session is a very important one but it is quite difficult, especially for those with limited literacy or numeracy skills. Remember that everyone has a valuable contribution to make. Remember everything you know about adult learning and that it is not helpful to humiliate adults in any way. Use encouragement and patience.

Look at the session notes and agree where and how the following key messages are covered:

- Monitoring and recording withdrawal slips in the cash book
- Monitoring and recording receipts in the cash book
- Checking all school spending by monitoring the cash book
- What the Head Teachers, supported by the SSOs, will go back to their schools and do.

There are a lot of example resources for this session. Make sure you are clear on how they are used and which ones are for your own reference.

Introduction

10 minutes

1. Share **Chart 6.1 Learning outcomes** with participants and go through them.
2. Ask **What are the three key records we need to keep for managing school funds?**
 - Bank book including deposit slips.
 - Cash book.
 - Receipts.

The co-facilitator should write these on flipchart paper.

3. Discuss with the participants that as Head Teachers they are members of the SBMC and in some cases they may be the only literate member. Agree this training will enable them to lead and support your SBMC with the task of managing money.
4. Explain that the cash book is central to good management of the school funds and it is important that School Based Management Committees (SBMCs) are clear on its use. Agree that regular monitoring of the cash book provides a check on whether the funds are being managed appropriately or not.
5. Agree that all money coming into and going out of the account is recorded in the cash book and all receipts need to be recorded.
6. Remind participants of what they must do if they cannot get a receipt for an item of expenditure, and that they can use a sample receipt form.

Activity 1 Completing the cash book

70 minutes

1. Show **Chart 6.2 Bank books, cash books and monthly bank statements**. Go through the points carefully.
2. Agree that these records must be kept up-to-date and monitored so that we know that the funds are being managed accurately.
3. One of these three records is central to good financial management.

Ask **Which record do you think it is?** (*Cash book*)

Ask **Why is the cash book central instead of the receipts or bank book?** (*The cash book provides a check on whether the funds are being managed appropriately or not. All money coming into and going out of the bank account is recorded in the cash book and all receipts need to be recorded.*)

4. Explain that we are going to learn how to manage the cash book properly. We will be working with a fictional school named Samaru PS during this workshop as a case study. Give each pair **Handout 6.1 Samaru PS financial records**.
5. Tell them that Samaru PS has not been keeping up to date with their records and you are going to help them. The records include the school's receipts, withdrawal slips, and the blank cash book from January-May 2015. This is all included in Handout 6.1. (Do not give Handout 6.2 Samuru PS bank statements, yet.)

6. Ask the school groups to identify and show you each of the three different types of records (receipts, withdrawal slips, and the blank cash book) to make sure they are clear which is which.
7. Tell participants that they have to begin by totalling up some of the withdrawal slips as part of their work. After totalling up the withdrawal slips, the participants enter the information they have from the receipts and withdrawal slips into the cash book.
8. Remind them to rule off in the cash book at the end of each month's entries. Ask if anyone is unclear or has questions.
9. Move around the room. Check that the activity is going well for each school group. Support those who seem unclear. Use a lot of praise, and give plenty of time for this activity. You may need to allow one hour. It may be helpful, to get a couple of schools to show each other their work and compare.
10. When the school groups are ready, give out **Handout 6.2 Samuru PS bank statements**, so they can check their work. Give groups another 10 minutes to do this. The Samuru PS Completed school cash book is in the materials section for you to refer to when helping participants.
11. Ask participants how the work went. See if there are there are any comments, concerns or suggestions. Make sure that all the school groups have managed this activity reasonably well.
12. There might have been one or two errors made, particularly in calculations. This does not matter too much providing they understand what they need to do. Again, make sure you allow enough time to address any problems that the groups might have. Tell participants that if they are finding this hard, you will be able to help them on your visits.
13. Tell the participants that to complete this review we will remind ourselves about how often we check our financial records.
14. Ask **What is regular practice for monitoring our cash book, bank and statement and the sub-committee responsible?** Give groups a couple of minutes to discuss this.
15. Explain that every month when you receive your bank statement, which details your spending over that month, you reconcile your bank statement with your cheque book and your cash book. Receipts or payment vouchers must be on file for every expenditure.

Summary

10 minutes

1. Show the A4s (from Session 5, Activity 3), with each a stage of the process of spending school funds, with numbers 1-4 in the correct order and the other three still not correctly ordered.
2. Ask the participants which two A4s have been covered in this session. Place them correctly.
3. Review **Chart 6.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 6.1 Learning outcomes

Chart 6.2 Bank books, cash books and monthly bank statements

- It is critical that the SBMC, and in particular the financial sub-committee, make sure that accurate up-to-date financial records are kept.
- Each school Head Teacher and Treasurer is responsible for keeping **a bank book**, in which all payments and withdrawals from the bank account will be recorded.
- In addition, each school should maintain a single **cash book**, which is used to record **all money coming into the school and all money going out** and the dates on which these transactions take place.
- Recording income and expenditure in a cash book is a simple operation and one that is even simpler if the record in the cash book is made on the day that the transactions occur.
- Delays in making entries in the cash book can lead to confusion and mistakes. As a result, it may be difficult for the SBMC to retire the funds at the end of the year and report back to the wider community.
- At the end of each month, the entries in the cash book should be ruled off and totals of income and expenditure in each column added up.
- The balance of income over expenditure is the amount that the school still has to spend. This amount must be the same as the balance in the school bank account and must tally with the **monthly bank statement** (obtainable from the bank).

Handout 6.1 Samaru PS financial records

Please use the information on the first bank statement to begin your work. Notice that 2 of the withdrawal slips are missing totals. ***That is on purpose for you to do the accounting yourself.***

Reminder: check for additional costs.

Samaru PS: School receipt records

Receipt no: 1 Name: Ayo Books Date: 11/2/15 Received from: Samaru PS The sum of: N 79,100 In payment for: 200 reading books for Library	Receipt no: 4 Name: AB Holdings Date: 4/3/15 Received from: Samaru PS The sum of: N 30,500 In payment for: Renovation of toilets
Receipt no: 2 Name: N Elumeze Date: 12/2/15 Received from: Samaru PS The sum of: N 27,300 In payment for: Tree planting	Receipt no: 5 Name: M Isau Date: 5/5/15 Received from: Samaru PS The sum of: N 33,100 In payment for: Head Teacher office furniture
Receipt no: 3 Name: U Alao Date: 22/2/15 Received from: Samaru PS The sum of: N 11,300 In payment for: English teaching workshop with SSO/cluster schools	Receipt no: 6 Name: M Magaji Date: 10/5/15 Received from: Samaru PS The sum of: N 18,400 In payment for: Tape recorder and cassettes

Samaru PS Money withdrawal slips

1.

LGEA	Samaru		
School	Samaru PS		
Persons making the withdrawal	Expenditure items	Cost	
GK Iliya	Books	79,100	
BB Balarabe	Tree planting	27,300	
		106,400	
Approved by			
Position	Name	Signature	Date
SBMC Treasurer	M Ayuba		12/2/15
SBMC Member	Y Yusef		

2.

LGEA	Samaru		
School	Samaru PS		
Persons making the withdrawal	Expenditure items	Cost	
GK Iliya	English teaching workshop	11,300	
BB Balarabe	Renovation of toilet	30,500	
	Transport	10,000	

Approved by			
Position	Name	Signature	Date
SBMC Treasurer	M Ayuba		30/3/15
SBMC Member	Y Yusef		

3.

LGEA	Samaru		
School	Samaru PS		
Persons making the withdrawal	Expenditure items	Cost	
GK Iliya	Head Teacher office furniture	33,100	
B Yahya	Transport	4,000	

Approved by			
Position	Name	Signature	Date
SBMC Treasurer	M Ayuba		7/5/15
SBMC Member	Y Yusef		

4.

LGEA	Samaru		
School	Samaru PS		
Persons making the withdrawal	Expenditure items	Cost	
GK Iliya	Tape recorder and cassettes	18,400	
BB Balarabe		18,400	
Approved by			
Position	Name	Signature	Date
SBMC Treasurer	M Ayuba		30/5/15
SBMC Member	B Yahya		

Handout 6.2 Samaru PS bank statements

January	Account No 410955244 Samaru PS	
Opening balance		10,000
Deposits		208,550
Withdrawals		0
Bank charges		1,500

February	Account No 410955244 Samaru PS	
Opening balance		217,050
Deposits		0
Withdrawals		106,400
Bank charges		0

March	Account No 410955244 Samaru PS	
Opening balance		110,650
Deposits		0
Withdrawals		51,800
Bank charges		0

May	Account No 410955244 Samaru PS	
Opening balance		58,850
Deposits		0
Withdrawals		55,500
Bank charges		0

June	Account No 410955244 Samaru PS	
Opening balance		3,350
Deposits		0
Withdrawals		0
Bank charges		0

For your referral: Completed school cash book**School name: Samaru PS****School Year: 2014-15**

Date	Funds in N	Funds out N	Balance N	Description	Development Area
1/15			10,000	Opening balance	
1/15	208,550		218,550	DFS funds	
		1,500	217,050	Bank charge	
12/2/15		79,100	137,550	Books	Teaching and learning
12/2/15		27,300	110,650	Tree planting	
30/3/15		11,300	99,950	English teaching workshop	Teaching and learning
30/3/15		30,500	68,850	Renovation of toilets	Girl pupil attendance
30/3/15		10,000	58,850	Transport	
7/5/15		33,100	25,750	Head Teacher office furniture	
7/5/15		4,000	21,750	Transport	
30/5/15		18,400	3,350	Tape recorder and cassettes	

Leadership 2

School level planning

Session 7 Working in partnership with the SBMC

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe key roles in the planning process and in financial management.
- Share responsibilities effectively.
- Describe key principles of good financial management.
- Identify how to guard against misappropriation of funds.

Materials

Chart 7.1	Learning outcomes	Introduction
Chart 7.2	Actions in the planning process	Activity 1
Handout 7.1	Actions and responsibilities	Activity 1
Handout 7.2	Key principles of financial management	Activity 2
Resource	Standards and criteria for an effective school (full list)	
Resource	A4 size paper each with a stage of the process of spending school funds (from Sessions 5 and 6) no longer in the correct order	

Activity outline

Introduction		10 minutes
Activity 1	Working in partnership	10 minutes
Activity 2	Principles of financial management	20 minutes
Activity 3	Preventing misappropriation	20 minutes
Activity 4	Protecting yourself from problems	20 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This session is important because it teaches Head Teachers that the work of improving the school is a partnership between different school community members and groups, not something that they have to do themselves, or that they should keep ownership of. It also emphasises the importance of transparency and accountability in all school financial management.

Look at the session notes and agree where and how the following key messages are covered:

- Sharing responsibilities in the planning process.
- The Head Teacher's role.
- Preventing misappropriation of funds.

Some of the language in this session might be new to you and the participants. Make sure you are clear on the financial terminology. Speak to your SSIT or SBMC if you need more help.

Introduction

10 minutes

1. Ask participants what the focus of this workshop has been. Agree that it has been about planning to improve pupils' learning and about working with the SBMC in managing money.
2. Ask participants what they will do when they return to their schools. Agree that they will share information about this workshop and begin developing the School development plan (SDP).
3. Remind them that they will not go back to school and just sit down and write the plan on their own. They should also begin working with their SBMCs and teachers in order to write the plan together.
4. Share **Chart 7.1 Learning outcomes** with participants and discuss.
5. Remind participants that in sessions 2, 3, and 4 they looked at developing the SDP and the kind of activities it should include and the goal it should focus on achieving. In sessions 5 and 6 they looked at financial management in the SDP process and the relationship between the Head Teacher and SBMC.
6. Explain that this session is going to look in a bit more detail at how these different responsibilities and activities come together and what it will look like in school.

Activity 1 Working in partnership

10 minutes

1. Remind participants that as Head Teachers they are the ones who are attending these workshops and receiving training, and that this is because they are leaders in their schools. Explain that a leader does not do everything alone. Sometimes they can lead others to take action.
2. Show **Chart 7.2 Actions in the planning process** with each action covered up. Explain that the chart shows the different actions that need to be taken in order to make a plan. Ask participants to tell you what needs to be done.
3. Each time someone mentions an idea similar to one of the actions, uncover it and briefly explain it. It does not matter if actions are suggested in the wrong order or if an idea is described in different words.
4. Keep going until all of the actions are uncovered. If they are not mentioned by participants, give clues or just uncover them.
5. Explain that Head Teachers will need to share all of these actions with their teachers and community. Everyone will have a role to play in completing them. But, different individuals or groups will take the lead in different areas. The Head Teacher will lead in sharing the whole process.
6. Ask participants to work in pairs to identify who in their schools will be responsible for each action.
7. Before they start, it is important to remind them that each school is different. Some schools already have functioning SBMCs, others do not yet. Some schools have supportive PTAs, or local leaders, others do not. Some schools have Assistant Head Teachers, others do not. So

they do not need to worry about all having the same table. They just need to make sure that the table they make describes the real situation in their own schools.

8. Give out **Handout 7.1 Actions and responsibilities**. Give pairs five minutes to complete it. Move around listening to their discussions and offer support when necessary.
9. After five minutes, stop everyone. Go through each action one by one and ask participants who is responsible. Do not expect identical answers or spend too long on this because all schools are different. What is important is that all schools share responsibilities around the different groups and individuals.
10. Some responsibilities, such as making sure there are clear financial records and the cash book is up to date, are the responsibility of specific people, such as the SBMC Treasurer. Others, such as carrying out activities in the SDP, might be carried out by lots of different people but overseen by one person. The main purpose of this activity is for Head Teachers to be clear about what has to be done, and to have thought about how responsibilities can be most effectively shared in their schools.

Activity 2 Principles of financial management

20 minutes

1. This activity gives you the chance to make sure that participants understand the principles of sound financial management and how using these can help protect themselves from the suspicion of using money for personal gain.
2. Remind participants again that all schools will have to handle money at some point. Remind them that **all** money that they may be given, or generated, is to be recorded and accounted for by the school **in the same way**.
3. Remind participants that school funds do not belong to any one individual, they belong to the school and great care needs to be taken to make sure that they are kept securely, spent wisely and recorded properly. The processes we are putting in place to ensure that this happens are based on principles of sound financial management and we will be looking at these principles in this session.
4. Remind the participants that the SBMCs have a special responsibility for the oversight of school finances but it is not their money (or the Head Teacher's money). It belongs to the **school**. The SBMC should work directly with the Head Teacher in managing the school account, and they should select a finance committee to do the day-to-day management of the school money.
5. Tell them that SBMC members receive their own training on managing money (the Head Teacher will be there because they are a member of the SBMC). The information that they get at both workshops will be the same because it is **all** based on the SBMC Guidebook.
6. Review how money should be handled. Display the **A4s each with a stage of the process of spending school funds** from sessions 5 and 6, but not in the correct order. Ask the school groups to discuss, for about five minutes, how to re-order them. When they are in the correct order, ask which issue we have not yet covered (**annual retirement of funds**) and explain that we will learn how to do this in a later training, after the plans have been put into practice and the money spent.

7. Give each school group a copy of **Handout 7.2 Key principles of financial management**. Try to explain it rather than just read it. Use the local language where necessary and ask questions to check for understanding.
8. Encourage questions, and answer them if you can. If you are unsure, tell participants that you will find out and let them know on your next visit.

Activity 3 Preventing misappropriation

20 minutes

1. Explain again to participants that school money does not belong to any one individual, it belongs to the school and great care needs to be taken in order to ensure that it is kept securely, spent wisely and recorded properly.
2. Ask the group to suggest reasons why funds, including school funds, are sometimes misappropriated.
3. The co-facilitator should record answers on flipchart paper, keeping it as simple and clear as possible. When the list is finished, go through it together ensuring that **everyone** understands.
4. Ask participants to work in their school groups to identify measures which could be put in place to make sure that school funds would be spent judiciously and accounted for. Remind them of the key principles of financial management (**Handout 7.2**), and the different records they should keep. Give 10 minutes for group discussions.
5. Get feedback from the groups. Help them make links between the records and the principles we have learned about and how they can guard against misappropriation. (Explain that this means putting processes and measures in place to stop fraud).
6. Summarise by explaining that good, regular record-keeping and keeping the community informed are two of the best ways of guarding against misappropriation.

Activity 4 Protecting yourself from problems

20 minutes

1. Tell the participants that following these principles will not just keep the school's money safe, it will help prevent them from facing problems. Find a volunteer and act out a role play, as follows:
 - Tell everyone that the community held a fund raising event and raised a large amount of money (give an amount). The volunteer is the Treasurer, and he has been meaning to take the money to the bank, but he has not yet done it.
 - Tell the participants that you are a village person, and you have come and knocked on the Treasurer's door. Say your child is desperately ill and you really need to borrow money, but you promise to return it within a week (act this out as dramatically as you can). The Treasurer should agree. You 'take' the money.
 - Then you come back and say how sorry you are, but you were robbed a few days ago and you have lost all the money.
2. Stop the role play there.

3. Ask the Treasurer how he/she feels.
4. Ask the participants what might happen to the Treasurer now.
5. Ask the participants what should happen now. What should the Treasurer do? What should the other SBMC members do? Agree there are no easy answers.
6. Then, say you are going to play it again, but this time you want the participants to help the Treasurer.
7. Play it again, but stop just after asking for money.
8. Ask the audience, 'What should the Treasurer do?'
9. The Treasurer then has to do as the participants say. If there are several suggestions, act all of them out and ask the participants to decide which the best solution was.
10. Finally agree that if the money had been taken straight to the bank, this might have made a difference.

Summary

10 minutes

1. Look at the **Standards and criteria for an effective school** and see where this work is reflected in the standards and criteria. Agree that it is:
 - Self-evaluation for this year's SDP involved the SBMC
 - An SDP has been written in the current school year
 - The school cash book is up to date
2. Remind participants that keeping the cash book up to date is only one criterion, but it can be a very difficult one to achieve if they do not work together effectively.
3. Tell participants that some of their schools will have money that needs to be handled in the way you have discussed in these sessions. But even if no money has come in or gone out, they still need to work with the SBMC to keep the cash book up to date. They will still be assessed against the cash book criterion.
4. Tell participants that, no matter how difficult it is, it is only one criterion. They should remember that school improvement and planning to improve learning can and should take place even without any money.
5. Remind participants that they are leading the school and the planning process, but that it will be more effective if it is led as a partnership between all stakeholders in the school. Remind them that the SSO and the School Mobilisation Officer (SMO) are available to support them in building and using these relationships effectively.
6. Review **Chart 7.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 7.1 Learning outcomes

Chart 7.2 Actions in the planning process

1. Prepare for the SSE
2. Conduct SSE
3. Prepare summary of SSE
4. Share summary with the community
5. Prioritising needs
6. Develop an outline SDP
7. Carry out the activities in the SDP
8. Monitor progress in carrying out activities in the SDP
9. Evaluate the impact of the activities on pupil learning

A4 sheets from Sessions 5 and 6 each with a stage in using school funds.

- Money deposited into bank
- Decision taken at SBMC meeting to complete an activity from the SDP (recorded in minutes, using cash withdrawal format)
- Cheque written and record made in bank and cash books
- Purchases made and services undertaken – receipts collected
- Transactions recorded in cash book
- Monthly check of financial records
- Annual retirement of funds

Handout 7.2 Key principles of financial management for all schools to follow:

Stewardship

Authority to handle funds brings with it special responsibilities. The Head Teacher and SBMC members looking after school funds should make a distinction between their personal finances and school funds and should never mix the two.

Efficiency and value for money

There is a responsibility to make the best use of the funds that are available.

Transparency

Information should be openly available to the wider community about the school budget and plans for expenditure. Accurate accounts should be kept and publicised.

Accountability

It should be very clear who has financial authority, what limits are set and who does what. **Individuals responsible** for planning the use of the funds, accessing bank accounts, holding the cash, spending the money, recording the transactions and reporting the accounts **should be specified**. The responsible individuals should follow basic accounting rules, maintain clear records and ensure that their actions are open to outside scrutiny.

Spreading authority for money

Wherever possible, more than one person should be involved in **any** transaction.

Timeliness and accuracy of financial reporting

Recording of transactions should be done as soon as possible after they occur to avoid mix-ups and inaccuracies.

Handout 7.1 Actions and responsibilities

Action	Responsible person or people in my school
Prepare for SSE (what, who, how)	
Conduct SSE (where are we now?)	
Prepare summary of SSE	
Share summary with community	
Prioritising needs	
Develop an outline SDP	
Carry out the activities in the SDP	
Monitoring progress in carrying out activities in the SDP	
Evaluate the impact of the activities on pupil learning	

Leadership 2

School level planning

Session 8 Information flows to the LGEA and SUBEB

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Identify the line of reporting in their State and the Head Teacher's own role in this.
- Identify different reports that will be produced about their school progress.
- Describe the reasons for keeping records.

Materials

Chart 8.1	Learning outcomes	Introduction
Chart 8.2	Head Teachers' responsibilities	Introduction
Chart 8.3	Participants and reports in the reporting process	Activity 1
Chart 8.4	What is monitoring and reporting?	Activity 2
Chart 8.5	Gathering, recording and sharing information	Activity 2
Handout 8.1	Gathering, recording and sharing information	Activity 2
Resource	Three Standards for an effective school	Introduction
Resource	Several long pieces of string	Activity 1

Activity outline

Introduction		15 minutes
Activity 1	The reporting system	30 minutes
Activity 2	The role of the Head Teacher	40 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

Monitoring and sharing impact is key to the success of any change process. Head Teachers need to understand that they have a role to play in monitoring and reporting their progress and that this is communicated to the State and a wide range of stakeholders. Giving accurate information to States about what is happening in schools should help States review their priorities and resource allocation to bring about further improvement.

Look at the session notes and agree where and how the following key messages are covered:

- The Head Teachers' and SSOs' roles and responsibilities and how they fit into the whole reporting structure
- How this is different to Quality Assurance (QA) inspection.
- What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

Make sure you are clear on the reporting structure in your State so that there is no confusion. You may need to change some of the names, and indeed the whole structure (see Chart 8.3) to match your State system. If you are unsure you can discuss it with your SSIT first.

Introduction

15 minutes

1. Welcome participants to the session and thank them for starting on time.
2. Share **Chart 8.1 Learning outcomes** with participants.
3. Bring five participants to the front to hold the five headings from **Chart 8.2 Head Teachers' responsibilities**. Explain that these are the responsibilities that we have discussed in this workshop.
 - Working with the SBMC and community
 - Holding meetings with teachers
 - Leading a School self-evaluation
 - Making a School development plan
 - Putting financial systems in place in your school.
4. Now, display the three **Standards for an effective school**. Ask the participants to put the above five headings under the appropriate standard.
 - School uses a School development plan effectively.**
 - Teachers deliver competent lessons.**
 - Head Teacher operates effectively.**
5. Remind participants that these are the three standards that the State is interested in reporting on. Tell participants that this session is about those reports. Leave the standards up throughout the rest of the workshop.

Activity 1 The reporting system

30 minutes

1. Ask participants all to stand in a circle. (This could be outside.)
2. Give out the **A4s** from **Chart 8.3 Participants and reports in the reporting process**. Ask different participants to hold one sign each so everyone can see them. Explain that these are some of the different people and organisations in the reporting process. Agree that all of these people need to know what is going on in the State's schools and have an interest in knowing about the way the school is improving.
3. Give **School** a piece of string and give the other end to **Governor**. Explain that the Governor has oversight of everything that happens in the State and needs to know about improvements and changes in schools. However, there are too many schools in the State for the Governor to know about the details of all of them.
4. Take the string away from **Governor** and ask who is in direct contact with schools. Agree that it's the **SSO**, and give **SSO** the end of the string.
5. Ask who **SSOs** report to and agree that it is Head of Department/ School Services (**HoD/SS**). Tell **SSO** to keep hold of the string but give the end to **HoD/SS** to hold. (Make sure that this is the correct structure for your State. You can amend this if necessary).

6. Continue this process, until they are all joined in a chain from **School to Governor**.
7. Explain that this shows us the reporting process. Because everyone needs to know what's happening in schools, reports have to travel along this string.
8. Use masking tape to stick the **School Report** sign to the string linking **School** with **SSO**. Explain that there will be a school report which SSOs will write with their Head Teachers on progress towards being an effective school (measured by the Standards).
9. Stick the sign **SSO Report** to the string joining **SSO** with Local Government Education Area (**LGEA**). Explain that SSOs will write a report summarising all of the school reports in their cluster. This will go to the LGEA (and you can explain which officers it will go to in your LGEA).
10. Stick the sign **LGEA Report** to the string connecting **LGEA** and State University Basic Education Board (**SUBEB**). Again, explain that the LGEA will compile all of the SSO Reports into one LGEA Report. This will go to SUBEB. Agree with participants on who in SUBEB it will go to – they should know about the Advisory Service Unit, and that it's within the School Services Department.
11. Stick the sign **SUBEB Report** onto the string connecting **SUBEB** and Ministry of Education (**MoE**). Explain that SUBEB will write a report summarising all of the LGEA Reports and send it to the Ministry of Education.
12. Finally, stick the sign **Annual Education Sector Performance Review** onto the string connecting **MoE** with **Governor**. Explain that the information from the SUBEB Report, along with other monitoring information, will go to the Governor.
13. Now that you have created the whole process, talk it through again. Discuss the process of reports being written, and then collated into a new report, which is passed on again. Emphasise that no new information is being added - the information all comes from the school reports which started the process.
14. Point out that Quality Assurance (QA) are not included in this process. Explain that this is not because QA and inspections have been abolished. QA exists to monitor the quality of schools and their inspections and reporting will continue. But this reporting process is focused on improvements or progress that have taken place as a result of the training Head Teachers and teachers have taken part in. That is why the areas for reporting, discussed at the start of the session have been selected.
15. Ask if there are any questions, and answer them or have a discussion as appropriate. Thank participants and lead them back to their original seats.

Activity 2 The role of the Head Teacher

40 minutes

1. Explain that reports cannot be written based on nothing or on guesswork. There has to be **evidence** of any change, which will go into reports.
2. Ask what types of evidence we already know about and agree that it is **things we see** and **things we hear**. When we talk about things we see this includes direct observation and looking at records.

3. All types of evidence are important, but in this activity we are going to look especially at evidence from the records that are kept in school.
4. So, although the SSOs will write the school reports, much of the evidence for them will come from the work the Head Teacher does. This is because the Head Teacher knows the school in much more detail than the SSO does.
5. During the course of this workshop they will build an understanding of the records they will need to keep in order to demonstrate progress.
6. Remind participants of the three different standards they have to report on, and that these standards are made up of measurable criteria.
7. Explain that they are going to think about what records they need to demonstrate progress in those areas and plan for further improvement.
8. Remind them that recording information alone will not show progress, but looking back at records and reports over time will show them how much they have done and how great the improvement has been in their school. It will also provide clear evidence of activities and improvements for the reporting process
9. Show participants **Chart 8.4 What is monitoring and reporting?** and explain that the process of reporting can be summarised as three separate activities:
 - Gathering information.
 - Recording information.
 - Sharing information.
10. Show **Chart 8.5 Gathering, recording and sharing information** (as it is shown in the materials section, with only top row and the left hand column completed). Point to the column **information required** and ask participants what has been filled in here. Agree that it is one of the criteria for **School uses a School development plan effectively**.

Ask participants what might go in the remaining columns. Complete **Chart 8.5** for everyone to see using the participants' suggestions. (You can use the ideas below to help.)

Information required	How information is recorded	Who information will be shared with	How information could be shared
"The self-evaluation for this year's SDP involved the SBMC"	SBMC meeting minutes School self-evaluation form	SBMC, school community	Meetings with the community and school staff, discussions with community. Copies of the School self-evaluation discussed with SSOs and SMOs

11. Agree that the records identified in the second column are essential evidence that the community have taken part in informing the School development plan.

12. Explain that everyone will have their own copy of this table, which they will complete during this workshop, and afterwards when they get back to school. This will help make sure they are clear about the things they should be doing and the records they need to keep.
13. Give out **Handout 8.1 Gathering, recording and sharing information** to each participant. Ask them to look at each Standard in the left hand column.
14. Ask them to choose one criterion from the standard **School uses a School development plan effectively**. Then think about what records they will have which will provide evidence about that criterion. For example, for the cash book criteria, the cash book itself will be the main source of evidence, but are there any other records which contribute towards meeting this criterion?
15. They should write this in to the **Information gathered** column. Then they need to discuss and agree how to fill in the remaining columns. They should think carefully about the different people who they should share information with **and** the different ways they should share information with these different groups.
16. Move around the room helping participants.
17. After about 10 minutes, stop everyone and praise them for their hard work.
18. Explain that it doesn't matter if they haven't finished. They will complete the rest of the table later.
19. Ask two to three people to share their tables with the rest of the group.
20. Explain that the tables they are producing are not just a workshop exercise. Head Teachers should use these as their action plans for recording and sharing evidence of school improvement. These records will then inform discussions with the SSOs and help them to write a school report. When they go back to schools, they should be using these tables as a guide.
21. Remind participants that SSOs will support them with this during school visits.

Summary

5 minutes

1. Ask a volunteer to tell you what they think the purpose of this session was. Agree that it's been about identifying how progress will be reported and what role Head Teachers have to play in that process.
2. Clarify that the reports they have been thinking about in this session are about progress and improvement. They are not the same as Quality Assurance or Inspectors' reports, which assess how effective or ineffective the school is. Those reports will still be created.
3. Review **Chart 8.1 Learning outcomes** and agree what has been covered.
4. Thank all participants for their work and ask the timekeeper what time they should return.

Materials

Chart 8.1 Learning outcomes

Chart 8.2 Head Teachers' responsibilities

One A4 (or strip of flipchart) for each heading

- Working with the SBMC and community
- Holding meetings with teachers
- Doing a School self-evaluation
- Making a School development plan
- Putting financial systems in place in your school.

Chart 8.3 Participants and reports in the reporting system

A4s each with one of the participants or reports in the reporting process

A list is below, but you may need to amend this to make it State specific.

School

School Support Officer

LGEA

SUBEB

Ministry of Education

State Governor

School Report

Cluster Report

LGEA Report

SUBEB Report

Annual Education Sector Performance Review

SSSO

HOSS

ES

Chart 8.4 What is monitoring and reporting?

1. Gathering information
2. Recording information
3. Sharing information

Chart 8.5 Gathering, recording and sharing information

Information required	How information is recorded	Who information will be shared with	How information could be shared
"The self-evaluation for this year's SDP involved the SBMC"			

Handout 8.1 Gathering, recording and sharing information

Standard	Information required (criteria)	How information is recorded	Who information will be shared with	How information could be shared
School uses an SDP effectively.	“The self-evaluation for this year’s SDP involved the SBMC”	SBMC meeting minutes School self-evaluation form	SBMC, school community	Meetings with the community and school staff. Copies of the School self-evaluation discussed with SSOs and SMOs.
	An SDP has been written in the current school year			
	More than two activities in the current SDP activities is related to raising achievement			
	More than one activity on the current SDP is related to improving access or equity			
	More than three activities on the current SDP have been completed			
	The school cash book is up to date			
Head Teacher operates effectively	The Head Teacher carries out 10 or more lesson observations, including providing feedback, each term			
	The Head Teacher holds more than one professional development meeting each term			
	The school opens on time			

	The Head Teacher has more than one strategy to promote teacher attendance			
	The Head Teacher has more than one strategy of promoting the attendance of all pupils			
	More than half of the lessons begin and end on time			
Teachers deliver competent lessons	Teachers use praise throughout their lessons			
	Teachers use teaching aids			
	Teachers organise their pupils in different ways during lessons			
	Teachers know what pupils should be achieving by the end of each lesson			
	Teachers know what pupils should be achieving by the end of the year			
	Teachers encourage all pupils to take part in learning			
	Teachers use more than one method of assessing learning			

Leadership 2

School level planning

Session 9 Taking our learning back to school (school based tasks)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain what they as Head teachers will do upon their return to school.
- Identify key points for reporting.
- Describe what support they can expect from the SSOs.

Materials

Chart 9.1	Learning outcomes	Introduction
Chart 9.2	Planning a teachers' meeting (also in Leadership 1)	Activity 1
Chart 7.2	Actions in the planning process (from session 7)	Activity 2
Resource	Roll of masking tape	Summary
Resource	Standards and criteria for an effective school (full list)	

Activity outline

Introduction and ground rules		5 minutes
Activity 1	Sharing information with your teachers and SBMC	30 minutes
Activity 2	Sharing ideas about planning and taking action	20 minutes
Activity 3	Practical arrangements	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This is the final session of the workshop. It is crucial that by the end of the session Head Teachers are ready to return to their schools clear on the next steps and what they will be expected to do, and what support they can expect from you.

Before beginning this session you need to have a clear idea of what **you** have to do, so that you can agree a date for your first visit. Make sure that you have your Head Teachers' phone numbers, and make it clear that you will not be coming to 'inspect' them, but to help them make these ideas work in their individual schools.

Also try to help them see that as they undertake their work they will need to support stakeholders in their school, just as you will be supporting them.

Introduction

5 minutes

1. Share **Chart 9.1 Learning outcomes**, with participants and discuss.
2. Ask participants what main tasks they will have when they return to school. Agree that they are:
 - **Sharing information about learning at this workshop with teachers and SBMCs.**
 - **Open a school bank account.**
 - **Lead the planning process.**
3. Point to the **Standards and criteria for an effective school** on display and discuss which criteria they will be expected to meet after this workshop. By the end of this term they should be meeting, or working towards all criteria under the standard **School uses a School development plan effectively** except **More than three activities on the current plan have been completed.**

Activity 1 Sharing information with your teachers and SBMC

30 minutes

1. Remind participants that after Leadership 1 they went back to school and held meetings with staff and School Based Management Committees (SBMCs). Agree what the topics were.
2. Remind them that they have an outline to help plan their meeting. Show **Chart 9.2 Planning a teachers' meeting** (also in Leadership 1 Session 9). (These meetings are also known as PDMs.)
3. Ask the participants to work in pairs to use the outline to plan the agenda for a **brief** meeting at which they will share their learning from this workshop with their colleagues back in school. Remind them they should be thinking of **three key messages** to share, they will not be able to share everything.
4. Give pairs 10 minutes to work on their meeting outline. Move around as they are doing this, checking their ideas and answering questions. Try to choose one or two meeting outlines that you think look strong or creative.
5. When you stop the participants, ask the pairs you identified to share their outlines and very briefly discuss what will make them effective.

Activity 2 Sharing ideas about planning and taking action

20 minutes

1. Show **Chart 7.2 Actions in the planning process** (from Session 7) and remind participants that these steps are all part of the planning process. All together there are so many that they can look a bit frightening! But if we share our good ideas we can help each other.

2. Ask them to agree which three or four steps in the process they are most concerned about.
3. Arrange participants into a 'Margolis wheel' (standing in two circles, one inside the other, with everyone facing a partner).
4. Give them one of the actions that everyone is worried about and ask them to try and work out what they will do when they get back to school. As participants to discuss with their partner for three or four minutes. Then ask participants on the inside circle (only) to move round by one place to the right (so that everyone has a new partner). Now give them a new action to discuss.
5. Repeat this so that about four actions have been discussed, each time with a new partner.
6. Bring everyone back together and take **brief** feedback. Allow two or three people to share a particularly good idea that they have had or heard about.

Activity 3 Practical arrangements

30 minutes

1. Break into small groups and work with your own cluster of (about) five to seven Head Teachers. Discuss with them how and when they are going to begin working through the planning process back in school.
2. Invite them to share their concerns with you. Try to answer their questions, and agree a date when you will make your first visit. Make sure you both write down the date.
3. Agree the main purpose of this visit. To make sure they understand that you are coming to help, not inspect, but that you hope that when you arrive in school you are going to see that they have at least made a start. You should have a focus so that the visit is practical and useful. You are not just coming to see them and sign off.

Summary

5 minutes

1. Review **Chart 9.1 Learning outcomes**. Agree what has been achieved.
2. Ask participants to briefly discuss in pairs what they have enjoyed the most during this workshop, and what they have found most challenging.
3. Stand in a circle (if possible) and throw the roll of masking tape around the room. Start with yourself, and share what you have found most enjoyable and most challenging during this workshop. Ask each participant in turn to share their comments.
4. Remind them again that you will be visiting them in school.
5. Congratulate and thank everyone. Make sure you end on a very positive note, and remind them that they will be the key agents of change in their school, planning and taking actions themselves to change pupils' learning outcomes.

Materials

Chart 9.1 Learning outcomes

Chart 9.2 Planning a teachers' meeting

Have you ***agreed*** with your teachers a time that is convenient for them, and made sure they have all been invited?

1. Welcome and purpose of meeting

2. Key information you need to share
 - *(write first key message here)*
 - *(second)*
 - *(third)*

3. **How** will you share this information?

4. What happens next? (what will the teachers commit to do as a result of attending the meeting?)

Leadership 3

Introducing academic leadership

Session 1 Introductory session and reviewing progress

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Establish ground rules and a participatory ethos for the workshop.
- Review progress and share experiences from their own schools with school development planning
- Identify the focus for this workshop and where this is captured in the Standards and criteria for an effective school.

Materials

Chart 1.1	Learning outcomes	Introduction
Chart 1.2	Leadership 3 workshop timetable	Activity 1
Resource	5 A4 station headings	Activity 2
Resource	Standards and criteria for an effective school (full list covered up)	Summary

Activity outline

Introduction		5 minutes
Activity 1	Ground rules	10 minutes
Activity 2	The timetable for this workshop	15 minutes
Activity 3	Sharing experiences	40 minutes
Summary		20 minutes

Read and discuss these notes with your co-facilitator before the session

This first session of the workshop needs to re-establish the participatory tone for the rest of the sessions. Participants will be reviewing what has happened to date and looking ahead to the next sessions; and you should make this as positive as possible. You should also try to set a high standard by knowing session content well and by having all resources and charts ready to use. You will need the charts for the Standards and criteria for an effective school that you have used before.

Look at the session notes and agree where and how the following key messages are covered:

- Setting the tone for this workshop.
- Reviewing progress made to date in schools.
- Agreeing the focus for the coming workshops.

Make sure you are clear about why it is important for **all** Head Teachers to be academic leaders. In large schools they may delegate some responsibility for academic matters to senior teachers, but how well teachers teach and pupils learn ultimately remains their responsibility. They must be able to lead their teachers.

In the summary participants are asked to think about how the sessions for this workshop are captured in the Standards and criteria for an effective school. Make sure before you start the session that you yourself are clear. Remember to ask for help if you are unsure.

Introduction

5 minutes

1. Welcome all the participants. Ask one participant to lead an opening prayer.
2. Share **Chart 1.1 Learning outcomes** with participants. Explain that this session is about setting the tone for the rest of the workshop, and participants will be sharing their experiences of change in their own schools.

Activity 1 Ground rules

10 minutes

1. Agree that one of the first activities in a workshop is setting ground rules.
2. Ask pairs to discuss for five minutes what ground rules they think are needed for the workshop. They should not write these down.
3. After five minutes, get feedback. Ask each pair to suggest one ground rule. After each suggestion, ask if everyone agrees. If they do, write it on a piece of chart paper. If there is disagreement, have a discussion about the rule and whether it is needed or not. Stop when there are no new suggestions. Keep this **brief**.
4. When you have recorded suggestions from each group, check the list to make sure everything you want is included. Make sure there is a rule about turning handsets off, and about being punctual. Remember ground rules only work if the list is short, clear, and are **followed up**.
5. Agree that, to help everyone to be punctual, it would be useful to have a timekeeper. Appoint a timekeeper whose role will be to remind you when sessions are due to end, and to remind the participants when they should be ending breaks and ready to start sessions.
6. Thank the appointed timekeeper.

Activity 2 The timetable for this workshop

15 minutes

1. Display **Chart 1.2 Leadership 3 workshop timetable**. Ask different participants to read out the title of each session.
2. After all of the titles have been read out, give groups two or three minutes to have brief discussions to agree what they think this workshop is focusing on.
3. Take some suggestions from different groups. There is no need to discuss these in detail. The idea is just to make sure that participants **think** about what they will be doing and why, rather

than just waiting to be given all of the information. Agree that the main focus is on **improving the way that teachers teach and pupils learn.**

4. Link this back to the goal of the school and the main responsibility of Head Teachers.

Activity 3 Sharing experiences

40 minutes

1. Explain that participants are now going to share their experiences of what has changed in their schools since they started the leadership programme.
2. Explain that there will be five topics to discuss and each will have a numbered Station. Hold up the five Station headings (on A4s) one at a time and ask a different participant to read each one. Put the Stations around the room.
3. Each Station has a different focus. When participants reach a Station, they need to check the focus and share their experiences of what has changed in their school in relation to that focus. They also need to share what they hope will change in future in relation to that focus. Remind participants that everyone in the group should have a turn at speaking.
4. Number participants one to five. Tell participants that this number tells them which Station to start from. (For example number 3s all start at Station 3.) This will make sure participants are split evenly between the Stations. Explain that when it is time to go to their next Station all they need to do is move to the next one in the room. (If they started at Station 4 they will move to Station 5 next.)
5. Tell the participants to all move to their first Station and begin discussing their first focus area. Move around the room, checking that participants have moved to the appropriate places and they are sharing experiences, hopes, and challenges related to their focus area.
6. Give participants up to five minutes to discuss at their first Station, clap your hands to stop discussion and then ask them all to move on. Again, move around the room helping participants to move to the appropriate place and encouraging discussion.
7. Give participants another few minutes at their new Station. Repeat this, each time clearly announcing that everyone needs to move to the next Station until everyone has visited each Station.
8. Once participants have spent time at their last Station, ask them all to return to their original tables.
9. Ask **one** participant to represent each Station heading and stand and share one specific example from the discussions that took place at that Station. This can be something that has changed, or something that people hope for the future in that focus area.
10. Thank participants for their hard work and congratulate them on the positive changes that are beginning to take place in their schools.

Summary

20 minutes

1. Review **Chart 1.1 Learning outcomes** for the session and agree what has been covered.
2. Have the Standards and criteria for an effective school flip charts ready, but covered up.
3. Ask the participants to think about the topics that they have just been discussing. Which **standard** do these topics mostly relate to? Agree that it is mostly about **School uses a School development plan effectively**. Uncover this flip chart so that everyone can see it.
4. Explain that during the course of this workshop they will now be looking at the other two standards. Ask them if they can remember what these are. Agree that they are **Teachers deliver competent lessons** and **Head Teacher operates effectively**. Uncover these two flip charts so that everyone can see them.
5. Point to the **Teachers deliver competent lessons** standard and say that some, but not all, Head Teachers may teach classes. But all Head Teachers have the responsibility to make sure that their teachers teach well and meet the standard.
6. Ask participants if they can remember some of the criteria that make up these two standards. Take ideas and then uncover the flipcharts with the criteria written on.
7. Ask them to look at the timetable for this workshop. Can they see in which sessions these criteria are covered?
8. Thank participants for their engagement with the first session and ask the timekeeper what time they should be ready to begin the second session.

Materials

Chart 1.1 Learning outcomes

Chart 1.2 Leadership 3 workshop timetable

	Session (90 minutes)	Session (90 minutes)	Session (90 minutes)
Day 1	1. Introductory session and reviewing progress	2. How do I lead teaching and learning?	3. Helping teachers understand how children learn
Day 2	4. Helping teachers understand group and paired work	5. Helping teachers use materials	6. Promoting learning time
Day 3	7. Taking our learning back to school (school based tasks)		

Station Headings *(One A4 heading for each of the five Stations)*

- 1) Working with the SBMC and community
- 2) Holding meetings with teachers
- 3) Doing a school self-evaluation
- 4) Making a School development plan
- 5) Putting financial systems in place in your school

Leadership 3

Introducing academic leadership

Session 2 How do I lead teaching and learning?

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Understand the role of the Head Teacher as an academic leader.
- Identify activities that the Head Teacher can do to improve the quality of teaching and learning in their school.
- Identify how the Head Teacher can support teachers to use their lesson plans.
- Identify where this issue is covered in the Standards and criteria for an effective school.

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 1.2	Leadership 3 workshop timetable (from Session 1)	Introduction
Chart 2.2	Being an academic leader	Activity 1
Chart 2.3	Helping teachers use the lesson plans	Activity 3
Resource	Standards and criteria for an effective school	Introduction
Resource	2 A4 sheets of paper labelled Agree and Disagree	Activity 1

Activity outline

Introduction		15 minutes
Activity 1	What is academic leadership?	20 minutes
Activity 2	Assessing the implementation of the lesson plans	20 minutes
Activity 3	Supporting the implementation of the lesson plans	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session looks at how Head Teachers can try and improve the quality of teaching and learning in their schools, by being an academic leader. This is one of the most important parts of their leadership role.

How the Head Teacher carries this out may differ between schools, especially between large and small schools. In the small schools the Head Teacher will probably teach, maybe even be a class teacher. Can you think of ways in which he or she can use this experience in their academic leadership role? In large schools the Head Teacher may delegate to Assistant Head Teachers or Senior Teachers some areas of responsibility for academic matters. But, ultimately, responsibility for the quality of teaching and learning remains with the Head Teacher; and they must show leadership in this area.

Even if they are not the strongest of teachers themselves they can still carry out this role.

Look at the session notes and agree where and how the following key messages are covered:

- What academic leadership is and how it is covered in the Standards and criteria of an effective school.
- Activities that Head Teachers can undertake to lead teaching and learning.
- How the Head Teacher can support teachers with their lesson plans.

What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

Before your next school visit, think about specific ways the Head Teacher can support the teachers in their teaching. Ask your SSIT for ideas if you are unsure.

Introduction

15 minutes

1. Welcome all the participants.
2. Ask participants to recall the three standards for effective schools that we have been discussing in previous sessions.
3. Ask volunteers to tell you the topics we have worked on so far in the leadership programme. Agree that most emphasis has been on the third standard - **School uses a school development plan effectively**. (Although you can add that we have also looked at change, how children learn and how to work with adults).
4. Ask them which standards we are going to focus on in this workshop. Agree that during the course of this workshop they will now be looking at the other two standards. Ask them if they can remember what these are. Agree that they are **Teachers deliver competent lessons** and **Head Teacher operates effectively**.
5. Explain that this session looks at **how the Head Teacher leads the improvement of teaching and learning**. We call this **academic leadership**. You can write on the flipchart '**academic leadership = leading teaching and learning**'.
6. Ask participants to look at the timetable of the workshop on **Chart 1.2 from Session 1** again and identify and agree which sessions and topics cover teaching and learning. (It should be all the sessions and definitely Sessions 2, 3, 4, and 5 cover this directly.)
7. Share **Chart 2.1 Learning outcomes** with the participants.
8. Explain that working with their teachers to improve teaching and learning is a very important part of every Head Teacher's job, and it is an important part of the School Support Officer's (SSO's) role to support the Head Teacher in this. Academic leadership involves encouraging adults to learn and improve. Remind participants that in an earlier workshop we looked at working with adults, and how adults learn. Ask participants what they remember about this. Take a few suggestions and emphasise the importance of treating the adult learner with respect.

Activity 1 What is academic leadership?

20 minutes

1. Tell participants that we are going to begin by looking at academic leadership. Remind participants that being an academic leader involves leading teaching and learning in their schools.
2. Place an A4 paper label **Agree** on one side of the room and one **Disagree** on the other side of the room.
3. Tell participants that the facilitator is going to read out some statements. If you agree that the statements are activities **for leading teaching and learning**, move to the **Agree** side of the room. If you disagree, go to the **Disagree** side. If you are not sure, stand in the middle.

4. Read the first statement below and then ask participants to move to **Agree**, **Disagree** or in the middle.
5. When they have moved, choose one participant in the **Agree** side to explain why they moved there. Then choose one participant on the **Disagree** side to explain why they moved there. Do not spend too long discussing this. Then make a decision on which side was correct (agree or disagree). Give clear reasons for the decision; you can use the suggested reasons below. **Keep this brief.**
6. Repeat this for all the statements. Remember to keep discussions brief.

Statements:

- i. **Get experienced teachers to help new teachers with lesson plans.**
- ii. **Organise good teachers to do demonstration lessons of teaching skills.**
- iii. **Check that teachers are going to their lessons on time each day.**
- iv. **Arrange for a good maths teacher to deliver extra classes for students who have low maths exam results.**
- v. **Help teachers develop ways, other than using a stick, to control their classes.**

Suggested reasons for agreeing or disagreeing:

All of the activities are useful things for a Head Teacher to do, but not all are activities for leading teaching and learning.

Disagree: Statement 3

- This activity may improve teacher behaviour but does not directly lead to improved teaching or learning. It is a management activity.

Agree: Statements 1, 2, 4 and 5

- These are all academic leadership activities that improve teaching and learning.
- 1, 2 and 5 are activities to improve teaching skills and behaviour of **teachers** whilst 4 is an activity to improve **pupil's** learning.

7. Explain that there are lots of ways to be an academic leader. Show **Chart 2.2 Being an academic leader**. This shows the activities of an academic leader. Ask the participants to read it.
8. To summarise ask volunteers to tell you:
 - What does 'academic leadership' mean?
 - What does leading teaching and learning involve?
9. Agree that academic leadership involves carrying out planned activities to improve the quality of teaching and pupil's learning in the school. Activities to improve teaching and learning can be carried out by the Head Teachers or delegated to other teachers in a large school under the supervision of the Head Teacher.

Activity 2 Assessing the implementation of the lesson plans**20 minutes**

1. Remind participants that an important tool for improving teaching and learning are the lesson plans and teacher's guides. Many states have printed lesson plans for literacy and numeracy and teachers have attended workshops to help them introduce these plans. It is the Head Teacher's responsibility to make sure that their teachers use them regularly.
2. Ask participants if they have tried using the lesson plans or watched the teachers using them. Ask participants to mention some things from the new lesson plans that they like.
3. Put the participants into small groups and give each group a flipchart.
4. Ask half the groups to record on the flipchart **specific** activities or types of teaching that have gone well with teachers using lesson plans. They should include how the lesson plans have supported teachers and Head Teachers.
5. Ask the other half of the groups to discuss any problems they or their teachers have faced using the new lesson plans. They should include how they have tried to solve the problems.
6. After five minutes ask the groups to swap their flipcharts with an opposite group. (They should now be answering the other question). Give the groups a couple of minutes to add any more points to the flipchart. They should not repeat points that are already on the flipchart. You should go around the groups checking they know what to do and encouraging discussion.
7. Ask each group to put their flipcharts up on the wall for everyone to see. Ask each group to share one example of something that went well and one example of a problem. Highlight any common answers across the groups.
8. Ask participants what further support they need and record it in your note book so you can help them if possible. Remind participants that we are working together and they need to be honest about what is working well in their school and what is not working well. Remind them that the SSO will be able to support them with lesson plans in school.

Activity 3 Supporting the implementation of the lesson plans**30 minutes**

1. Remind participants it is every Head Teacher's responsibility to make sure that the teachers use the new literacy and numeracy lesson plans regularly and that they should work with them to help them do this. Agree that some teachers will find it difficult, and that all teachers will manage better if they are supported. Explain that one way that the Head Teachers can give

support to their teachers is to hold regular, short, workshop-style meetings to prepare for using the next lot of lesson plans. These can be informal.

2. Ask the participants to work in groups and discuss how the Head Teacher could support their teachers with the lesson plans. After a few minutes show the participants **Chart 2.3 Helping teachers use the lesson plans**. Ask them to read this in their groups.
3. Give groups 10 minutes to make some notes about what action the Head Teacher would take to support each **different** teacher.
4. Take feedback. Keep this **brief**, about 10 minutes in total. Ask the first group to say what they would do to help Teacher A, the second group Teacher B, the third group Teacher C and the fourth group Teacher D.
5. Summarise by reviewing **Chart 2.2 Being an academic leader**. How many of these points did they think of? Did they have any other good ideas? Emphasise the last point. Some of the things academic leaders do can be informal. Just speaking to teachers about their day can also help them.

Summary

5 minutes

1. Ask what the SSOs could do to support the Head Teacher to lead teaching and learning.
2. Review the **Chart 2.1 Learning outcome** and agree what has been covered.
3. Thank the participants for their hard work during the day.

Materials

Chart 2.1 Learning outcomes

Chart 2.2 Being an academic leader

Being an academic leader involves these activities:

- Make sure teachers have their own copies of the lesson plans
- Organise professional development meetings to improve teachers' skills and regular, short, workshops to prepare for using the lesson plans
- Observe teachers' lessons, and provide them with useful feedback
- Identify teachers' strengths and areas to improve in teaching
- Organise regular demonstration lessons of good teaching skills
- Identifying and organise teachers with good skills to guide (mentor) others
- Organise for teachers to observe a good teacher's lesson
- Talk to teachers **every day** to make sure they are prepared and can share and problems or successes.

Chart 2.3 Helping teachers use the lesson plans

Teacher A:

Does not understand the lesson plan structure and finds it difficult to teach the lessons

Teacher B:

Loves teaching the lesson plans, understands them clearly and her pupils have responded really well to the new methods

Teacher C:

Can understand the lesson plan structure but is struggling to understand how to use numbers line

Teacher D:

Has a good understanding of the numeracy lesson plans, but his English is not very good

Leadership 3

Introducing academic leadership

Session 3 Helping teachers understand how children learn

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Understand how children learn.
- Identify features of child-centred learning in lessons.
- Discuss child-centred learning with teachers using practical examples.

Materials

Chart 1.1	Learning outcomes	Introduction
Chart 1.2	Leadership 1 workshop timetable	Activity 2
Chart 1.3	Learning achievements	Activity 2
Chart 1.4	What is a leadership programme?	Activity 3
Handout 3.1	How children learn	Activity 2
Resource	Cardboard fish	Activity 1
Resource	A4s Children learn best when...	Activity 2
Resource	Three standards for an effective school (and one new criteria strip to add in the summary)	

Activity outline

Introduction		2 minutes
Activity 1	Understanding how children learn	15 minutes
Activity 2	What is child-centred learning?	40 minutes
Activity 3	Is this child-centred teaching?	30 minutes
Summary		3 minutes

Read and discuss these notes with your co-facilitator before the session

Much research over many years has identified ways in which children learn best. If schools are to become more effective, it is important that teaching methods match the ways in which children learn best. This involves putting children at the centre of all we do.

Look at the session notes and agree where and how the following key messages are covered:

- How children learn
- What child-centred learning looks like in the classroom
- The Head Teachers' role in promoting child-centred learning.

Also remind yourselves about studies (MLAs, Composite Surveys) that have been done that show current levels of pupil achievement. Do you know the results for your State?

There is a strong link between the content of this session and the work we did on promoting pupil self-esteem. Try and discuss this link with your co-facilitator and the Head Teachers in your schools.

Ask yourself why knowledge about teaching and learning is important for Head Teachers. After all, only some of them teach. But all Head Teachers **lead** teaching and learning in their schools. They need to understand teaching and learning for two reasons:

- To support their teachers to teach better, through meetings and suggestions
- To be able to make sound judgments about the quality of their teachers' teaching when they monitor the effectiveness of lessons (we will learn how Head Teachers do this in Leadership 5).

Introduction

2 minutes

1. Welcome all the participants. Explain that in this session we will look at how children learn.
2. Remind them that the main role of the Head Teacher in an effective school is to lead teaching and learning, in order to improve all pupils' learning and achievement in school.
3. To do this effectively, the Head Teacher must know the best ways in which children learn so that she can guide teachers in the best methods to help children learn. **This is extremely important.**
4. Share **Chart 3.1 Learning outcomes** with participants.

Activity 1 Understanding how children learn

15 minutes

1. Explain to participants that this session will begin by looking at how children learn. Tell them they will be looking at how to teach a maths topic.
2. Remind them that studies have found that pupils are very weak even in very basic maths. One reason for this is that even basic maths is not well taught. We are going to look at teaching early number concepts; the teaching of 'greater than', 'less than' and 'equal to'.
3. Show the cardboard fish. Explain that it lives in a pond and is very greedy. It has a big mouth and likes to eat anything that comes near the pond.
4. Carry out the demonstration.
 - a. Demonstrate the fish swimming in the pond. Show the mouth.
 - b. Draw the pond on the chalkboard. 
 - c. Ask three volunteers to come to the front and stand on one side of the pond. Explain that three pupils from ... (add a place name) came to play by the pond.
 - d. Ask 'How many pupils are there on this side of the pond?' Point to the group of three.
Write 3 
 - e. Ask two more volunteers to come and stand on the other side of the pond.
 - f. Ask 'How many pupils are there on this side of the pool?' Point to the group of two and write  2
 - g. Remind the participants that the fish is very greedy.
 - h. Ask 'Which group would the fish like to eat?' Demonstrate the fish swimming and looking at each group.

- i. Show the fish's mouth. Ask 'Which group is the fish showing its open mouth to?' The group of  three.
 - j. Write **3**  **2**
 - k. Show that the fish's mouth is the same as the '>' symbol. Explain that this means 'greater than'. Read '3 is greater than 2'.
5. Ask the participants to discuss in groups what the teacher did that would help pupils' understand the concept. Do not take feedback yet.

Activity 2 What is child-centred learning?

40 minutes

1. Display the **A4s Children learn best when...** describing ways in which children learn (with the **best** and **not good** mixed up). Ask the participants to discuss in their group which ones they think describe ways in which children will learn **best**.
2. Ask the groups, one at a time, if all the members agree with each other within the group. Then go through the statements selecting the ones which describe ways in which children learn **best**. You can use **Handout 3.1 How children learn** as a guide to give reasons for your choice.
3. Explain that many participants are probably familiar with the term 'child-centred learning'. Some teachers may feel that they are using child-centred methods in their classes. However, studies carried out in Nigerian schools show that child-centred learning is not taking place.
4. Explain that first we need to have a common understanding of what child-centred learning actually involves. Display **Chart 3.3 Child-centred learning**, with individual points covered. Point to the **children** at the centre.
5. Ask participants to think about the maths demonstration in Activity 1 and identify some features of child-centred learning. Get ideas from one group at a time. Uncover the points as they are mentioned. Briefly explain the points.

Activity 3 Is this child-centred teaching?

30 minutes

1. Explain that we have identified features of child-centred learning. Hopefully many participants have observed teachers' lessons and found good examples of child-centred learning taking place. We will now do an activity to look at practical examples of child-centred learning in a lesson.
2. Show **Chart 3.3 Is this child-centred teaching?** This is an example activity done by a teacher. It may be child-centred or it may not be. Some parts of the activity may be child-centred, some parts of the activity may not be.
3. Give groups a few minutes to read the activity and discuss these questions:

- Is this activity child-centred teaching? Why?
 - Is there part of the activity that can be made more child-centred? How?
4. Now ask 'Is this child-centred teaching?' Get suggestions from each group. Agree that it is **child-centred** because children can see materials (shapes) on the chalkboard, and the teacher asks questions and does not just tell pupils.
 5. Agree that we could make this activity **more** child-centred. Give participants a few minutes to discuss in groups how they could make the activity more child-centred, then take responses. Lead a brief discussion. Use some of the ideas below to guide this. If no one thinks the activity can be made more child friendly, ask closed questions to prompt the answers you want e.g. which is better, the teacher using materials or the pupils using materials? Is it ok to get only two pupils to answer the questions?

Suggestions to make activity more child-centred

- The children use materials (e.g. stones) themselves, in pairs or individually.
- The teacher asks more children to answer the questions.
- The teacher writes more examples on the chalkboard with the answers missing (this example is just copying meaning there is no thinking).
- Children work in pairs to do the addition, using stones if they like.

Summary

3 minutes

1. Look at **Chart 3.1 Learning outcomes** and agree what has been covered.
2. Explain that one of the biggest changes we hope to see in the classrooms is teachers using praise. Show the **additional strip 'Teachers use praise throughout their lessons'**, and place it under 'Teachers delivering competent lessons'. Explain that using praise during lessons is a very important part child-centred learning and part of being able to teach competently. We will look in more details at other aspects in the next sessions.
3. Give participants copies of **Handout 3.1** as a summary.
4. **Ask participants to bring a literacy lesson plan book and a numeracy lesson plan book with them tomorrow.**

Materials

Chart 3.1 Learning outcomes

Chart 3.2 Child-centred learning

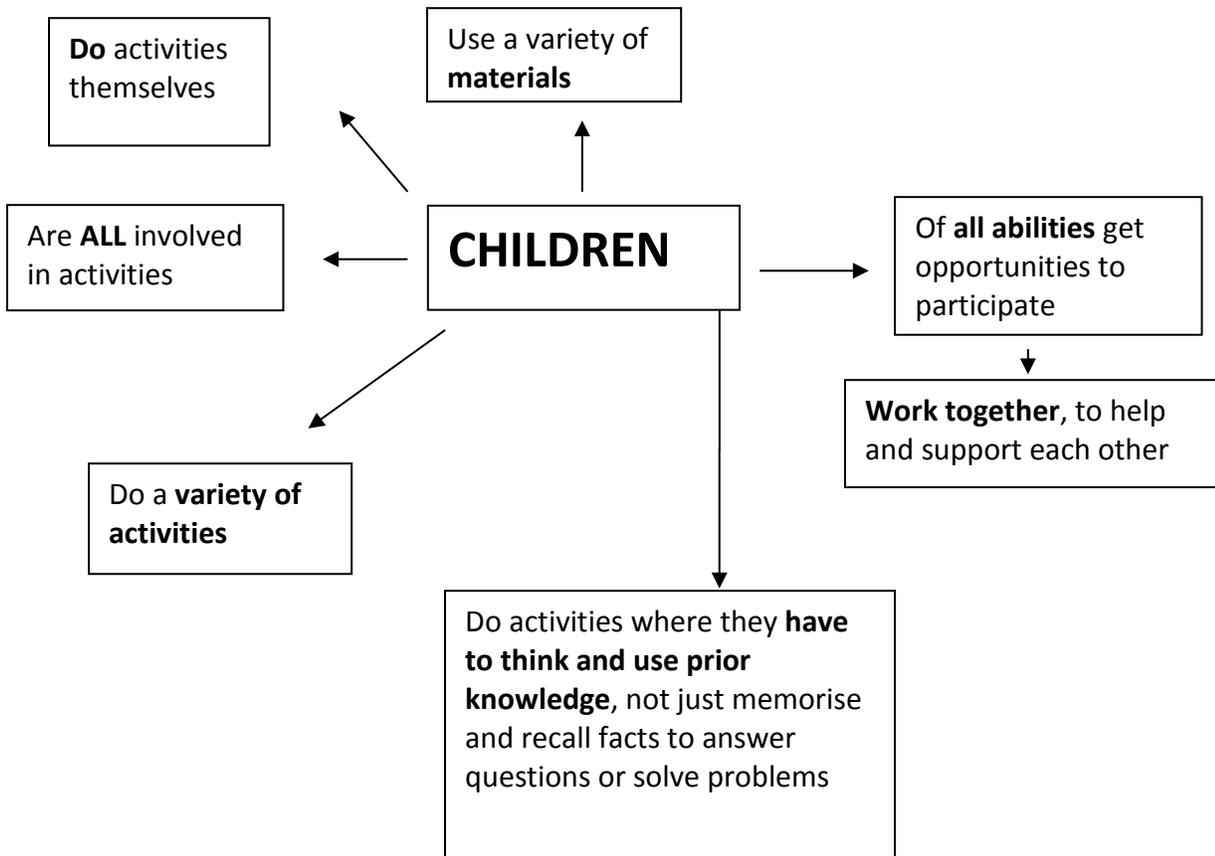


Chart 3.3 Is this child-centred teaching?

The teacher draws these shapes on the chalkboard:



The teacher asks questions like 'How many sweets are here?' 'How many sweets are there altogether?'

The teacher gets 2 pupils to answer the questions.

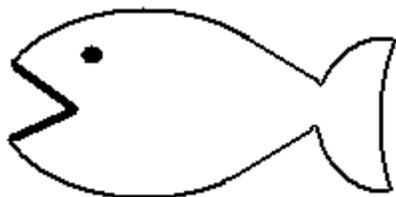
As the pupils give the answers, the teacher writes on the chalkboard:

$$4 + 2 = 6$$

The teacher asks the pupils to write this in their notebooks.

Resources

Cardboard fish *(Made from cardboard)*



Children learn best when..... *(A set of statements each on A4 paper for display)*

Best	
Doing activities themselves	Listening to the teacher explain
Using a variety of materials	Chanting after the teacher
Working with, and helping others	Working individually after listening to the teachers presentation
Building new learning on what is already known	Using only textbooks and the chalkboard
Focusing on understanding and use of skills	Focusing on memorizing facts
Working at their individual levels of ability	Everyone working at the same level of ability
Using what is learned practically	The teacher uses materials
Having time to practice new skills	Doing the same activity for a long time

Three Standards for an effective school *(Displayed on the wall from the previous sessions)*

School uses a School development plan effectively.

Teachers deliver competent lessons.

Head Teacher operates effectively.

Plus one new criteria strip: *(On a strip of flip chart and added during the summary)*

Teachers use praise throughout their lessons

Handout 3.1 How children learn

Children learn best when:

- **They are actively involved in the learning**, using materials and doing things themselves.
-E.g. in groups, individually or in pairs, dividing stones into sets for division in maths.
- **They participate with others**, working together, expressing themselves and interacting socially.
-E.g. discussing in groups to make up sentences for new words in the story, helping each other and checking each other's work.
- **What they learn is meaningful and useful**, linked to children's real life, and able to be used practically.
-E.g. making up shopping lists, then adding and subtracting by using 'money', to buy things in a classroom shop.
- **What they learn builds on what they know**, and makes use of what they have previously learned.
-E.g. learning place value for 100s based on their understanding of place value for 10s.
- **Their learning focuses on understanding and use of skills**, rather than memorisation and recall of facts.
-E.g. using and identifying verbs in conversations as a group activity, rather than learning the definition of "verb" and chanting examples as a whole class.
- **Their learning takes individual differences into account**, and children can work at their own levels of ability
-E.g. getting more help from the teacher or other pupils as a low achiever, being able to do more difficult problems as a high achiever, higher ability children working with and helping those who are slower learners.
- **They are able to practice skills**, and make use of the information they learn
-E.g. using what is learned about shapes to identify other shapes in the classroom, then identifying shapes at home or on the way to school.
- **They are motivated**, by the teacher praising and acknowledging their work, and being encouraged to develop intrinsic (internal) motivation
-E.g. getting praise from the teacher for work well done, having good work shown to the class, striving to get higher marks in tests.

Leadership 3

Introducing academic leadership

Session 4 Helping teacher understand group and paired work

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Understand and use different ways of grouping pupils during a lesson.
- Give reasons why pupils should work together
- Demonstrate the use of a simple adaptable game and explain how playing this in groups supports pupil's learning
- Identify where this issue is captured in the Standards and criteria for an effective school.

Materials

Chart 4.1	Learning outcomes	Introduction
Chart 4.2	Benefits of working together	Activity 3
Chart 4.3	Getting children to work together	Activity 4
Handout 4.1	Educational games for groups and pairs	Activity 1
Resource	Bingo boards and cards	Activity 1
Resource	Containers made from water bottles and six stones per group	Activity 1
Resource	Three standards for an effective school (and one new criteria strip to add in the summary)	

Activity outline

Introduction		5 minutes
Activity 1	A practical demonstration of a group activity	25 minutes
Activity 2	The use of pair and group work in the lesson plans	55 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

Children learn best when they can work together, discuss what they are doing, help each other and learn from each other. This is likely to be quite a difficult shift from the current teacher centred approach in Nigeria. By the end of this session we hope that teachers, supported by their Head Teachers will start by giving group or pair work a try.

Look at the session notes and agree where and how the following key messages are covered:

- Practical examples of group and pair work.
- Benefits of group and pair work.
- Group work in the lesson plans.
- Using different groupings appropriately.

Head Teachers need to understand that this topic will be delivered in the professional development meetings and it is an important criteria for assessing whether their teachers are delivering effective lessons or not. Make sure you understand this topic well so that you can support them and seek help if you are unsure.

Introduction

5 minutes

1. Explain that this session continues our work on improving teaching and learning. In this session we will look at how children work in the classroom, and how we can get children working together to improve their learning.
2. Ask the participants to think about all the leadership sessions they have had so far. Ask them to think about who they have worked with during the activities. Agree that they have sometimes worked as a whole class, sometimes in smaller groups and perhaps sometimes in pairs. Explain that we can organise pupils in the same ways in lessons – whole class, group work, pair work, and individual work.
3. Explain that classroom observations and studies of lessons in Nigeria show that lessons are dominated by the teacher explaining to children, who mostly sit in silence, and may or –more likely may not- understand the teacher’s explanations. When children do activities, these are usually **individual** activities – such as writing on the chalkboard, writing in exercise books, reading from a textbook. **Less than 1 minute** in the average lesson involves children working with other children, either in groups or pairs.
4. Explain that this session will look at the importance of getting children to work together, and activities that children can do together.
5. Share **Chart 4.1 Learning outcomes** with participants.

Activity 1 A practical demonstration of a group activity

25 minutes

1. Explain that we are going to play an educational game in groups. **Give out bingo boards and containers of stones to the groups.** Make sure the stones are kept in the middle and no one is touching the materials.
2. Explain how the game is played. Each group receives a bingo board. Explain that on their board they have six sums which need six answers. Demonstrate by pointing to the bingo board. Every group has a different board of sums. The teacher has a set of answer cards. The teacher will mix up the cards, and call out the answers from the cards. If a group has the sum that matches the answer called out, one person in the group puts a stone on the sum on their group’s board. Demonstrate this. Group members take turns to put stones on the sums. When all the sums on the board have stones on them – the group calls out “**BINGO**”.
3. Play the game. Watch that participants to make sure they are putting stones on their boards. Keep going until someone calls out **bingo**. Congratulate them and then carry on until all groups have a chance to call bingo.
4. Ask whether they enjoyed the game. (Probably yes). Then briefly discuss and agree that this is a good way for children to learn. Then ask **What are children learning?** *Number bonds, simple addition.* Explain that **this is a good way of giving practice for a skill, not for teaching it for the first time.**
5. Ask participants to put the stones back into the middle. Mix up the teacher cards again. Ask a participant to come out to the front to call out the numbers. Let them call out three numbers to practice and then stop everyone.

6. Ask the participants if this game would be a good one for the pupils to play individually or in pairs. Agree that it would be very difficult to prepare for, but apart from that it would work. However, it is a better game played in groups. Get them to discuss why this game is a good group activity. Get suggestions from the groups in turn.

Example reasons: Interesting; pupils work together and help each other; they have to talk through their thinking; reinforces what has been learned; stronger children can help weaker ones; they check each other's work; they explain to each other what they are doing and so they will become more sure of the processes; children take the lead; develops social skills such as sharing.

7. Hold a brief discussion on how you might arrange the group. What are the benefits of having pupils of mixed ability working together? What are the advantages of putting pupils in specific ability groups?
8. Summarise by going through **Chart 4.2 Benefits of working together**. Cover the points and reveal them one by one.
9. Point out that bingo can be played in lots of different ways, for numeracy and also for literacy. Play the literacy example of 'Chalkboard bingo' from **Handout 4.1 Education games**.
10. Give participants **Handout 4.1** which covers different versions of bingo.

Activity 2 The use of pair and group work in the lesson plans

55 minutes

1. Remind the participants that the literacy and numeracy plans usually involve both group work and pair work in one lesson. Ask them to look through their lesson plans and as a group find one example of group work and one example of pair work.
2. When they have found examples, ask them to discuss the following questions for about 15 minutes:
 - What are the pupils **doing** in this activity?
 - What are they **learning** in this activity?
 - What is the teacher doing in this activity?
 - How would you organise the group or pair? (e.g. mixed ability)
 - Why do you think this activity is done as a pair or group activity?
3. Tell participants that they are going to practice teaching one of the activities. They should nominate a 'teacher' from their group. Give the groups 10 minutes to prepare. Then ask one group 'teacher' to deliver their activity to all the participants. Then ask another person from that group to explain why they think this activity is done as a pair or group activity.
4. Get the rest of the participants to give the team feedback on their presentation skills using 'two stars and a wish'.
5. Repeat with as many groups as there is time for.

Summary

5 minutes

1. Go through **Chart 4.1 Learning outcomes** and agree what has been covered.
2. Show **Chart 4.3 Getting children to work together** and tell the participants that this should help them to remember some of the key points. They can take a photo or copy it.
3. Finally, point to the **Standards** (on strips of flipchart) that are on the wall. Agree that these are the standards for an effective school.
4. Agree that this session looked at the standard **'Teachers delivering competent lessons'** and that this is an important standard for both teachers and Head Teachers.
5. Show the **additional strip 'Teachers organise their pupils in different ways during lessons'**, and place it under 'Teachers delivering competent lessons'. Explain that grouping pupils in different ways during lessons is a very important part of being able to teach competently.
6. Remind participants that it is their job as Head Teachers (and SSOs) to be able to help them do this.

Materials

Chart 4.1 Learning outcomes

Chart 4.2 Benefits of pupils working together

They:

- Learn from each other
- Develop oral (speaking) skills
- Develop thinking skills (explaining things helps pupils reason things through)
- Develop social skills (e.g. listening to others, discussing,)
- Develop self-esteem, develop confidence
- Feel more relaxed, happier
- Have more control over their learning

..... **and so learn better!**

Chart 4.3 Getting children to work together

Together they can:

- Discuss questions asked by the teacher
- Make up and write sentences or short stories
- Do maths exercises in their books
- Read from a textbook or the chalkboard
- Use learning materials

Children should also check each other's work in pairs. This allows pupils to go over their work again, and gain a better understanding what they have learned.

Resources

Three Standards for an effective school (*Displayed on the wall from the previous sessions*)

School uses a School development plan effectively.

Teachers deliver competent lessons.

Head Teacher operates effectively.

Plus one new criteria strip: (*On a strip of flip chart and added during the summary*)

Teachers organise their pupils in different ways during lessons

Handout 4.1 Educational games for groups and pairs

Education games can be played by the pupils during lessons to help them learn. The teacher should give very clear instructions on how to play the games, but should not direct pupils during the games. Pupils should lead the games where possible, and should make their own decisions while playing. The teacher should ask questions to help pupils correct any mistakes.

Education games can be played:

- At the start of the lesson to **revise** what was covered in the previous lesson
- After pupils have learned something new to **practice** what they have learned
- At the end of the lesson to **review** the content, and **assess** pupils' understanding of what they have learned.

Bingo can be used in all subjects. This is what you need for bingo the way we played it. You will need one pot of stones for each group.

Pupil's board

$3 + 7 =$	$8 + 9 =$	$4 + 1 =$
$6 + 0 =$	$9 + 9 =$	$10 + 9 =$

$9 + 2 =$	$9 + 9 =$	$10 + 9 =$
$5 + 9 =$	$6 + 4 =$	$4 + 4 =$

$7 + 9 =$	$6 + 4 =$	$4 + 4 =$
$2 + 2 =$	$8 + 7 =$	$4 + 3 =$

$5 + 8 =$	$8 + 7 =$	$4 + 3 =$
$2 + 1 =$	$8 + 9 =$	$4 + 1 =$

$5 + 8 =$	$8 + 9 =$	$4 + 1 =$
$10 + 9 =$	$6 + 4 =$	$4 + 4 =$

$2 + 1 =$	$6 + 4 =$	$4 + 4 =$
$9 + 2 =$	$8 + 9 =$	$4 + 1 =$

Teacher's cards

10	17	5
6	18	19

11		
14		8

16		
4	15	7

13
3

Here are sample cards to play bingo to practice hundreds, tens and units. The teacher must be careful to call out correctly (e.g. “three hundred and twenty one”, not “three two one”).

6 Pupil’s boards (groups)

321	670	194
410	684	107

690	684	427
793	915	410

482	915	321
596	639	401

194	793	401
107	690	183

793	410	183
596	639	482

427	639	482
915	670	194

15 Teacher’s cards

321	194
684	427

690	183
793	915

401	639
596	670

482	107
410	

Chalkboard bingo (to play in pairs)

Bingo can also be played on the chalkboard, this time in pairs. It can be adapted for literacy or numeracy.

- The teacher writes 12-15 items (words, numbers, sums etc.) on the chalkboard.
- In pairs pupils select and write 6 - 7 items in their books (one person writing, the other checking).
- The teacher calls out the items one by one.
- Pupils put a line through the item in their books if they have it.
- The first pair to have lines through all their items calls out **BINGO**.

Leadership 3

Introducing academic leadership

Session 5 Helping teachers use materials

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain the reasons for using materials to improve learning.
- Demonstrate how to improvise simple and quick materials.
- Explain and demonstrate how to use the chalkboard effectively to help learning.
- Identify where this issue is captured in the Standards and criteria for an effective school.

Materials

Chart 5.1	Learning outcomes	Introduction
Chart 5.2	Topics	Activity 1
Chart 5.3	Chalkboard case study	Activity 3
Chart 5.4	Teacher's story	Activity 3
Handout 5.1	Using the chalkboard to make your pupils think	Activity 3
Resource	A3 example letter formation, copied from the beginning of Primary 1 literacy lesson plans (weeks 1-5)	
Resource	Three standards for an effective school (and one new criteria strip to add in the summary)	

Activity outline

Introduction		10 minutes
Activity 1	Using easily available resources	20 minutes
Activity 2	Good presentation on the chalkboard	20 minutes
Activity 3	Using the chalkboard to get pupils to think	20 minutes
Summary		20 minutes

Read and discuss these notes with your co-facilitator before the session

Using materials in their teaching is one of the most effective ways for teachers to help children learn. Teachers are frequently told to improvise materials but not how or why they are important. Improvising materials or learning resources is not easy. This session helps teachers maximize resources in the local environment.

Look at the session notes and agree where and how the following key messages are covered:

- Why children need materials to learn.
- Using resources in the local environment.
- Using the chalkboard to develop thinking.

Head Teachers need to understand that this is an important criteria for assessing whether their teachers are delivering effective lessons or not. Make sure you follow up on these learnings in school and ask for help if you are unsure.

The examples on Handout 5.1 are useful and important. If you have not got handouts for some reason you will need to make a good clear chart, and ask the participants to either take a photo on their phones or copy it into their notebooks.

Introduction

10 minutes

1. Share **Chart 5.1 Learning outcomes** with participants.
2. Explain that learners need materials to help them understand basic concepts. They need to handle things to count with, they need pictures to help them read, and they need to do things to stimulate their thinking. Materials are not just about making a room look attractive (although this is also important).
3. Materials are not used very often or effectively by teachers in Nigeria. The classroom survey that was conducted in five states of Nigeria found that materials were used for **only one** minute in an average lesson of 30 minutes.
4. **This means that in some lessons, teaching materials are not used at all.** There are probably a number of reasons why materials are so underutilised in lessons. Teachers often say that they have no materials, or perhaps do not understand why they are so important or how easy it is to improvise some of the most useful learning materials.
5. Ask participants to think about the materials already used in these sessions. Why were they used? Ask them to briefly discuss this in groups.
6. Get feedback from the groups. It is likely that they will mention stones, charts, cardboard etc. Hopefully they will mention the pupils and teachers themselves. Teachers and pupils are important and available resources.

Activity 1 Using easily available resources

20 minutes

1. Explain that participants are going to do a quick activity to show how to teach important basic concepts using only things that you can find quickly in the immediate environment (in the training room or nearby).
2. Show **Chart 5.2 Topics** and tell them they have 10 minutes to work out how to teach the topics, using a simple teaching resource, which they need to 'find'. Participants don't need to physically get the resource. They can just identify it and write it down.
3. Ask the groups how many topics they have found ideas and materials for. Get each group to show one and congratulate them on their creativity.

Example ideas:

Verbs (sit, eat, walk, sleep)

Teacher mimes the actions. Children mime the actions.

2-D shapes

Children make the shapes with their bodies, e.g. 3 children hold hands and make a triangle. Name shapes cut out of cardboard. Identify shapes in the classroom.

Floatation

*A bowl/bucket full of water at the front of the class. Different objects that float or sink. Children **guess** whether the object will float or sink. Children put the object in the water.*

Multiplication by 2

Demonstrate with children. One child = 2 legs; two children = 4 legs etc.

Prepositions (in, on, under, beside, behind)

Place objects in places to demonstrate the preposition, e.g. The book is under the table.

Activity 2 Good presentation on the chalkboard

20 minutes

1. Explain that the chalkboard plays an important part in teaching for Nigerian teachers. Teachers use the chalkboard every day and for every subject. As the chalkboard is used such a lot, we need to make sure it is used well.
2. At present, research in Nigerian schools shows that 30% of what is written on the chalkboard is not readable (and 40 % contains inaccuracies). This needs to change.
3. If children are going to learn, teachers must develop better chalkboard skills. If children cannot read what is written on the chalkboard they will not learn. Teachers are models for the students and Head Teachers are models for them. How teachers write on the board will set the standard for how pupils will write, often for the rest of their lives.
4. Show the **A3 example letter formation**. Remind them that this is what is expected of them, and of their teachers, when they write on the board. Tell them that they will find this near the beginning of Primary 1 literacy lesson plans, weeks 1-5.
5. Tell participants they will now have a “writing test”. Give them these instructions:
 - The facilitator will read a list of words
 - One member of each group will write the words in a notebook
 - After checking the words, each group member will write one of the words on a piece of chart paper.
 - All group members should write at least one word **big enough for all to see**.

Word list. Read each word slowly and clearly, one by one.

1) market

2) office

3) quickly

4) something

5) Nigeria

6) chalkboard

6. Put the charts on display next to each group.
7. Get groups to walk around to check the handwriting of each group, thinking about the good model they saw earlier. Ask for comments on the handwriting. Remind participants that capitals are used only for Nigeria (proper noun) all others should have lower case letters at the start. Some writing may slope up or down the page. This is normal; writing becomes more ‘level’ with

practice. Some letters may be the wrong height, e.g. 'i' the same height as 'h', again this will improve with practice.

8. Ask participants to tell the person next to them why a teacher's handwriting is important.

Activity 3 Using the chalkboard to get children to think

20 minutes

1. Remind participants that the main purpose of using the chalkboard is to promote pupil **learning**.
2. Show **Chart 5.3 Chalkboard case study**, and explain that these are real examples of how chalkboards are used in Nigerian classrooms. This was exactly what was written on the chalkboards. Ask the participants to look at the four exercises and discuss what the pupils are learning.
3. After a few minutes take some suggestions. Hopefully at least one group will say that no learning (apart possibly from handwriting practice) is going on, because the pupils are copying answers from the chalkboard.
4. Ask volunteers to suggest how these activities could become learning activities. Go through the activities one by one. Start with number one (subtraction). One example would be if the teacher had not written the answers and had left them blank for the pupils to complete, either individually or in pairs.
5. Now show **Chart 5.4 Teacher's story** and explain this is a different way of making a chalkboard exercise into a good learning activity. What do the pupils have to do this time? *Work out each sum to see if the answer is correct and correct those that are wrong.*
6. Now give the participants 10 minutes in groups to see if they can think of ways to turn the rest of the examples into learning activities. Walk around and see if any groups have got good ideas. If so ask them to come out and demonstrate. If not, you yourself can demonstrate one or two **only** on the board (use examples from **Handout 5.1**).
7. Give all participants a copy of **Handout 5.1**.

Summary

10 minutes

1. Ask participants to think back to the last three sessions. Together list the areas that we have covered which contribute to a good lesson.
2. Remind them that there is a lot more to teaching but that if they can do these basic things correctly pupil achievement will increase.
3. For the final ten minutes they will think about what these areas look like in practice in the classroom.
4. Give each group one of the following headings.
 - 'Teachers use a teaching aid effectively'
 - 'Teachers organise the class during lessons in different ways'

- 'Teachers using praise more often than a reprimand'
5. Ask them to discuss what this would look like in lesson. What would the teacher be doing? What would the learners be doing if the teacher was using the teaching aid effectively? Get feedback from a couple of participants.
 6. Explain that they will find out more about systems to help them develop these areas of teaching for all lessons in their school in the rest of the workshop.
 7. Finally, refer to the **three Standards for an effective school** on strips of flipchart that are still on the wall. Agree that these are the standards of an effective school. Go on to agree the importance of the standard 'Teachers delivering competent lessons'. Point to the strip about group work and agree that it is one of the criteria for teachers delivering competent lessons.
 8. Show the **extra strip 'Teachers use teaching aids'**, and place it under 'Teachers delivering competent lessons'. Explain that using teaching aids (including the chalkboard) to stimulate children's thinking is a very important part of being able to teach competently and it is their job as Head Teachers (and SSOs) to be able to help them do this.

Materials

Chart 5.1 Learning outcomes

Chart 5.2 Topics

Verbs (sit, eat, walk, sleep)

2-D Shape

Flotation (things that float and things that sink)

Multiplication by 2

Prepositions (in, on, under, beside, behind)

Chart 5.3 Chalkboard case study

The following exercises have all been seen on chalkboards in Nigerian classrooms..... How could they be improved?

(1) T U 3 4 <u>-2 3</u> 1 1	2) T U 6 8 <u>-4 5</u> 2 3	3) T U 5 7 <u>-1 4</u> 4 3	4) T U 7 5 <u>-5 4</u> 2 1
---	--	--	--

(2) Nouns are words that are names for objects, people, or places.

- i. The teacher is going to school.
- ii. My family lives in a house near the big tree.
- iii. We went across the river in a boat.

(3) Write the numbers in the correct place value – Hundreds, Tens, Units

- i. **Ninety seven**
- ii. **Two hundred and six**
- iii. **Five hundred and twenty four**

H	T	U
	9	7
2	0	6
5	2	4

(4) Write the letters of the alphabet.

A a B b C c D d E e F f G g H h I i J j K k L l

Chart 5.4 Teacher's story

The teacher tells a story 'I forgot how to do subtraction so I did them like this. Are they correct? Can you help me check my work please?'

$$\begin{array}{r} T\ U \\ 3\ 4 \\ \underline{-2\ 3} \\ 5\ 7 \end{array}$$

$$\begin{array}{r} T\ U \\ 6\ 8 \\ \underline{-4\ 5} \\ 2\ 3 \end{array}$$

$$\begin{array}{r} T\ U \\ 5\ 7 \\ \underline{-1\ 4} \\ 4\ 5 \end{array}$$

$$\begin{array}{r} T\ U \\ 7\ 5 \\ \underline{-5\ 4} \\ 2\ 1 \end{array}$$

Resources

Standards (and some criteria) for an effective school

(Displayed on wall from previous sessions)

School uses a School development plan effectively.

Teachers deliver competent lessons.

- Teachers organise their pupils in different ways during lessons

Head Teacher operates effectively.

Plus one new criteria strip:

(Added during the summary)

- 'Teachers use teaching aids'

Handout 5.1 Using the chalkboard to make your pupils think

The teacher writes the sentences. Pupils write the sentences in their books and fill in the gaps.

- 1) The teacher is going to _____.
- 2) My family lives in a _____ near the big tree.
- 3) We went across the _____ in a boat.

The teacher writes mixed up sentences on the chalkboard. Students write the sentences with words in the correct order.

- 1) teacher school. going to is The
- 2) lives a family tree. the in near house My big
- 3) a boat. across the went river We in

The teacher writes on the chalkboard, with the numbers mixed up. The students copy the words and write the numbers in the correct places.

- 1) **ninety seven**
- 2) **two hundred and six**
- 3) **five hundred and twenty four**

H	T	U
9	7	
2	6	0
4	2	5

- a. The teacher writes the letters on the chalkboard (mixed up). The students write them in the correct order.

B bG gD dE eA aF fl ij jK kH h etc.

- b. The teacher writes the letters on the chalkboard (small letters mixed up). The students write them in the correct order.

A jB gC h D aE c F iG bH el fJ d etc.

- c. The teacher writes the sums and answers on the chalkboard. The students write and match the sums to the answers.

$$800 + 9 = \qquad \qquad \qquad 547$$

$$300 + 2 = \qquad \qquad \qquad 320$$

$$300 + 20 = \qquad \qquad \qquad 302$$

$$500 + 40 + 7 = \qquad \qquad \qquad 809$$

Leadership 3

Introducing academic leadership

Session 6 Promoting learning time

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain the importance of learning time for pupil achievement.
- Describe their role as the Head Teacher is promoting learning time.
- Identify challenges to learning time.
- Identify some strategies to promote learning time.
- Identify where this issue is captured in the Standards and criteria for an effective school.

Materials

Chart 6.1	Learning outcomes	Introduction
Chart 6.2	Learning time statistics	Activity 1
Chart 6.3	Promoting learning time	Activity 3
Resource summary)	Three standards for an effective school (and four new criteria strip added in the	

Activity outline

Introduction		5 minutes
Activity 1	Learning time	15 minutes
Activity 2	Challenges to learning time	20 minutes
Activity 3	Strategies to promote learning time	40 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

Promoting learning time is increasingly recognised as a key factor in improving pupil achievement. If pupils do not spend enough time working with their teachers in lessons then they will not have the chance to learn enough, and learning outcomes will not improve. It is understood that Head Teachers have problems in trying to enforce teacher punctuality but it is important that they try (with the backup of their SSOs) to improve the situation.

Look at the session notes and agree where and how the following key messages are covered:

- Importance of learning time.
- Identifying factors that reduce learning time.
- Developing strategies to promote learning time.

What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

It is important that you remind Head Teachers of the importance of this area during school visits, and that the strategies they suggest during this session are used in school.

Introduction

5 minutes

1. Ask participants to look at the three **Standards for an effective school** and discuss where 'promoting learning time' is covered. Agree that it is in the standard 'Head teacher operates effectively'.
2. Explain that promotion of learning time is an important part of the SSO and Head Teacher's role, and it is what this session is about.
3. Share **Chart 6.1 Learning outcomes** with participants.

Activity 1 Learning time

15 minutes

1. Explain that 'learning time' means the period of time that pupils spend **learning** in school. Agree that although learning can happen without a teacher being present, we are looking at the amount of time that **teachers are teaching their classes**. Ask participants to suggest some other activities children do in school, so that they are clear about the difference. Suggestions could include playing during breaks, waiting for lessons to begin, taking food.
2. Ask pairs to share ideas with each other in response to the question **Why is learning time important?** Give pairs three minutes to discuss. Then take brief feedback. Agree that learning is the main purpose of schools and so learning time is important. Keep this short.
3. Tell participants that, internationally across all education systems, research finds that the most important factor in pupils' achievement is the amount of learning time they have. Display **Chart 6.2 Learning time statistics** with both the international comparisons and the reductions covered.
4. Talk through the school day and lesson time statistics and agree on the total timetabled lesson hours.
5. Ask if 'lesson hours' is the same as 'learning time'. Agree that it is not. Time spent in a lesson is not all spent learning. Explain that studies (the Classroom Observation survey from 2009) suggest that at least 10% of lessons is spent with no activity (this takes away 63 lesson hours), and children spent approximately 50% of lessons not engaged with content (this takes 315 lesson hours away).
6. Show the international comparisons and agree that Nigerian schools do not use as many hours as many other countries. This is not going to change in the near future, but it means that schools have to maximise the learning time that their pupils have.
7. Show the reductions and talk through each one. Agree that these are all things that could happen in schools.
8. Agree that this is a serious cause for concern. Nigerian pupils have fewer lesson hours to start off with, and if they do not use them all, they have nowhere near enough time to learn what they need to.

Activity 2 Challenges to learning time

20 minutes

1. Explain that you have given four examples of ways in which learning time can be lost. Agree that there are lots of other ways lesson time can be lost, which can be to do with the community, the teachers, the pupils, and other external factors.
2. Ask groups to share ideas about how lesson time is lost in their schools. Give them about five minutes for this.
3. Ask each group in turn to share an issue with you. Each time, record the challenge on a piece of chart paper at the front of the room.
4. Go around groups twice, and then ask if anyone has any further contributions.
5. Invite participants to look at the chart you have created and agree that there are a number of ways in which lesson time in schools gets reduced and that this could have a very significant impact on a child's education in their school.

Activity 3 Strategies to promote learning time

40 minutes

1. Ask whose job it is to lead and manage teaching and learning in their schools, and agree that it is the Head Teacher with the support of the SSOs. The Head Teacher is responsible for maximising learning time but the SSO should support this. Agree that not everything is under the Head Teacher's control, but that she can make a significant impact on many of the challenges facing learning time in their school.
2. Explain that each group will select three challenges to learning time. These could be ones they mentioned, ideas other groups mentioned, or entirely new ideas. They should be trying to identify challenges to learning time that they feel they might be able to do something about. (For example, not strikes).
3. Show participants **Chart 6.3 Promoting learning time**.
4. Explain that you want each group to create a chart like this. They should record the three challenges they have chosen down the left hand column. Then they need to think, for each challenge, who can address it. This may be one group of people, or it might be several different groups. Finally, they need to think what the Head Teacher can do to lead that group of people, or to help them promote learning time and overcome that particular challenge.
5. Give groups 20 minutes to create their charts. Move around helping them, particularly encouraging them to think about different actions they could take (not just always to 'call a meeting'). Encourage them also to complete their charts in good time.
6. After 20 minutes, congratulate participants for the work they have done. Explain that there are lots of wonderful ideas in the room, and you would like everyone to look at what the other groups have done.
7. Ask one member of each group to stay at their table to explain what they have written to other people. Explain that the other members of the group will have five minutes to move around,

looking at what has been written on other charts and discussing it with group members at those tables. After five minutes, they will return to their own table and share with each other what they have seen.

8. Give them about five minutes to move around. Move around the tables yourself, looking at all of the ideas and discussing them with participants.
9. After the five minutes, ask participants to return to their original tables and share ideas with one another about what they have seen. After another five minutes ask them to end their conversations and listen to you once again.

Summary

10 minutes

1. Explain that each group has recorded lots of ideas, all of which could increase the number of learning hours in schools. Agree that none of the activities cost any money, and all are things that Head Teachers could do.
2. Explain that SSOs will work with Head Teachers during school visits to agree strategies they will use in their schools and support them to implement.
3. Review **Chart 6.1 Learning outcomes** with participants, reminding them of what they have done to achieve each outcome.
4. Finally, refer to the **Standards and criteria for an effective school** (on strips of flipchart, on the wall from previous sessions). Agree the importance of 'Promoting learning time' for pupil learning. Agree that it falls under the standard - **Head Teacher operates effectively**.
 Show the **four extra criteria on flipchart strips**, and ask different participants to read them out and place them under the place them under the standard - **Head Teacher operates effectively**.
5. Point out that this is an important issue for Head Teachers. Head Teachers that are not trying to manage time better in their schools will not achieve these four criteria and then they simply will not be able to be assessed as operating effectively.
6. Finally agree that
 - It is their job as Head Teachers, and SSOs, to try to ensure that the amount of learning time is improved
 - Head Teachers' *efforts* to do this will be assessed as part of the School Report. We understand that there are a lot of problems that a Head Teacher cannot solve alone, but need to see that the Head Teacher is at least trying to tackle this fundamental issue.

Materials

Chart 1.1 Learning outcomes

Chart 1.2 Learning time statistics

Term 1: 12 weeks of 5 days each = 60 days

Term 2: 12 weeks of 5 days each = 60 days

Term 3: 12 weeks of 5 days each = 60 days

Total days in a school year = 180

Each day = 7 lessons of 30 minutes each = 3.5 hours

Total lesson hours in a school year = **630 hours**

Approximate international comparisons:

UK lesson hours = 900 hours

US lesson hours = 900 hours

French lesson hours = 920 hours

Japanese lesson hours = 880 hours

Reductions:

If school starts lessons a week late each term, 52.5 lesson hours are lost.

If each school day ends 10 minutes early, 30 lesson hours are lost.

If a pupil is 10 minutes late each day, 30 lesson hours are lost.

If each lesson begins 5 minutes late, 105 lesson hours are lost.

Revised total lesson hours = **413 hours**

Chart 6.3 Promoting learning time

Challenge	Who can change this?	What can the Head Teacher do to promote change?

Resources

Standards (and some criteria) for an effective school

(Displayed on the wall from the previous sessions)

School uses a School development plan effectively.

Teachers deliver competent lessons.

- Teachers organise their pupils in different ways during lessons
- Teachers use teaching aids

Head Teacher operates effectively.

Plus four new criteria strips:

(Each on a strip of flip chart and added during the summary)

- The school opens on time
- The Head Teacher has more than one strategy to promote teacher attendance
- The Head Teacher has more than one strategy of promoting the attendance of all pupils
- More than half of the lessons begin and end on time

Leadership 3

Introducing academic leadership

Session 1 Introduction to the leadership programme

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain the content that Head Teachers will deliver during the three professional development meetings.
- Describe how they will conduct these sessions based on the principles of adult learning.
- Identify where this is captured in the Standards and criteria for an effective school.

Materials

Chart 7.1	Learning outcomes	Introduction
Chart 7.2	Principles of adult learning	Activity 1
Chart 7.3	Main themes of the sessions on how children learn	Activity 2
Chart 7.4	Supporting the teachers through PDMs	Activity 5
Handout 7.1	Outline for meeting on how children learn	Activity 3
Handout 7.2	Outline for meeting on group and pair work	Activity 3
Handout 7.3	Outline for meeting on using materials	Activity 3
Resource	Three standards for an effective school (and one new criteria strip added in the summary)	

Activity outline

Introduction		10 minutes
Activity 1	Conducting professional development meetings	20 minutes
Activity 2	Key messages for the professional development meetings	30 minutes
Activity 3	Preparing meetings	60 minutes
Activity 4	Delivering a professional development meeting	90 minutes
Activity 5	Support from your SSO	20 minutes

Summary

10 minutes

Read and discuss these notes with your co-facilitator before the session

This session lasts all day, make sure you timetable it carefully and include a couple of breaks.

In this session you are going to help the Head Teachers carry out one of their school based tasks, to lead the professional development meetings. This session is really important as it focuses on one of the Head Teacher's competence criteria **and**, in addition to this; these meetings are the way that teachers learn about things like group work and using materials.

In addition to delivering the session you must make sure the following things are done:

- Sit with Head Teachers and plan when you will come to schools and help them plan when to hold the meetings.
- Note any problems that the Head Teachers mention during this session so that you can help them do better next time.

Remember it is **your** responsibility to help them conduct professional development meetings successfully.

The three handouts are both useful and important. If you have not got handouts for some reason you will need to make good clear charts, and ask the participants to either take photos on their phones or copy the ones they do not make during the session into their notebooks.

Introduction

10 minutes

1. Remind participants that the purpose of the leadership programme is to improve pupil learning, by bringing about changes in teaching and learning and that this is what the school based activities will do.
2. Tell the participants that the role of School Support Officers (SSOs) is to help Head Teachers carry out all the school based activities. SSOs can help them plan, work alongside them and discuss progress during routine school visits.
3. Explain that in this all day session we are going to look at conducting three one hour professional development meetings (PDMs) for their teachers.
4. Share **Chart 7.1 Learning outcomes** with participants and go through it. Ask participants if they have any questions.

Activity 1 Conducting professional development meetings

20 minutes

1. Remind participants that after the last workshop Head Teachers were asked to go back to school and hold a one hour professional development meeting (PDM) with their teachers, on the importance of pupil self-esteem.
2. In groups, ask them to discuss for a few minutes whether they were able to complete this meeting, and if so, what went well and what did Head Teachers do to make the session a success?
3. Show **Chart 7.2 Principles of adult learning** and agree that the meetings should be based on the principles of adult learning. Ask the groups for feedback from their discussion.
4. Match the points they have made with the points on **Chart 7.2**. For example, the teachers were actively participating in the session matches with point 4.
5. Agree that teachers are adults whose time and experience must be respected. To make meetings go well they must base their planning on these points.
6. Explain that Head Teachers should hold three PDMs this term, based on the 'Helping teachers' sessions from this workshop.

Activity 2 Key messages for the professional development meetings

30 minutes

1. Display **Chart 7.3 Main themes of the sessions on how children learn**, with the three points covered. Explain that the three PDMs will cover the work we completed in previous sessions.
2. Ask the groups to discuss for a few minutes what we learned in sessions 3, 4 and 5. Ask them to name the main theme for each session using just a few words. Take their suggestions and as

they mention a theme, uncover it on **Chart 7.3**. Agree that these were the main themes, and that they will try to address these themes in their PDMs.

3. Point out that the training sessions that they received lasted a lot longer than an hour. So they will not be able to cover everything during their PDMs **and that they should not try**. Each PDM will focus no more than **three key messages** only and will introduce up to three key things that you would like your teachers to think about or try.
4. Suggest that they can always add other things in informal chats with the teachers or through demonstration teaching.
5. Ask the groups to spend about 15 minutes thinking about what the key messages for each of the meetings should be. Ask the groups to think of up to three key messages for **each** of the sessions. Give each group nine pieces of A4 and ask them to write one message on each page. (Writing should be large enough for everyone to see; remind participants of the last session about writing clearly.)
6. Ask each group to display their messages for all to see. Ask the participants to quickly go around the room looking at the messages displayed by different groups. Check the messages are correct; if you feel they are incorrect or something is missing you may need to make some suggestions yourself.

Activity 3 Preparing the meetings

60 minutes

1. Divide the participants into groups of about six and tell them they are going to work on preparing activities for part of one of the meetings that they will hold with their teachers. If necessary more than one group can tackle each meeting. Later they will have the chance to share what they have prepared with the other participants.
2. Give each group a different PDM outline to read (**Handouts 7.1, 7.2 or 7.3**).
3. Remind everyone that the purpose of these meetings is to try to bring about change in the classroom. Highlight the final point on **each** of the handouts that relates to what the teachers should do differently after the meeting.
4. Tell the Head Teachers they are now going to prepare to deliver their PDM.
 - They should think how they will introduce the meeting's topic.
 - They should make one chart that summarises the key messages. They should **each** do this so they have something to take back to school and they can choose the best one to present during Activity 4.
 - They should practice delivering the PDM.
5. Tell them they have thirty minutes to prepare and practice. Keep reminding them how the time is progressing as you go round and help them with their planning.

Activity 4 Delivering a professional development meeting

60 minutes

1. Ask each group to come and demonstrate their work. They should lead the session as if it was a PDM.
2. At the end, ask for positive and helpful feedback, using 'Two stars and a wish'. Make sure that you give some positive and helpful feedback yourself.
3. Finally, ask the participants to display all their charts and go around the room looking at what participants have done. Praise everyone's efforts (you could select a couple of really good ones for special commendation). Make sure the participants roll up their charts carefully for use back in their schools.
4. Make sure the participants all have copies of all three handouts.

Activity 4 Support from your SSO

20 minutes

1. Explain that SSOs will support you as Head Teachers to facilitate professional development meetings in schools.
2. Display **Chart 7.4 Support for Head Teachers with PDMs** and tell them that they have to decide whether that type of support comes:
 - Before the professional development meeting.
 - During the meeting.
 - After the meeting.
3. Take feedback and agree the answers (before; 6, 4, 5, 11, 13; during; 7, 12; after: 1, 2, 3, 8, 10).
4. Remember that SSOs do not have to be present during the meetings but they should discuss and plan them with Head Teachers on their visits. Emphasise that if they are present they will not take over from you, the Head Teacher, to run meeting, but **during the feedback afterwards** they can raise any points or clarify any misunderstandings with you.

Summary

10 minutes

1. Remind participants that in this session we have looked at one of the school based tasks – leading professional development meetings. Ask participants what the remaining school based tasks are from this workshop.
2. Agree that they are:

- Discussing the importance of learning time with the School Based Management Committee (SBMC) and the teachers and trying to develop some strategies.
 - Continuing with the SDP process.
3. Discuss different ways of organising the PDMs so that all the teachers know when they are happening and their content. It might be useful to record the dates of the meetings on the school calendar if they have one or else write out and post the schedule outside their office so the teachers have enough notice to attend and can think about the topic.
 4. Refer to the **Standards and criteria for an effective school** that are still on the wall from the previous sessions. Show the new criteria '**Head Teacher holds more than one professional development meeting each term**' and agree that it is part of the standard '**Head Teacher operates effectively**'. Add it to the displayed standards and criteria.
 5. Agree that leading these meetings gives professional development to teachers, helping enable them to meet the teachers deliver competent lessons. Agree also that working together in this way helps build the staff into an effective team.
 6. Review the **Chart 7.1 Learning outcomes** and see if participants agree they have been covered. Agree with the Head Teachers that this is not an easy thing for them to do, and remind them that they will get some support.

Materials

Chart 7.1 Learning outcomes

Chart 7.2 Principles of adult learning

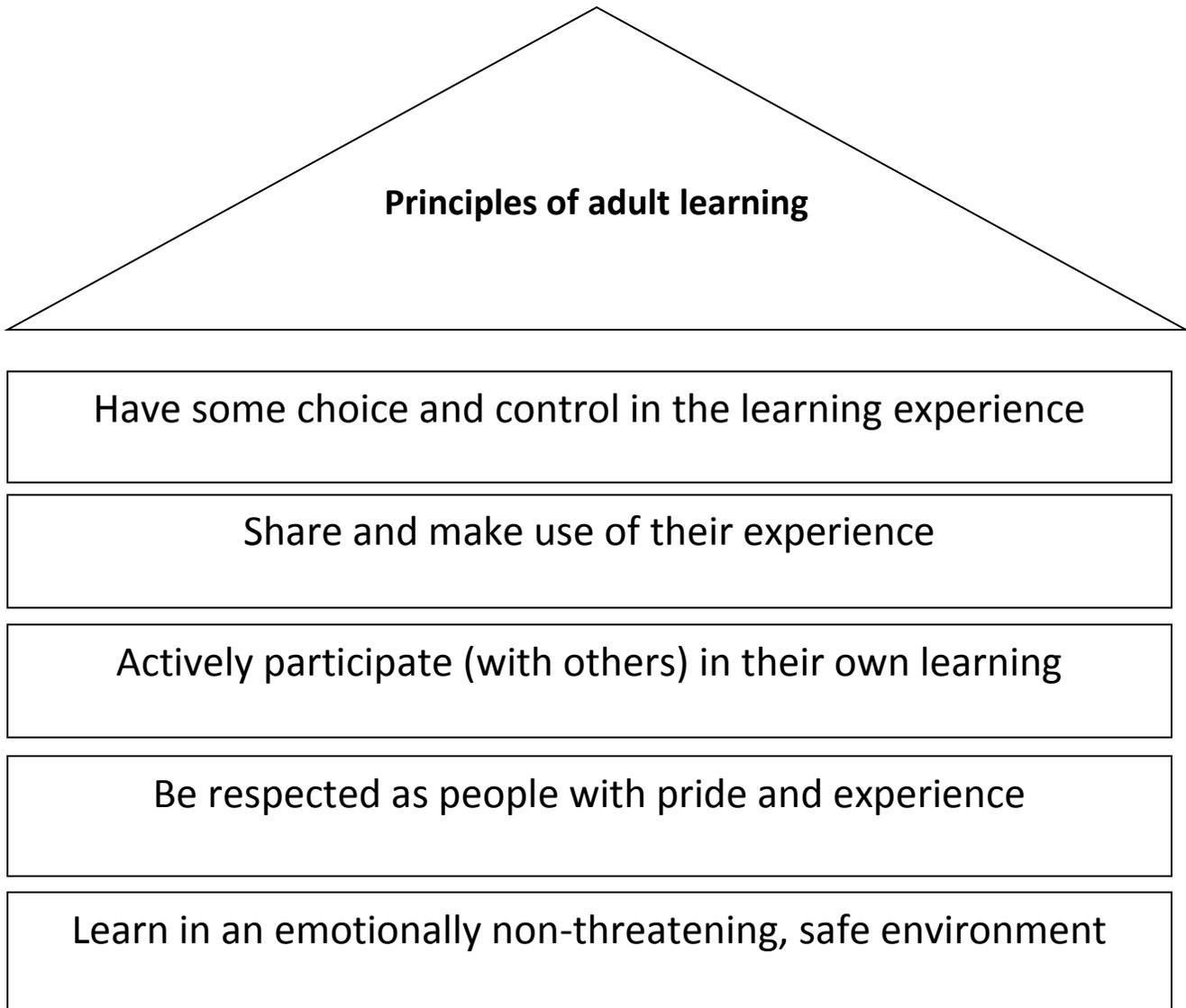


Chart 7.3 Main themes of the sessions on how children learn

Session 4	What is child-centred learning and why is it important?
Session 5	Getting children to work in pairs or groups.
Session 6	Using learning materials to help children learn.

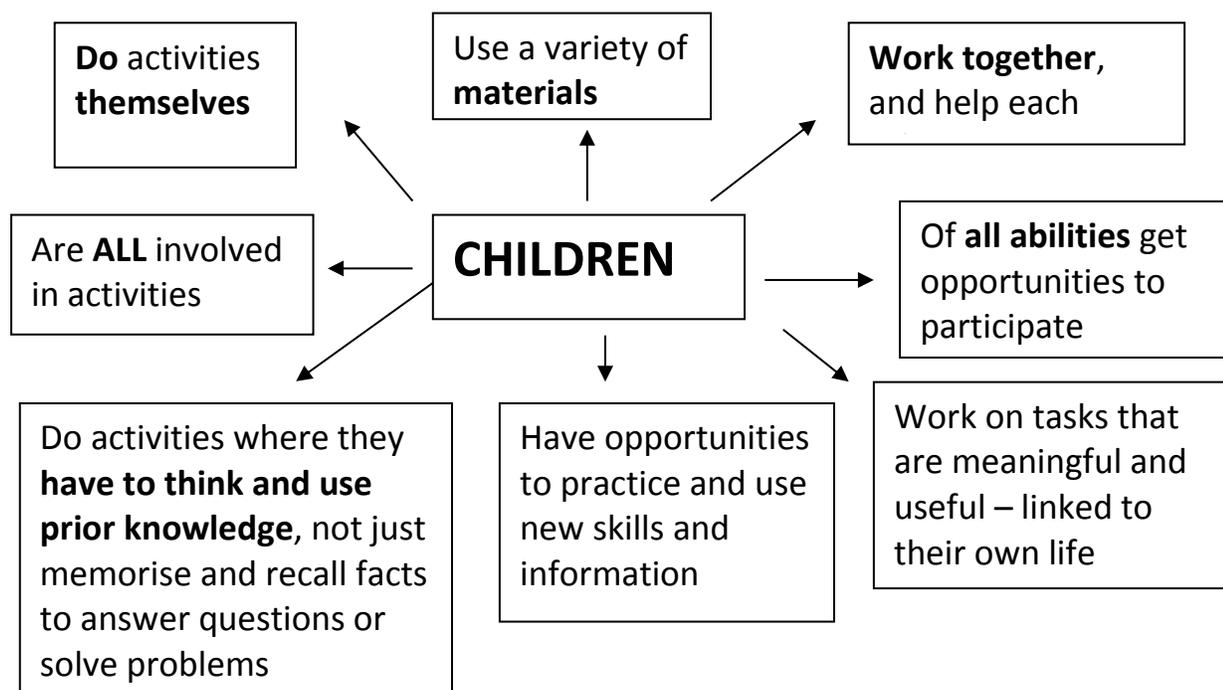
Chart 7.4 Supporting the Head Teachers through the PDMs

1. Discuss the meeting together identifying any areas where you think teachers might need more support.
2. Together plan different ways in which teachers could be supported to develop further.
3. Discuss the meeting together, identifying where it went well and where you might need further support, using the 'Two stars and a wish' method of feedback.
4. Discuss the session outline together, clarifying anything that you do not understand.
5. Together identify the key messages you want to put across to your staff.
6. Support you to make a schedule of meetings and encourage you to communicate the dates and topics of the meetings to the teachers.
7. Sit in the meeting and support you.
8. Follow up after the meeting if they were not present.
9. Agree how you could be supported by the SSO more effectively.
10. Correct any misunderstandings.
11. Together, make any charts for the meeting.
12. Run the meeting together, each taking different parts.

Handout 7.1 Session outline for a one hour meeting to promote child-centred learning

1. Introduce the topic of the meeting – what is child-centred learning and why is it important? (no more than 5 minutes)
2. Ask the teachers what they already know and extend their knowledge using the chart (you can cover the boxes). (15 minutes)

Chart Child-centred learning



3. **Main activity.** Demonstrate a lesson. Ask them what is good about the lesson? How can it be made even better, more child-centred? Lead a discussion. (30 minutes total).
4. Summarise using your key messages. Here are two possible messages but you may use your own instead:
 - Children learn best when they are actively involved in their lessons (when they do things themselves)
 - All lessons can be made more child-centred. (5 minutes)
5. Finally ask your teachers to try to make one lesson that they teach tomorrow (apart from the literacy and numeracy lessons) more child-centred. (5 minutes) Discuss what they did and what the result was next time you meet.

Handout 7.2 Session outline for a one hour meeting to encourage pair and group work

1. Introduce the topic of the meeting – different ways of grouping children within lessons and why is this important? (5 minutes)
2. Ask the teachers what they think about group and pair work and extend their knowledge using the chart (you can cover the points). (10 minutes)

Chart Benefits of working together. Pupils

- Learn from each other
 - Develop oral (speaking) skills
 - Understand concepts better as a result of talking them through with each other
 - Develop social skills (e.g. listening to others, taking turns)
 - Develop self-esteem, develop confidence
 - Feel more relaxed, happier and so learn better
 - Have more control over their learning
 - Can help each other (good for both the more able and less able children)
3. **Main activity.** Demonstrate how to play ‘Bingo’ using the addition version. Discuss why this is a good activity to do in groups. (35 minutes)
 4. Summarise using your key messages. (10 minutes) Here are three possible messages but you may use your own instead:
 - A good lesson uses a couple of different ways of grouping pupils (whole class, group, pair and individual work)
 - Pair and group work encourages children to think things through – discussing things helps you understand
 - Games are very good for giving pupils the opportunity to practice new skills.
 5. Finally ask your teachers to try to think of another topic that could be practiced using ‘Bingo’ (be ready to give some suggestions yourself). Offer to help any teacher who wants to try ‘Bingo’ out in their classroom.

Handout 7.3 Session outline for a one hour meeting to use resources

1. Introduce the topic of the meeting. (10 minutes)
2. Use your key messages on a chart (you can cover each point). Here are four sample key messages, but you may use your own instead.

Chart Using materials

- Young children, especially young children need to be able to see, and preferably handle materials if they are going to learn basic concepts. Schools do not have many resources, but some things are fairly easily available, e.g. stones for counting etc. The pupils themselves can be a good resource.
 - Resources, including the chalkboard, are there to help pupils **learn**.
 - The chalkboard can be very useful – but it must be properly used. A study in Nigerian schools showed 30% of what was on the board could not be read. What will the children learn? Teachers must try to model good handwriting.
3. **Activity 1.** (20 minutes) **Good presentation.** Show your handwriting chart and explain this is the standard expected from teachers. Do the handwriting competition. Make sure you praise those whose handwriting is a good model.
 4. **Activity 2.** (15 minutes) **Using the chalkboard to help learning.** Show some example completed sums and explain this exercise was given to the pupils written on the board just like this. Ask them what the pupils would learn? Agree that they will only be copying, not thinking or learning. Then change the sums and tell the story of the forgetful teacher. Ask what the pupils would learn **now**. Show a couple of other examples from Session 5.
 5. Finally ask your teachers if they all have pots of stones (one pot for every group); a number line, number cards and a 100 square (whatever is best for their grade). Spend the last few minutes collecting or making these resources. Tell your teachers you are looking forward to seeing them being used. (Make sure that you praise those that are trying to use them.)

Resources

Standards and (some) criteria for an effective school (*Displayed on the wall from the previous sessions*)

School uses a School development plan effectively.

Teachers deliver competent lessons.

- Teachers organise their pupils in different ways during lessons
- Teachers use teaching aids

Head Teacher operates effectively.

- The school opens on time
- The Head Teacher has more than one strategy to promote teacher attendance
- The Head Teacher has more than one strategy of promoting the attendance of all pupils

Plus one extra criteria

(Each on a strip of flip chart and added during the summary

- The Head Teacher holds more than one professional development meeting each term

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 1 Building on last year's success

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Identify their own successes and challenges from the first year.
- Describe an inclusive school.
- Understand the importance of including all children in school.
- Identify where inclusion is covered in the Standards and criteria for an effective school.

Materials

Chart 1.1	Learning outcomes	Introduction
Chart 1.2	An inclusive school	Activity 2
Chart 1.3	Challenges to enrolling in school	Activity 3
Chart 1.4	Leadership 4 workshop timetable	Summary
Resource	Standards and criteria for an effective school (full list)	Activity 2

Activity outline

Introduction and ground rules		10 minutes
Activity 1	Successes and challenges of the first year	20 minutes
Activity 2	Introducing inclusion	20 minutes
Activity 3	All children in school	30 minutes
Summary		10 minutes

Read and discuss with your co-facilitator, before the session.

This is a very important session as it is an opportunity to review how far we have all come over the past year, and it also prepares participants for the year to come and the second school improvement cycle. Remember the learning goals of all our trainings – we want our workshops to be:

- Participatory
- Supportive
- Enjoyable.

Refer back to your previous sets of session notes and think about what you did during previous training sessions to set this tone. Also remember about the importance of punctuality and how you can encourage this.

In this workshop you will use the same **Standards and criteria flip charts** as used in previous workshops. If you don't have them available you will need to write new flip charts with the standards and criteria for an effective school.

Introduction and ground rules

10 minutes

1. Welcome participants to the first workshop of Leadership 4 and invite someone to open the workshop with a prayer.
2. Remind participants that workshops have ground rules and ask someone to remind you why ground rules are important.
3. Give groups five minutes to have a quick discussion about the ground rules they would like to have. They don't need to write anything down.
4. Get feedback. Write each ground rule, which the whole group agree to, on a piece of chart paper. Make sure that everything you and your co-facilitators want to be included is in the list. Write it up carefully **afterwards** and display it for everyone to see.
5. Agree on the importance of punctuality (this should be one of the ground rules). Appoint one participant as a timekeeper for the workshop.
6. Show participants **Chart 1.1 Learning outcomes** and read through them.

Activity 1 Successes and challenges of the first year

20 minutes

1. Ask participants to remind you what they focused on last year during Leadership 1, 2 and 3. Make sure they mention the School self-evaluation and School development plan, and helping teachers improve teaching and learning. If they mention other areas, such as working with the SBMC, that is fine, too.
2. Explain that there were lots of successes during Leadership 1, 2 and 3 that have excited you. Schools are improving. By sharing our successes with one another we can help each other to improve further and faster.
3. Go to a space large enough for all participants to move around in comfortably. Explain that you will give them an instruction and they will follow it. When you want them to stop and listen to you again, you will put your hand in the air and say 'Freeze!'
4. Ask the participants to walk around and greet as many different people as they can. After one minute, put your hand up and say 'Freeze!'. Your co-facilitator can help make sure everyone is quiet and listening to you again.
5. Explain that you are going to ask them to move around and greet each other again. Every time they greet someone new they have to tell them **one success they have experienced over the last year**. Their success has to be connected **with improving teaching**. They shouldn't spend more than one minute greeting and sharing with any one person.
6. After four minutes of participants sharing their successes about improving teaching, put your hand up and say 'Freeze!'
7. Thank them and explain that they will do the same again, but this time their success has to be connected **with working in partnership with the SBMC or wider community**. They should try to meet new people – not just keep greeting the same people again.

8. Repeat the process. When you stop them again, tell them that the third and final time they need to share a success about **the School self-evaluation or School development plan**. This can be to do with the process of producing the documents, or using them to make changes in their schools.
9. After a few minutes, put your hand up and say, 'Freeze!'. Congratulate participants for all of their successes and share one or two that you have heard and been impressed by.
10. Explain that they will repeat the exercise one more time. This time, though, they will be **sharing one challenge**. They should think carefully about the challenge and how they express it. It must be phrased as a wish for this year. For example not 'our SBMC let us down because they are not very serious' but 'I wish that this year our SBMC will be more active'.
11. Give participants time to share their challenges, and move around listening to what they are saying. After four or five minutes of sharing challenges, stop them. Thank participants for sharing and ask them to go back to their seats for the rest of the session.

Activity 2 Introducing inclusion

20 minutes

1. Show the full list of **Standards and criteria for an effective school** (Handout 2.1 from Leadership 1) and point to the inclusion level parts of the standards.
2. Tell participants that during this workshop we will also begin to look at inclusive education. From this point on they will be **beginning** to work towards meeting the standard for Head Teachers at an inclusive level, but no one would be expected to have achieved the standard at this level yet.
3. Ask the participants to discuss in groups what they mean when they talk about inclusive education. After a few minutes take some suggestions and accept them all for now. You do not need to write it down.
4. Show **Chart 1.2 An inclusive school**, uncovering one point at a time. Ask volunteers to read a point each.
5. Agree that very often people think that inclusive education is just about bringing children with disabilities into school, but it is about much more than that. A truly inclusive school is one which supports **all pupils to achieve to the best of their individual ability**; to do this all pupils must be enrolled, attend regularly and get to participate in lessons. Some pupils need special help at all these stages and we will be learning about how to do this.
6. Ask the participants to look again at the **Standards and criteria for an effective school** and read the ones relating to inclusion.

Activity 3 All children in school

30 minutes

1. Put participants in pairs, sitting with a participant from the same cluster. Ask pairs to discuss what the situation in their community is at the moment. Ask **Are there any children who are in the community but not coming to school?**

2. Ask the pairs to identify the number of pupils in their schools and an estimated number of children in the community that are not coming to school. Take a few answers. Agree that there are a lot of children who do not even have the opportunity to enrol in school. Explain there are many different reasons why they don't.
3. Ask pairs to make a small list of challenges that may stop those children from coming to school. After two minutes stop them and ask for a few suggestions. Encourage participants to be specific. Point out that people often speak in generalisations, e.g. "girls". Encourage the participants to say **which** girls, **what** ages etc. Remind participants that the situation is not the same all over Nigeria. It is different between each State, LGEA, cluster of schools, individual schools or even individual classrooms.
4. Ask pairs to call out the challenges. The co-facilitator will write them down on a flipchart or the chalkboard. Ask pairs not to repeat any challenges that have already been said.
5. Show **Chart 1.3 Challenges to enrolling in school** and see if you have some new ideas not already mentioned.
6. Together with the participants go through the full list and identify challenges that can have immediate action by the school or the community and those which need long term planning.
7. Ask pairs to go through the full list of challenges and for each one identify who is responsible for taking action to solve each challenge.
8. After ten minutes, stop participants and get some feedback for three or four of the challenges. You do not need to go through them all. Accept their answers; if they have different opinions it is fine because each school is different. **Agree that it is a shared responsibility to make the school more inclusive.** The SBMC, community, parents, teachers, pupils and Head Teacher have a role to play. The Head Teacher needs to lead this back in their school.

Summary

10 minutes

1. Look back at **Chart 1.1 Learning outcomes** and agree what has been covered.
2. Show participants **Chart 1.4 Leadership 4 workshop timetable**. Highlight that these are our sessions for the next term. Ask them to identify which sessions will focus on inclusion (Sessions 2, 3, 4 and 5).
3. Thank participants for their hard work during the session and ask the timekeeper what time they should return.

Materials

Chart 1.1 Learning outcomes

Chart 1.2 An inclusive school

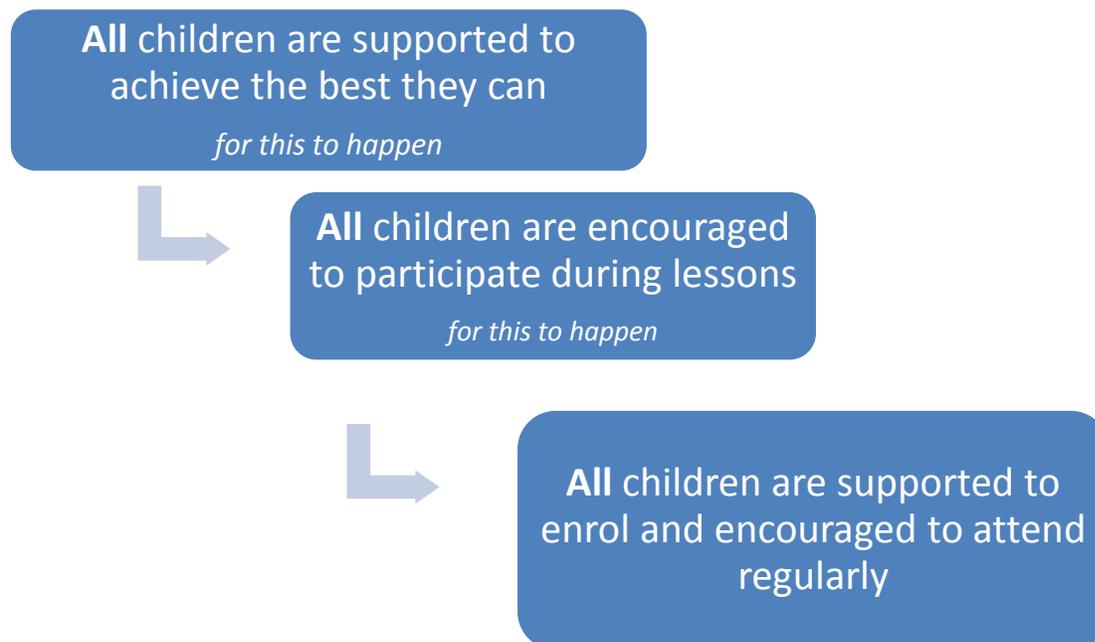


Chart 1.3 Challenges to enrolling in school

Challenge
No money to buy uniform
No one has an idea how many out of school children in community
Child is working on the farm
Family live too far from the school
Child has a disability
No teachers in school
School is full, no space for new children

Chart 1.4 Leadership 4 workshop timetable

	Session 1 (9.30-11.00)	Session 2 (11.30-1.00)	Session 3 (2.30-4.00)
Day 1	Building on last year's success	Making your school more inclusive: enrolment and attendance	Making your school more inclusive: increasing pupil participation in lessons
Day 2	Leading your school in meeting the needs of all pupils	A deeper look at promoting learning time	Reviewing your first school improvement cycle (1)
Day 3	Reviewing your first school improvement cycle (2)	Conducting a financial review and reporting on it	Taking our learning back to school (school based tasks)

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 2 Making your school more inclusive: enrolment and attendance

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Identify ways of working together with the community to ensure all children are welcome in school.
- Identify activities to enrol more children from the community into their schools.
- Explain why good pupil attendance is important.
- Use attendance registers to describe patterns of attendance and ways to follow up.

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 1.3	Challenges to enrolling in school (from Session 1)	Activity 1
Chart 2.2	Sample pupil attendance register	Activity 2
Chart 2.3	Useful information in the register	Activity 2
Resource	Standards and (some) criteria for an effective school (<i>displayed on the wall from previous sessions</i>)	

Activity outline

Introduction		5 minutes
Activity 1	Planning with the community to include all children	20 minutes
Activity 2	Using the attendance register to improve attendance	30 minutes
Activity 3	The role of the Head Teacher	25 minutes
Summary		10 minutes

Read and discuss with your co-facilitator, before the session.

This session is important because it clarifies what is meant by an 'inclusive school' and how to achieve it. This is often something that is misunderstood. This first inclusion session specifically focus on making sure children in the community have access to school and attend regularly. The Head Teacher will not be able to achieve this alone; it requires working with others, but the Head Teacher's responsibilities should very clear.

Look at the session notes and agree where and how the following key messages are covered:

- Including out-of-school children in the SSE and SDP.
- Creating activities to respond to access challenges.
- Using attendance registers to improve attendance.
- What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

In particular, make sure you and your co-facilitator have discussed and fully understood the suggestions about information that can be found in registers if people look carefully.

Make sure you emphasise the need to work together to create an inclusive school. The Head Teacher will need to work closely with the SBMC. You could speak to them if you need more help.

Introduction

5 minutes

1. Ask participants to think about the last session and ask them what they learnt in that session. Take a few answers but keep it brief.
2. Explain to the participants that this session is going to be an interactive session looking specifically at enrolment and attendance. It will result in identifying actions for Head Teachers to take back to school.
3. Show **Chart 2.1 Learning outcomes** and ask volunteers to read a point each.

Activity 1 Planning with the community to include all children

20 minutes

1. Agree that last session we identified that there are many children in our communities who are not enrolling in or attending school.
2. Suggest that there are many different ways in which schools and communities could support out-of-school children to come to school. Agree that things nearly always go better if they are planned. Ask participants what planning tools we have used that could include out-of-school children. Agree the School self-evaluation (SSE) and School development plan (SDP).
3. Agree that out-of-school children are often 'invisible' and their needs, indeed their very existence is often overlooked. Someone needs to keep asking about them during the SSE and SDP processes, so that their needs get included. This should either be the SBMC or the Head Teacher or ideally both.
4. Ask groups to try and remember the criteria for the standard **School uses a School development plan effectively** that relates to improving access. Give them two minutes to think and then ask for suggestions. Agree that it is:
 - **More than one activity on the current SDP is related to improving access or equity.**
5. Ask them to spend a few minutes in groups discussing activities which could form part of the SDP that relate to improving access. Suggest they think about their own SDP. Did they include anything about access; helping more children to enrol in school? Keep this brief.
6. After a few minutes take feedback. Congratulate schools that have already thought about access in their plans. Remind participants that to be considered effective they **need to have activities in their plans which aim to get more pupils enrolled in school.**
7. Display **Chart 1.3 Challenges to enrolling in school** (from last session). Ask each group to take one or two different challenges and think of some activities that they, their teachers, and the SBMC could undertake **themselves** to help out-of-school children to enrol and attend.
8. After five minutes get feedback on some of their ideas. If there are challenges that they couldn't solve themselves (for example **not enough teachers**) discuss who might be able to help with this.
9. Thank participants for their ideas and remind them that the community will need to work together and **plan** to include all children in school.

Activity 2 Using the attendance register to improve attendance**30 minutes**

1. Explain that when we have children enrolled in school we want them to attend regularly. Ask why regular attendance is important and take a few ideas. Agree that new learning builds on existing knowledge so if pupils miss lessons they will find it hard to build up their learning.
2. Explain that if we really want to improve our schools then the pupils' attendance register is one of the most important records to use properly. Show **Chart 2.2 Sample pupil attendance register** (make it look very dirty and a little bit torn). Explain what it is and discuss how it should be completed each day by the class teacher.
3. Ask the participants to discuss in groups **What useful information can you get from this attendance register?** Encourage them to look in detail. They might find this hard. Go around the groups and listen to what they are saying. You could help them understand the type of detail you want from them by stopping the discussion after a few minutes by pointing to one issue and asking, for example, **Look at the girls' attendance – what do you notice?**
4. After 10 minutes stop the groups to get feedback. Display **Chart 2.3 Useful information in the register** with the points covered up. As participants mention a point uncover it on the chart. If they don't mention all the points you can show them at the end.
5. Agree that looking at the registers gives Head Teachers a good picture of what is happening in classes in their school. Agree that Head Teachers should look at the registers every week but should discuss one or two different registers with the teachers every week **in detail**.

Activity 3 The role of the Head Teacher**25 minutes**

1. Explain that now that we have **identified** the useful information from the attendance register we can decide **how to use it**.
2. Give each group one useful information bullet point from **Chart 2.3**. Ask groups to discuss **as the Head Teacher what will you do with this information?** Ask participants to write their 'useful information' bullet point and one solution on a piece of chart paper.
3. Now complete a circus - passing on the problem. Each group passes their piece of chart paper to the group next to them. The next group adds a different solution and passes to the next group who add another solution and so on (give each group two minutes to complete) until it returns to the original group.
4. Display the final charts. Read out two solutions from each challenge to summarise. You can discuss them briefly but try to keep it short.

You can use the suggestions at the bottom of Chart 2.3 to help you.

Summary

10 minutes

1. Ask participants to recall the criteria for an effective school that relates to improved access (give them a minute or two and then ask for suggestions). Hopefully they will have remembered:
 - **More than one activity on the current SDP is related to improving access or equity.**
(from the standard **School uses a School development plan effectively**).Agree that it is also
 - **The Head Teacher has more than one strategy of promoting the attendance of all pupils.**
(from the standard **Head Teacher operates effectively**).
2. Make sure these two criteria are displayed on the wall under their correct standard.
3. Ask the participants to work in pairs and share how they are already trying to improve enrolment and attendance in their schools and also what they might go back to their schools and try. Give them about five minutes to do this and then ask if anyone wants to share their ideas with the whole group.
4. Summarise by agreeing that the Head Teacher is not expected to be able to solve all problems concerning pupil enrolment and attendance but that they must demonstrate that they are seriously trying to improve the situation in their schools, by:
 - Making sure out-of-school children are considered in the SSE and SDP.
 - Making sure registers are kept properly.
 - Using the registers to get a good picture of attendance.
 - Making sure that this information is followed up.

Materials

Chart 2.1 Learning outcomes

Chart 2.2 Sample pupil attendance register

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Segun	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Paul	0	0	/	/	0	0	0	/	/	0	0	0	0	/	0
Blessing	0	0	/	/	/	0	0	/	/	/	0	0	/	/	/
Hamza															
Eunice	0	0	/	/	/	0	0	/	/	/	0	0	/	/	/
Fatima	0	0	/	/	/	0	0	/	/	/	0	0	/	/	/
Olabode	0	0	/	/	0	0	0	/	/	0	0	0	0	/	0
Blessing	0	0	/	/	/	0	0	/	/	/	0	0	/	/	/
Mohammed	0	0	/	/	0	0	0	/	/	0	0	0	0	/	0
Elias	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ike	/	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nandi	0	0	/	/	/	0	0	/	/	/	0	0	/	/	/
Kayode	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Yusuf	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Gbenga	/	0	0	/	/	/	/	/	/	/	/	0	0	/	/

Chart 2.3 Useful information in the register

- Patchy completion.
- More boys than girls enrolled.
- Two boys absent for a long period.
- Nearly all girls absent every Monday.
- Several boys missing in the mornings.
- The register is in bad condition.
- What has happened to Hamza?

Possible suggestions for your understanding and reference only.

Patchy filling in – (although the teacher knows how to fill in the register) discuss with teachers the reasons for keeping the register, set up procedures for monitoring records regularly, change the monitoring procedure for the teacher so the register is checked more frequently .

The register is in bad condition – establish a secure, dry place for registers to be stored, collect each day (if not in the classroom) and return to the storage place – delegate a staff member to be responsible for this.

More boys than girls enrolled – explore possible reasons for why girls do not come to school, explore with the SBMC how more girls could be enrolled in the school.

Three boys absent for a long period– arrange to meet the parents or organise the teacher responsible for pupils' attendance to meet the parents and discuss the reasons for their absenteeism, discuss what help is needed to get them back to school, set in place procedures to help them come to school more regularly, possible involvement of the SBMC to get the pupils back to school.

All girls absent every Monday – Consider what other events happen on a Monday. For example is this market day?

Boys missing in the morning – this might be because they are playing on the way to school; or because they are frightened or bored by the first lesson, or because they have responsibilities that they have to complete before they come to school. The school's response will be different depending on the reason, so the first thing to do might be to find out the reasons for the boys' behaviour. This could be an opportunity to involve other pupils. They could be given responsibility to talk to the boys who arrive late.

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 3 Making your school more inclusive: increasing pupil participation in lessons

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe an inclusive classroom.
- Describe reasons why all pupils do not participate in lessons.
- Describe actions the class teacher can take to help all pupils participate in lessons.

Materials

Chart 3.1	Learning outcomes	Introduction
Chart 3.2	Child-centred learning	Introduction
Chart 3.3	Reasons why pupils don't participate in lessons	Activity 1
Chart 3.4	Knowing your pupils	Activity 2
Chart 3.5	A pupil who...	Activity 3
Resource	Three headings on flip chart paper; social challenges, physical challenges, learning challenges.	Activity 3

Activity outline

Introduction		15 minutes
Activity 1	Why don't pupils participate in lessons?	20 minutes
Activity 2	Knowing your pupils	15 minutes
Activity 3	Different needs in the classroom	30 minutes
Summary		10 minutes

Read and discuss with your co-facilitator, before the session.

This is an important session on inclusion because it looks at how to create an inclusive classroom. Many people accuse pupils of not being interested or of being lazy in the classroom. They give these as reasons for a child's non participation. The school community needs to recognise that there are many different reasons why children don't participate in lessons and that a change in teaching methods and a more child-centred approach can begin to address this problem and create a more inclusive classroom.

Look at the session notes and agree where and how the following key messages are covered:

- Simple challenges that can prevent any pupil from participating in lessons and more complex challenges that children with specific needs face to participating in lessons.
- Teachers' actions that can prevent pupils from participating in class.
- What the school community can do to help pupils participate in class.

This session builds upon the child-centred learning approach. Look back at Leadership 1 and the session on "Working with children". Make sure you are familiar with this.

Introduction

15 minutes

1. Welcome participants. Show **Chart 3.1 Learning outcomes** and ask participants to read a point each.
2. Ask participants to think back to sessions 1 and 2, and ask some of them what they learned in those sessions about inclusion.
3. Hopefully someone will mention enrolment and attendance. Agree and say that enrolling more children and making sure they attend school regularly is good. But this is not enough to ensure inclusion. What else do they need to think about? Take ideas, and then say that once children have enrolled and they are attending regularly we need to think carefully about whether every pupil is participating in the lesson, then we can call this an inclusive classroom.
4. Ask participants what they learned in Leadership 3 about how children learn. Take some ideas and then show **Chart 3.2 Child-centred learning** (also used in Leadership 3). Explain that pupil participation is about pupils being active in their learning. It is built on the child-centred learning approach. Ask participants if they see things like this in the classes they observe? Hopefully they will say yes. Then ask, 'But are **all** the pupils participating?' agree probably not. Tell participants not to worry, it's hard to get all pupils participating, but this session will look at why it is important and how to make things a bit better.

Activity 1 Why don't pupils participate in lessons?

20 minutes

1. Explain that there are many reasons why pupils might not participate in a lesson. Tell participants that we will now look at some examples.
2. Display the **reasons** in **Chart 3.3 Reasons why pupils don't participate in lessons** around the room. Explain that these are different reasons why pupils might not participate in a lesson.
3. Share the **examples** from **Chart 3.3** amongst the groups.
4. Ask each group to read their examples (they might have one or two examples). They should then discuss and decide which reason it matches with. When they have decided and all agree, they can come and display their example next to its reason.
5. When everyone has completed the task, go through the matched reasons and examples on display. Read them out one-by-one to the group and check that they are correct. (You can use the answer at the bottom of **Chart 3.3**. If any matchings are incorrect, discuss briefly and then move them).
6. Now explain that there are many reasons why pupils do not and cannot participate in lessons. These reasons are not always obvious. Make sure participants understand that it is not just because the pupil is lazy or not interested.
7. Ask participants to count how many times they see the word **teacher** in the reasons. Explain that often the teacher can change his or her actions to make sure all pupils are participating. Sometimes the teacher's actions are the **reason why** pupils are not participating. It is the teacher's responsibility to notice, understand and take steps to include all pupils. It is the Head Teacher's responsibility to encourage and support teachers to do this.

Activity 2 Knowing your pupils

15 minutes

1. Let participants form groups, with five members in each group.
2. Show the three questions on **Chart 3.4 Knowing your pupils** and make sure the answers are hidden. Ask participants to discuss answers to the three questions in their group.
3. Get some feedback from each group. As they mention the points on **Chart 3.4**, reveal them for participants to see. You can add any new points to the chart. If any points are not mentioned you can reveal them and tell the group.
4. Acknowledge that some teachers have very large classes and that makes knowing all pupils very difficult. The role of the Head Teacher is to look for signs that the teachers are **beginning** to get to know their pupils and to support them.

Activity 3 Different needs in the classroom

30 minutes

1. Agree that we have discussed some general reasons why pupils might not participate and these reasons could apply to any pupil. Agree that children are not all the same. They have different abilities and they have different needs. Some children have more specific needs and require more help to participate in lessons. Display **Chart 3.5 A pupil who...** and explain that all of these pupils could be in the same primary school.
2. Agree that although they all have learning needs, this need is not the only thing that is important about the pupil. Each of these pupils could also have many talents. They could be gifted singers, or very good communicators, or very good at understanding maths.
3. Agree that all these pupils could have challenges participating in class and might not learn as well as they could. Ask if the challenges are the same, agree they are not. Although the challenges are not the same, some might be similar or require similar support. See if the participants can group the examples according to the challenges they could face participating in class.
4. Agree that the different challenges could be classified as **learning challenges, social challenges** or **physical challenges**. Show these **headings written on flipchart**.
5. Give the groups about five minutes to discuss which type of challenge each of the challenges in **Chart 3.5** represent and take a few examples. You will see that some challenges will fit under two or sometimes even three headings or that one challenge will lead to different challenges (multiple challenged children).
6. Show the statement **If I was a pupil who..... I would need..... to be able to participate in class**. Divide the challenges from **Chart 3.5** between the groups and ask the participants to think about what could be done in the classroom by the teacher to help these differently abled children participate in class. Encourage participants to think of specific solutions for the different children. Give them about ten minutes for this discussion.
7. Take feedback from participants and allow a brief summary discussion.

Summary

10 minutes

1. Agree that pupils have many different needs and the teacher has a lot to do to help all pupils participate fully in lessons. Some of these things will be easy and free; they are the child-centred learning approaches. Others may require more specific attention, such as enabling a pupil with limited sight to participate.
2. Explain that in the next session we will look more specifically at what the Head Teacher can do to support teachers with this very important work.
3. Display **Chart 3.1 Learning outcomes** and agree what has been achieved.

Materials

Chart 3.1 Learning outcomes

Chart 3.2 Child-centred learning

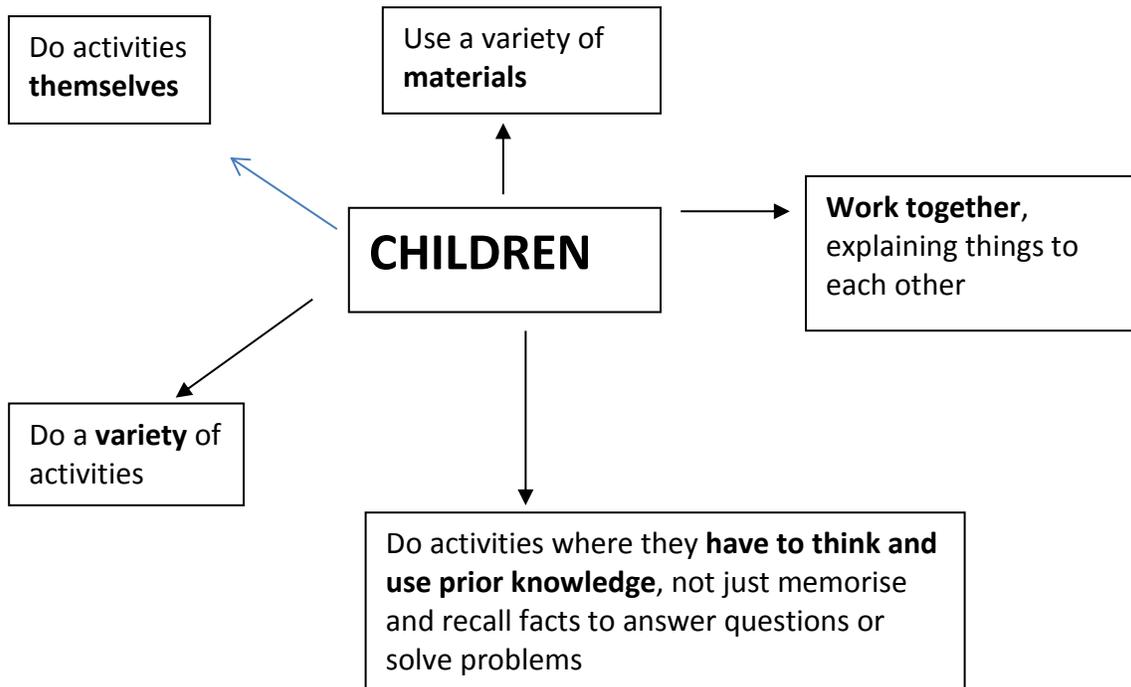


Chart 3.3 Reasons why pupils don't participate in lessons

Reasons (Displayed on 9 pieces of paper, one statement per page)

1. They know they don't have to participate; they just have to act like they are listening or repeat what has been said.
2. They always get it wrong anyway, no matter how hard they try, so why bother?
3. They cannot see the chalkboard.
4. They cannot hear the teacher.
5. Something has happened at home, on the way to school or in the classroom to distract them.
6. They are uncomfortable.
7. They do not understand what the teacher is saying.
8. The teacher is lacking in knowledge and doesn't explain the concept well enough.
9. They are too shy to answer and scared of being laughed at.

Examples (*Displayed on 9 pieces of paper, on statement per page*)

- a) Seyi sat with several of her friends in the middle of the classroom. Often the teacher is turned away from the class when talking and she couldn't hear.
- b) Abisola is a new pupil. The language the teacher uses is not her local language, the teacher talks a lot in English. Abisola doesn't answer any questions.
- c) Mo had to help at home before school. Her mother is ill and so she had to get her brothers and sisters ready and do the cooking and cleaning. She keeps thinking about all the chores she still needs to do at home and is worried about her mother's health, she isn't participating fully in class.
- d) Most of the pupils in the class do not respond correctly to the science questions. The work in their books is often incorrect.
- e) There are not enough seats in the class so several children share one bench. Normally it is ok but the weather is very hot making children irritable. They can't concentrate on their work.
- f) Saidi sits near the back of the classroom. He understands the work but never gets the opportunity to ask or answer questions. He knows he won't be asked about what he has learned so he doesn't bother trying.
- g) Mustapha was a small boy. He was always sat at the back, near the corner. He tried very hard to see what was being written on the chalk board, but he often couldn't make out what the teacher had written.
- h) Banki is keen to learn. He liked to answer questions but often got them wrong. This term he hasn't put his hand up once to answer any questions.
- i) Last time Ndidi answered a question she got it wrong and everyone laughed. She felt embarrassed and doesn't want to feel like that again. She thinks it's better if she just keeps quiet.

Answers: 1 Sidi, 2 Banki, 3 Musapha, 4 Seyi, 5 Mo, 6 'several children share one bench', 7 Abisola, 8 'Most of the pupils...' 9 Ndidi

Chart 3.4 Knowing your pupils

What should a teacher know about every pupil in class?

- Name
- Ability in different subjects
- Any challenges they face
- The language they speak
- What they enjoy and respond to most

What can a teacher do to get to know their pupils better?

- Go around the class during the lesson and look at work
- Ask questions to different pupils
- Encourage pupils to ask questions or explain what they don't understand
- Speak to pupils outside of lessons
- Speak to SBMC about any important cases

Why is this important?

- Teachers should be aware of any barriers to learning so that they can help overcome them
- Teachers should be able to recognize any changes in behavior and participation so that they can intervene and support pupils
- Building a positive relationship with pupils will help their self-esteem and therefore help improve learning
- The school community should meet the needs of **all** pupils to improve learning for everyone

Chart 3.5 A pupil who...

...is missing an arm	...does not have a pencil or exercise book
...is slow to learn	...falls asleep in class
...has a long walk to school	...is hearing impaired (can hear a bit but not as well as other children)
...is an orphan	...is very shy and does not like to talk in class
...has very poor sight	...cannot read but is very good at sums
...is in a wheelchair	...is aggressive

(Written on flip chart paper)

If I was a child who..... I would need..... to be able to participate in class

Resource (for Activity 3)

Three headings written on flip chart paper:

- Social challenges
- Physical challenges
- Learning challenges

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 4 Leading your school in meeting the needs of all pupils

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Identify ways a Head Teacher can make their school more inclusive.
- Describe what to look for in a lesson observation to show inclusive teaching.
- Support teachers to get all pupils participating in the lesson.

Materials

Chart 4.1	Learning outcomes	Introduction
Chart 4.2	The role of the Head Teacher in encouraging inclusion in lessons	Activity 1
Chart 4.3	What does pupil participation look like?	Activity 2
Resource	Standards and (some) criteria for an effective school (<i>displayed on the wall from previous sessions</i>)	

Activity outline

Introduction		5 minutes
Activity 1	The role of the Head Teacher	20 minutes
Activity 2	What does inclusive teaching look like?	45 minutes
Activity 3	Encouraging your teachers to teach inclusively	15 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session summarises what has been learned about an inclusive school. It looks specifically at the role of the Head Teacher in leading an inclusive school. This involves supporting teachers to lead inclusive lessons where **all** children can participate.

Look at the session notes and agree where and how the following key messages are covered:

- Promoting inclusive teaching through PDMs and lesson observations.
- What an inclusive classroom looks like.
- Examples of inclusive teaching.
- What the Head Teacher, supported by the SSO, will go back to school and **do**.

This session involves a short role play to be performed by the facilitator. Make sure you have prepared this and thought about how best to act it out.

Introduction

5 minutes

1. Ask participants to recall what they have learned so far about making our schools more inclusive. They should identify three key areas; **enrolment, attendance** and **participation**.
2. Agree that we need to work together to improve each of these areas. Some actions will be led by the teacher, some by the SBMC and some by the pupils themselves.
3. This session will look at what the role of the Head Teacher is in leading an inclusive school.
4. An important point to remember throughout is that there are many reasons why pupils do not and cannot participate in learning. Usually these are not the child's own fault. There are changes that teachers and the school community must make which will help all children learn. Much of this is based on a child-centred approach.
5. Show **Chart 4.1 Learning outcomes** and go through them with participants.

Activity 1 The role of the Head Teacher

20 minutes

1. Agree that in the last session we looked at inclusive teaching; ways in which the teacher can encourage **all** children to participate in lessons. We now need to think about how Head Teachers are going to support teachers to do this.
2. Ask **Who is the leader of teaching and learning in school?** Agree that it is the Head Teacher.
3. Then ask **What is the role of the Head Teacher in encouraging inclusion in lessons?** Get a few ideas and then show the first bullet point on **Chart 4.2 The role of the Head Teacher in encouraging inclusion in lessons**. (Keep all other points covered up).
4. Ask **How can the Head Teacher do this?** Get a few more suggestions and then show the answer (by holding a professional development meeting). Agree that it will be the role of the SSO to help the Head Teacher plan this meeting.
5. Repeat this with the second bullet. Show the sentence first and then ask **how** the Head Teacher can do this. Get suggestions. Show the answer (by establishing peer observations). Point to the word peer. Ask participants what this means. Agree that it means teachers observing each other. Ask participants why this is helpful. Agree that professionals often learn best from one another. They will be able to share their ideas of things they have tried in the classroom. Also the Head Teacher might not have time to visit every teacher as much as is needed.

Activity 2 What does inclusive teaching look like?**45 minutes**

1. Explain that all Head Teachers need to have a common understanding of what inclusive teaching looks like in the classroom.
2. Remind participants that the lesson plans have been designed to encourage pupil participation. Ask participants if they can suggest some ways the lesson plans encourage pupil participation. Agree they use group and pair work and interactive teaching methods.
3. Explain that this is good but the teacher also needs to do more to teach inclusively. Remember the child who can't understand the language or the pupils that are shy. Even when using the lesson plans or teachers guide, teachers should be thinking about how they can best meet all pupils' needs in their classroom.
4. Display the four headings from **Chart 4.3 What does pupil participation look like?** around the room. Put participants in four groups, one for each heading. (Making the environment inclusive; Making group and pair work inclusive; Making questioning inclusive; Making teachers' communication inclusive).
5. Ask participants to work in their groups and create a checklist of things they can look for that will demonstrate all pupils participating in their topic area. Go round the groups and support them. If they are struggling you could suggest some suggested examples; Making the environment inclusive – ensure all children can see the board. Making pair and group work inclusive – think about gender when grouping the children. Making questioning inclusive – ask questions to children all around the room. Making communication inclusive – speak slowly and clearly so everyone can hear.
6. After 15 minutes stop participants and ask them to display their checklist next to their heading. Ask participants to go visit each heading station. They should look at the different headings and checklists and discuss what is there.
7. After participants have been to every station bring them back together. Summarise by highlighting a couple of good ideas that you saw.
8. Show **Chart 4.3 What does pupil participation look like?** Highlight any points that have not already been mentioned.
9. Emphasise the importance of looking for pupil participation when observing lessons.

Activity 3 Encouraging your teachers to teach inclusively

15 minutes

1. You as facilitator will perform a short role play of a teacher teaching a maths lesson. Ask participants to be pupils. The **teacher** writes an addition sum on the board, completing the sum and asking all pupils to chant the answer. Then write another addition sum on the board. This time ask pupils what they think the answer is (only ask the pupils at the front). The third time write another sum and ask a pupil to come to the front. (This time make sure the writing is unclear and speak with your back to the board so pupils can't hear).
2. Ask groups to discuss how inclusive they thought your teaching was and what they might suggest to you as the teacher to help you teach more inclusively next time.
3. Get feedback from the groups. Make sure they mention some of the ideas in their checklists. (For example that more pupils could be asked or communication could be clearer.)
4. Now briefly demonstrates an inclusive way to teach this lesson. (This time write the sums and ask pupils to work in pairs to complete the sums and then ask a variety of pupils what the answers are. Make sure both the writing and communication are clear.)
5. Remind participants that their teachers will find this difficult at first and they won't be able to do everything at once. Ask how can they as Head Teachers encourage them? Remind them they should apply the principles of adult learning.

Summary

5 minutes

1. Thank participants for their hard work.
2. Review **Chart 4.1 Learning outcomes** and agree what has been covered.

Ask **Where does this fit in the Standards and criteria for an effective school?** Agree it is:

- **Teachers encourage all pupils to take part in learning**

from the standard '**Teachers deliver competent lessons**'.

Make sure this criterion is displayed on the wall under the correct standard.

Materials

Chart 4.1 Learning outcomes

Chart 4.2 The role of the Head Teacher in encouraging inclusion in lessons

- Make sure teachers know about the importance of ensuring **all pupils participate** in the lesson
How? By leading a professional development meeting using *some* of the ideas from this workshop
- Encourage teachers to think about how well they are involving all pupils in the lesson
How? By establishing peer observations to look specifically at inclusion

Chart 4.3 What does pupil participation look like?

Making the environment inclusive

- Can all the children see the board?
- Are the children as comfortable as possible?
- Are boys and girls treated equally in the learning environment?
- Are there visual aids on the walls to support learners?
- Do pupils have the materials that they need?

Making pair and group work inclusive

- Do lots of different children have the chance to demonstrate something, or lead an activity?
- Does the teacher consider gender when grouping the children?
- Do different children have the chance to be “leader” within the group
- Does the teacher make sure that no child is left out
- Are the pupils talking to each other and helping each other?

Making questioning inclusive

- Does the teacher ask questions to both boys and girls
- Does the teacher ask questions to children sitting all around the room?
- Does the teacher ask easy and difficult questions?
- Are pupils raising their hands to ask questions?

Making teacher’s communication inclusive

- Is the writing on the chalkboard clear?
- Does the teacher speak clearly?
- Does the teacher re-phrase to help pupils understand?
- Does the teacher help pupils 1-1 if they are unsure?
- Are the children all listening and understanding what is being said?

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 5 A deeper look at promoting learning time

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Reflect on their own and other Head Teachers' attempts to promote learning time.
- Identify barriers to learning time.
- Set targets for increasing learning time in their own school.

Materials

Chart 5.1	Learning outcomes	Introduction
Chart 5.2	Types of barrier	Activity 3
Chart 5.3	Questions to ask yourself	Activity 4
Resource	Three Standards (and some criteria) for an effective school (<i>displayed on the wall from previous sessions</i>)	

Activity outline

Introduction		10 minutes
Activity 1	Reviewing our understanding about learning time	15 minutes
Activity 2	Sharing what we have done so far to promote learning time	15 minutes
Activity 3	Barriers to learning time in your school	25 minutes
Activity 4	Improving learning time in your school	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session builds upon work begun in Leadership 3 Session 6. Please reread and discuss this with your colleagues before preparing this session. In Leadership 3, Head Teachers identified some strategies that they would try to apply in their schools to promote learning time. Some of these will have worked, others won't. This session reviews those strategies. It is important for Head Teachers to understand that promoting learning time is strongly linked to change, and requires leading people to change their behaviours.

Look at the session notes and agree where and how the following key messages are covered:

- Learning from one another on strategies to promote learning time.
- Where learning time is lost in a Nigerian school.
- Managing change.
- What the Head Teachers, supported by the SSOs, will go back to their schools and do.

If, after talking with your partners you are still not sure about any of these points, make sure you ask for help, maybe if necessary from your supporting SSIT.

Introduction

10 minutes

1. Welcome participants back and thank them for returning on time. Explain that you are particularly glad they were punctual for this session! Ask participants why they came back from the break on time and get some suggestions.
2. Ask participants to tell you what the impact would be if the session started late – either because they were late or you weren't ready. Agree that they would have to receive less learning. This is because you would have to fit everything into less time, or miss some content out.
3. Explain that, when you are delivering a workshop, you are using many of the same skills and principles as a teacher should be using with a class.
4. Ask participants to recall when we discussed the importance of lessons starting on time. Agree that it was during Leadership 3.
5. Ask where learning time is covered in the **Standards and criteria for an effective school**. Point out the three standards for effective schools that are already displayed on the wall.
6. Make sure all participants agree that promoting learning time is an important part of the **Head Teacher operates effectively** standard.
7. Read out the four criteria that are about promoting learning time:
 - **The school opens on time.**
 - **Head Teachers has more than one strategy for promoting teacher attendance.**
 - **More than half of the lessons begin and end on time.**
 - **Head Teacher has more than one strategy of promoting the attendance of all pupils.**Make sure they are displayed under the correct standard.
8. Show **Chart 5.1 Learning outcomes**. Go through them with participants.

Activity 1 Reviewing our understanding about learning time

15 minutes

1. Ask a participant to tell you how long pupils are in school for each day. Agree on a number of hours (it does not have to be completely accurate, just a good estimate).
2. Ask if all of this time is **learning time**. Agree that it is not. Ask for suggestions about the other things pupils might be doing in school when they are not learning. (They might be playing or lining up or being registered).
3. Ask pairs to briefly discuss how they can tell the difference between non-learning and learning time.
4. Give pairs three or four minutes to discuss and then take feedback from two or three pairs.
5. **Agree on some general ideas**. In particular, make sure that participants understand that **lesson time** and **learning time** are different. Pupils can be in the classroom and not learning. The teacher can be talking without the pupils learning anything. You might agree that learning time

is when pupils are actively thinking about, discussing, or working on curriculum content. Remind participants that we should be thinking about the needs of **all** pupils here.

6. Agree that increasing both lesson time and participation within lessons are very important if we are to improve learning. Agree that it is important to improve learning for **all** children. Agree that we are all working on this. And *then* agree that if the school is not providing enough hours of teaching then a lot of the improvements the teachers are making in their teaching will be wasted – because the pupils will not have enough access to this improved teaching.
7. Ask pairs to discuss why promoting learning time is so important for their schools.
8. Again, give three or four minutes for discussion and then get feedback. They might give lots of answers, but make sure participants remember:
 - The Nigerian school system doesn't timetable as many hours for learning as some other countries.
 - The more learning time children have, the more they can achieve.
 - The Head Teacher can make a small change in school leadership that can make a very big difference to the number of hours of learning a pupil receives.
9. Congratulate participants for how much they have remembered from Leadership 3.

Activity 2 Sharing what we have done so far to promote learning time

15 minutes

1. Remind participants that last time we looked at promoting learning time they agreed some school based tasks to try out in their own schools. Ask them what the two tasks were and agree that they had to:
 - Lead a meeting with teachers and SBMC to share learning on promoting learning time.
 - Try out some strategies and actions to improve amounts of learning time in their schools.
2. Ask the participants to work in groups. Give them five minutes to share the actions and strategies that they tried in their own schools to promote learning time. Move around listening to their discussions and make sure everyone is participating and speaking. If you know a Head Teacher used an unusual or very effective strategy, use this time to remind them of it and to ask them to be ready to share it with everyone else.
3. After five minutes ask everyone to stop and thank them for sharing. Remind them that we often learn best from our peers. Explain that you want them to be thinking about how they can learn from one another, so you want someone to share an action or strategy that they have just heard about that they think could be useful in their school.
4. Invite three or four participants to share what they have heard from their colleagues. If the actions and strategies that have impressed you haven't been shared, you can share them now.

5. Remind participants that reflecting on our work and evaluating helps us to improve. Congratulate them all on their efforts so far.

Activity 3 Barriers to learning time in your school

25 minutes

1. Agree that lots of Head Teachers have started successfully promoting learning time in their schools, but that it is not easy and they are all likely to have experienced problems. We can call these barriers.
2. Ask what a **barrier** is and agree that it is something that stops you from doing what you want to do.
3. Explain that barriers to learning time can come from lots of different places. Remind participants about our last sessions when we looked at inclusion and meeting the needs of all pupils. In order to include all pupils we need to think about what their individual needs are and what barriers individuals might be facing. Show participants **Chart 5.2 Types of barrier**. Ask volunteers to read out the title of each box.
4. Explain that participants are going to identify the barriers to learning time in their own schools. In groups they should think of a barrier and write it down on a small piece of paper. As soon as it has been written down, someone from that group should bring it to the front, and stick it onto the box it best fits into.
5. Tell them that they don't have long for this; they don't need to be discussing how to solve all of the barriers, just identifying them. Give groups up to ten minutes to do this.
6. Ask your co-facilitators to move around, making sure that participants are recording one barrier on each piece of paper, and that they are sticking them up as they go, not waiting until the end and all coming up together.
7. As they are doing this, stay by the chart so you can read them as they are stuck on. If you disagree with the box a participant has put their barrier in, discuss it with them. If someone brings up a barrier that is the same or almost the same as one already there, stick it on top of the one already there.
8. After 10 minutes stop participants and thank them for sharing their ideas.
9. Read together at least one of the barriers that have been put into each box. Try to read out the ones that were more common.
10. Explain that some barriers are very difficult or even impossible for the Head Teachers to address. Especially the **environmental barriers** and some **other barriers** (for example strikes). Ask why they are difficult and agree that these are outside the control of the Head Teacher.
11. Agree that no barriers are easy but that the Head Teacher has some control and responsibility over some of the **teacher barriers** and some of the **community barriers**.
12. Highlight that some of the barriers may be people themselves. This means asking people to change. Agree that we have learned a lot about change and that Head Teachers have a better chance at creating change if they work with others and apply the principles of adult learning.

Activity 4 Improving learning time in your school

20 minutes

1. Ask if all our schools are the same. Agree that they are not. Nearly all schools in Nigeria have problems with learning time but they don't have **exactly the same** problems. Agree that it is a good idea for Head Teachers to now think specifically about their own school situation.
2. Explain that you are going to ask them to reflect quietly, and on their own, about learning time in their school. Display **Chart 5.3 Questions to ask yourself**.
3. Tell them they have about fifteen minutes to think about these questions in relation to their own school and to write down their answers. Tell them that this is a private reflection. No one will see it. They should be honest.
4. Show them the two boxes at the bottom of **Chart 5.3** and explain one is for them to note down how much time in total was lost in their school last week (if last week was not a normal teaching week, then ask them to think about the last normal teaching week).
5. Ask them how much time they think that they might be able to save if they share the importance of learning time with everyone in school and work together to improve it.
6. Explain that the second box is for them to set themselves a realistic target for reducing lost learning time. How much learning time do they think they can get back? Explain that they will review this next time we all come together, and it is something they can talk to their SSOs about. Again this is a private target they should be honest and realistic.

Summary

5 minutes

1. Wish the participants good luck with this very important challenge. Go through **Chart 5.1 Learning outcomes** and make sure that participants agree they have been covered.

Materials

Chart 5.1 Learning outcomes

Chart 5.2 Types of barrier

Environmental barriers (e.g. flooding, poor access)	Community barriers
Barriers from teachers	Other barriers

Chart 5.3 Questions to ask yourself

What are the three biggest barriers to learning time in my school?

(Use Chart 5.2 to help. Make sure they are barriers that the Head Teacher can control).

1.
2.
3.

How was time lost in my school last week?

	How was time lost?	How much time?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Total time lost

My target is to reduce this by per week by Leadership 6

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 6 Reviewing your first school improvement cycle (1)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe the steps of the school improvement cycle and identify where they are now.
- Give reasons for reviewing the first school improvement cycle.
- Describe what is included in the school improvement cycle review.
- Identify who should be involved in the school improvement cycle review and how best to involve them.

Materials

Chart 6.1	Learning outcomes	Introduction
Chart 6.2	The school improvement cycle	Activity 1
Chart 6.3	Why review your school improvement cycle?	Activity 1
Chart 6.4	Outline of your school improvement cycle review	Activity 2
Chart 6.5	Ways to include the community	Activity 3
Resource	Standards and (some) criteria for an effective school (<i>displayed on the wall from previous sessions</i>)	

Activity outline

Introduction		10 minutes
Activity 1	Moving from SIC 1 to SIC 2	15 minutes
Activity 2	Reviewing the school improvement cycle	30 minutes
Activity 3	Who should be involved in the SIC review?	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

The purpose of this session is to prepare schools for their second year of the school improvement cycle. This involves reviewing the first school improvement cycle (SIC). The main purpose for reviewing the first SIC is to do it “better” next time; improving both the process and the results.

Look at the session notes and agree where and how the following key messages are covered

- Why a SIC review is needed
- What is included in a SIC review
- Who is involved in a SIC review and how best to engage them

In the coming sessions you are going to help the participants understand all the different parts of a comprehensive review of the SIC; the process, the outputs (what parts of the SDP were completed), a financial review and what the overall impact was. Make sure you understand all this entails.

Introduction

10 minutes

1. Welcome participants back to the session.
2. Remind the participants of the **three** standards displayed on the wall.
3. Point to **School uses a School development plan effectively**. Ask participants to name the criteria for this standard.
4. As each criterion is mentioned, make sure it is displayed underneath its standard. (This should have been first displayed in Leadership 1).
5. Point to where it says **An SDP has been written in the current school year**. Ask whether a school with an existing SDP has already met this criterion. Agree that it has not. They need to create a new one for this year.
6. Show **Chart 6.1 Learning outcomes** and go through them with participants.

Activity 1 Moving from SIC 1 to SIC 2

15 minutes

1. Ask volunteers to recall the steps in the school improvement cycle (SIC). Agree that they are: evaluating, planning and acting. Ask what order they come in. Show participants **Chart 6.2 The school improvement cycle**. Emphasise that school improvement is a cycle, not an activity to be done only once.
2. Ask where the School development plan fits in the cycle and agree that it's at **planning**.
3. Ask what we need to do before planning and agree that it is **evaluating**. Ask participants to name one tool we use to evaluate and agree the School self-evaluation (SSE).
4. Explain that before we put together our next SSE and begin our second school improvement cycle it is a good idea to review how our first school improvement cycle went. Ask pairs to briefly discuss what they think the benefits will be of reviewing their first school improvement cycle.
5. Give participants four minutes for their discussion and then take feedback. Display **Chart 6.3 Why review your school improvement cycle?** with the points covered and uncover the points as they are mentioned. (You can add any other good points too.)
6. Ask whose role it is to lead the SIC and agree that it is the Head Teacher's. Remind participants that leading a process of change and improvement is not always easy. Explain that they have unfrozen and started changing, but more has to be done before they refreeze. They may still find some of the work in the second year challenging but must be confident and knowledgeable to influence others with the processes they are leading.

Activity 2 Reviewing the school improvement cycle

30 minutes

1. Explain that we are going to follow the story of Samaru primary school as they go through the review process. This will help us understand what needs to be done during a review.
2. Begin telling the story of Samaru primary school.

The Head Teacher was discussing her first school improvement cycle with the SSO. She said that they had done a lot and she didn't know where to begin in talking about it. The SSO asked her if the school had reviewed it yet.

The Head Teacher said she had forgotten to do this, but would sit down straight away and write it. She promised that as soon as everyone had gone she would shut the door and clear her desk so that she would not be distracted and would write it all this very afternoon. She would then bring it straight away to the SSO's office.

The SSO gave her some good advice. What do you think the SSO said?

3. Give the groups two or three minutes to discuss the SSO's advice and get feedback. Make sure the following points are mentioned:
 - The review needs to be evidence based.
 - The review should not be done by the Head Teacher alone.
4. Write **evidence** and **involving the teachers, pupils, parents and SBMC** on a piece of flipchart and display it.
5. Finally, if no one has already mentioned it, show participants **Chart 6.2 The school improvement cycle** and point to the middle. Ask them what our ultimate goal is, and agree that it's to improve pupils' learning and develop literate, numerate, self-reliant pupils. Agree that when reviewing, we always have to keep this in mind. Write **goal focused** on the flipchart as well.
6. Continue with the story of Samaru primary school, explaining that the SSO then helped the Head Teacher to **plan** the review.
7. Agree that a review is a way of answering a lot of questions about what went well and what didn't go so well. Remind participants that we need to be honest in our review. It is ok if things didn't go well because we have another chance to improve.
8. Display the five headings from **Chart 6.4 Outline of your school improvement cycle review** around the room. Explain that these are questions to consider for reviewing last years' school improvement cycle. Highlight that we are reviewing how well we did the process (headings 1,2,3) as well as the results (headings 4 and 5) of the school improvement cycle.
9. Display the 11 sample questions and ask the groups to discuss the questions and match the questions to the five headings. They can write down the question with a heading number next to it.
10. After 10 minutes, ask participants to come out one by one and match a question to a heading. Try to get agreement, but it does not matter if it is not fully agreed.
11. Summarise this by pointing again to the headings and saying that a good review will cover all of these areas. It looks at the SIC process (point to headings 1, 2 and 3) and it looks at the results (point to headings 4 and 5). Remember we are always thinking about our goal of improving learning and developing literate, numerate and self-reliant pupils.
12. Ask participants if they know what will happen after they complete the review. Explain that it will lead into the second SSE so that the SIC can begin again.

Activity 3 Who would be involved in the SIC review?

30 minutes

1. Ask pairs to discuss (for a couple of minutes **only**) who might want to know the outcome of the school improvement cycle review.
2. Take feedback, noting the suggestions on a piece of chart paper. Make sure they cover the wide range of stakeholders, including the parents, pupils, SBMC, wider community, teachers, LGEA staff.
3. Ask whether all the people mentioned will be **involved** in the review and agree that the LGEA staff will not take part (although the SSO might help). That is because the review, like the school improvement cycle, belongs to the school and its immediate community, not to the LGEA. The main people in the community that will be involved will be the parents.
4. In order to involve the immediate community you and the SBMC will have to hold at least one community meeting. How can we plan the community meeting so that it is the most successful? Agree that it is not always easy for some of us to know how to include the immediate community. In this activity we will look at some ways to engage the immediate community members, in particular parents in the SIC review meeting.
5. Display the two headings **Things you can do that will work well** and **Things that will not work well** from **Chart 6.5 Ways to include the community**.
6. Ask one person in each group to be the writer for their group (tell them this is the only person that will be allowed to write anything). Ask the writers to write down the numbers 1-10 in their notebook.
7. Read (slowly **one at a time**) the ten statements from **Chart 6.5** to the whole group.
8. Tell participants to listen and after each statement is read discuss with each other if they think the statement is a helpful way to involve the community in the SIC review or not a helpful way. The writer marks a + sign next to the statement number if it is helpful and mark a – sign if it is not helpful.
9. After you have read out the list go back through each statement one by one and get views on whether it is helpful or not helpful. Try to get some agreement (don't worry if you don't get everyone to agree completely, respect different viewpoints and share your reason why they are helpful or less helpful). The co-facilitator displays each statement under the correct heading on the chart.
10. Ask Head Teachers what other helpful suggestions they have for involving the community in the SIC review.

Summary

5 minutes

1. Look at **Chart 6.1 Learning outcomes** and agree what's been covered.
2. Thank participants for their hard work during the session.

Materials

Chart 1.1 Learning outcomes

Chart 6.2 The school improvement cycle

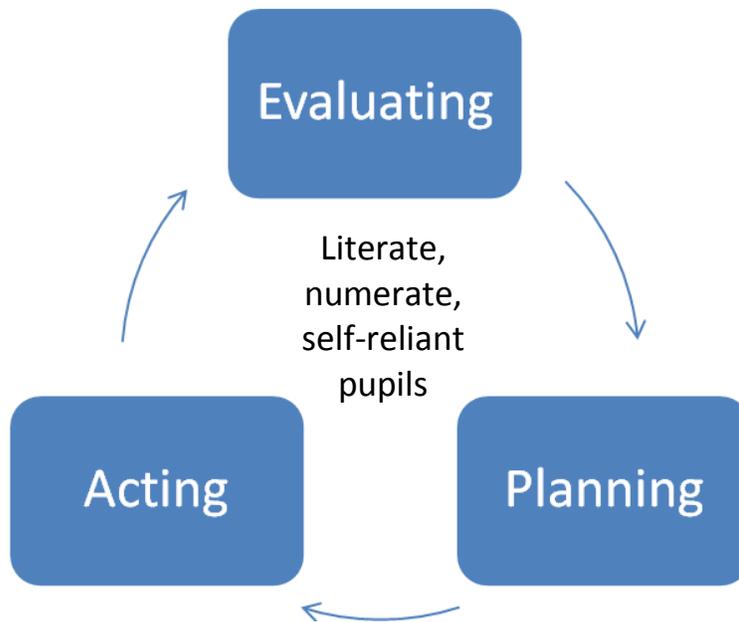


Chart 6.3 Why review your school improvement cycle?

- Makes sure that we think carefully about what we have done and what it has achieved
- Can be widely shared with both community and school stakeholders and officers from the LGEA and SUBEB
- Keeps stakeholders interested in school improvement
- Shows you want to be open and transparent and builds trust
- Shows we are accountable for and timely in our actions
- Helps towards the next step in the SIC, which is making a new SSE
- Helps make SIC 2 better by repeating what went well and learning from our mistakes

Chart 6.4 Outline of your school improvement cycle review

Five headings: *(Display each one on a separate A4 sheet of paper)*

1. How well did we carry out the steps of the SIC?
2. How much of the SDP did we complete?
3. How well did we manage our money?
4. What changed as a result of the SIC?
5. What impact did all this have on learning?

11 sample questions: *(Display each one on a separate A4 sheet of paper. Do not write the numbers on the questions)*

- Did we spend all the money that we raised? (3)
- Did we do everything that we planned to do? (2)
- Do the teachers use the new materials that we bought? (4)
- Are more girls coming to school now? (5)
- Are maths exam results better? (5)
- Why didn't you ask us mothers what we thought? (1)
- What did we spend all the money on? (3)
- How much money is left? (3)
- Why have we been repairing chairs? (2)
- Did we complete the SSE in a timely manner? (1)
- Is pupils' attendance better? (4)

Chart 6.5 Ways to include the community

2 Headings: (*Display each heading on a separate strip of flip chart paper*)

Things you can do that are helpful

Things that would NOT be helpful

10 Statements: (*Each one on a piece of A4 paper*)

1. Before the meeting, the HT stands at gate and invites parents.
2. At the meeting, different SBMC members present parts of the report.
3. At the meeting, don't ask for questions and ideas because you think that this is a review meeting not a planning meeting.
4. At the meeting, parents are shown some of the improvements.
5. At the meeting, share what went well/what needs to be improved.
6. At the meeting, share only went well with the parents.
7. At the meeting, have just one person speak to the group.
8. Before the meeting, put up a sign at gate about the meeting.
9. At the meeting, parents are asked for their ideas and questions.
10. Before the meeting, tell pupils to tell their parents to come.

(Suggested answers: Helpful – 1, 2, 4, 5, 8, 9)

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 7 Reviewing your first school improvement cycle (2)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe how they will lead the review of activities completed during the first school improvement cycle.
- Describe how they will link the school improvement cycle to impact on pupils' learning.
- Explain how the review will influence the second school improvement cycle.

Materials

Chart 7.1	Learning outcomes	Introduction
Chart 7.2	Why and what will we review	Introduction
Chart 7.3	Samaru primary school's progress	Activity 1
Chart 6.2	The school improvement cycle (from Session 6)	Activity 2
Handout 7.1	Samaru primary school SDP	Activity 1

Activity outline

Introduction		5 minutes
Activity 1	Reviewing how well we did the SIC	45 minutes
Activity 2	Focusing the review on pupils' learning	15 minutes
Activity 3	Producing a SSE for a second school improvement cycle	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

In this session participants look at how to conduct the SIC review and how to use it to help develop the second school improvement cycle. An important message here is linking all actions to improving pupils' learning. This is something many teachers find difficult so make sure you keep teachers focused on improving pupils' learning.

Look at the session notes and agree where and how the following key messages are covered:

- Key questions to guide the review.
- Keeping focused on the goal.
- Using the review to conduct the second school improvement cycle better.
- What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

The SBMC have a role to play in the SIC; you can also discuss key points with them. Speak to your SSIT if you are unsure about anything.

Introduction

5 minutes

1. Welcome participants and explain that today we will be continuing our learning from last session on the school improvement cycle (SIC).
2. Ask participants to recall why we should review the first SIC and take a few suggestions. Show **Chart 7.2 Why and what will we review?** Cover all the points and show the first two, as they are mentioned by the participants. You can accept other reasonable suggestions but make sure that the two ideas in the bullets are included. Emphasise that these are two important reasons.
3. Remind participants that there are several different things to review. Ask the participants if they can remember the outline of the review from yesterday. Take suggestions and, still using **Chart 7.2**, uncover any points the participants mention. If they are struggling help them by uncovering any points they cannot remember.
4. Agree that the review is asking two types of questions. The first three questions are asking **how well we did things** (the process), and the last two are asking what the **results** of what we did were (the impact).
5. Ask one participant to remind you what the review should be focused on, and agree that it is focused on improving pupils' learning.
6. Show **Chart 7.1 Learning outcomes** and go through them.

Activity 1 Reviewing how well we did the SIC

45 minutes

1. Explain that we will now look at how to review how well we did activities in the first SIC.
2. Display the first two headings from the review outline in **Chart 7.2 Why and what will we review?**
How well did we carry out the steps of the SIC? and **How much of the SDP did we complete?**
3. Under the first headings put two more headings:
What we did well and **What we will do better next time.**
4. Under the second heading put two more headings:
What we completed and **What we didn't manage to complete.**
5. Agree that if we try to answer these four questions we will have a good understanding of our first SIC.
6. Agree that throughout our first SIC we kept asking ourselves one question, **What is our evidence for this?** Ask participants what evidence is. Agree that evidence comes from what we see, including records, and from what people tell us. Tell them we are going to keep asking this question during the SIC review.
7. Ask participants why we can't just go ahead and complete a review for their schools here and now, and agree that this is because a good review involves all the school's stakeholders.

8. Explain that, for this reason, we are going to use a case study of a school that produced a school self-evaluation (SSE) and school development plan (SDP). In groups, participants will produce a SIC review for this example school based on the information you give them.
9. Give out **Handout 7.1 Samaru primary school SDP**. Ask participants to read through this individually. (This is not the full plan but that does not matter for this activity).
10. After they have read it, make sure everyone is clear about what the handout shows. Point to the first column and quickly say that it shows four priorities for the school. Point to the third column and say that it shows the planned actions for each priority.
11. Display **Chart 7.3 Samaru primary school's progress** for everyone to see. Explain that one person in each group should read the update. The other people in the group should follow what has been read and mark off on **Handout 7.1 Samaru primary school SDP** what actions have been taken. Your co-facilitator should go around the groups making sure everyone understands what to do.
12. After 10 minutes stop everyone (it doesn't matter if they haven't finished). Ask **How well do you think Samaru primary school has done?** Take a few ideas but keep this brief.
13. Show two example actions from Samaru primary school's SDP from **Chart 7.2 An open day to show children's work to parents** and **Repair old seats and build new ones**.
14. Ask groups to look at the headings on the wall from earlier in the activity. (What we did well, what we will do better next time, what we completed, what we didn't manage to complete). Give the groups a couple of minutes to decide where the two new examples should be placed.
15. Agree that the first one goes under **What we did well** but the second goes under **What we didn't manage to complete**.
16. Now ask the participants to think about how the team at Samaru primary school gathered evidence of their progress. Take one completed activity such as **Teachers will share plans and materials with each other** and ask them to think about what different types of evidence they could collect.
17. Give them a few minutes to work in their groups to discuss sources of evidence for one or two other actions, and briefly take feedback. Highlight that collecting evidence will be very important throughout this process.
18. Tell participants that they will follow a similar process for their own SIC review. They should use the four headings to rate their actions and collect evidence to demonstrate their rating. Remind them that their SSO will be able to help them.
19. Encourage participants by telling them you are sure their school reviews will be very interesting, and thank them for their hard work during this activity.

Activity 2 Focusing the review on pupils' learning

15 minutes

1. Show **Chart 6.2 The school improvement cycle** (from the previous session) and briefly remind participants of the steps.
2. Point to the middle of the circle. Remind participants that our goal is not to just do activities and spend money. Ask them what our ultimate goal is, and agree that it is to improve all pupils' learning and develop literate, numerate, self-reliant pupils. Sometimes this will require spending money, but learning is often improved most by simple, free activities such as teachers sharing ideas, or parents being invited into school to discuss what is happening in lessons.
3. Explain that in the last activity we have described what the school has **done**. They now need to think about the **impact** these actions have had on the school and particularly its pupils.
4. Ask the participants to look carefully at the activities that Samaru primary school managed to complete. Which criteria (and standard) have each of the activities contributed to strengthening?
5. Take quick feedback from each group, always guiding them towards how meeting the criteria might improve pupils' learning.
6. How effective do we think Samaru primary school's actions are likely to have been in helping the school to reach its ultimate goal? Agree that Samaru primary school seems to have done well.
7. Remind participants that when they review their own actions they should always be linking back to impact on pupils' learning. Wish them luck in their own reviews and remind them that SSOs will be there to support them.

Activity 3 Producing a SSE for a second school improvement cycle

20 minutes

1. Show **Chart 6.2 The school improvement cycle**. Ask where schools currently are and agree that they are at **Evaluating**.
2. Ask what the next step is and agree that it's back to **Planning**. Explain to participants that this is what will happen in schools every year. When one plan is completed, it will be evaluated, and then the next plan begins. Agree that **every year is a new chance to improve the school**. This is why it's important to take things slowly and focus on what can be improved each year, rather than trying to do everything straight away.
3. The key part that is new is linking the review of SIC 1 with SSE for SIC 2.
4. Show the arrow from evaluating to planning on the chart. Explain that, as the leaders of school improvement, they need to be making sure that the school connects these two stages with one another, and that everyone understands that the first step of the second school improvement cycle is connected with the last step of the first school improvement cycle, rather than being an entirely new project.

5. Agree you will use the review when you begin to write the School self-evaluation for the second year.
6. Tell participants that we will quickly recap how the cycle starts again.
7. Ask **Which area will you focus on the most in your second school improvement cycle?** Make sure participants agree that they should be focusing on what all of the stakeholders agree the school is currently struggling with. This may be different from their focus areas for last year, or it might be the same.
8. Remind participants that since we did the first SSE we have learnt a lot about inclusion, so perhaps the second SDP will have a strong focus on activities which help the school become more inclusive.
9. Ask what participants will do once they have identified their focus areas. Explain that they won't sit down straight away and write their SDP. They need to do a full evaluation, just as they did last year. The first stage in this is agreeing goals and this is done by focusing on setting the criteria to work towards.
10. Ask what the next step is, after agreeing goals. Agree that it's working out **Where are we now?** and this involves collecting evidence.
11. Ask someone to briefly remind you of the purpose of collecting evidence. Agree that it makes sure you know exactly what the situation is so that you can prioritise needs and plan effective actions.
12. Explain that this is the same process that they did last year but hopefully they will be better at it this year as everyone will have improved. They will need to work together with the SBMC and school community. The Head Teacher should lead the process and keep everyone focused on improving pupils' learning.

Summary

5 minutes

1. Review the **Chart 7.1 Learning outcomes** and check that they have been covered.
2. Wish them the best of luck with their SIC 1 review and the start of their second school improvement cycle.

Materials

Chart 7.1 Learning outcomes

Chart 7.2 Why and what will we review?

Why

- Keeps our stakeholders interested in school improvement by sharing how SIC 1 went
- Helps make SIC 2 better by repeating what went well and learning from our mistakes.

Review outline

- How well did we carry out the steps of the SIC?
- How much of the SDP did we complete?
- How well did we manage our money?
- What changed in our school as a result of the SIC?
- What impact did all this have on learning?

Four new headings on flipchart strips

What we did well

What we will do better next time

What we completed

What we didn't manage to complete.

Two examples from Samaru primary school's SDP also on flipchart strips

An open day to show children's work to parents

Repair old seats and build new ones

Chart 7.3 Samaru primary school's progress

November	SSE was completed
December	SBMC agrees 4 Priorities SBMC shares priorities with parents and other members of the community
January	Outline Plan completed Action Plans for each activity completed
February	SBMC hold some meetings with parents to discuss the importance of girls attending school Head Teacher holds professional development meeting and observes two maths lessons
April	P1-P3 teachers meet to make materials for Maths lessons Head Teacher meets with teachers to explain the importance of sharing information with parents and plan for the open day Open day for parents is well attended
May	P1-P3 teachers meet to share materials used in Maths lessons Head Teacher observes three more maths lessons SBMC meet to discuss seating in the school and decide that it will be fine for another year
June	SBMC members visit some families in the community whose children don't go to school Head Teacher observes three more maths lessons
July	Pupils sit their exams

Handout 7.1 Samaru primary school SDP

Needs	What impact will this have?	What actions will we take?	How will we know if the actions have had an effect?
Priority 1 Increase enrolment of girl children		The SBMC will share the importance of girls attending school with the community. SBMC members will visit homes of girls who do not attend the school	
Priority 2 Improve seating in P2 & 3 classrooms		SBMC will share the need with the community and appeal for support to repair old seats and build new ones	
Priority 3 Improve maths teaching in P1-P3		Head Teacher will observe lessons and give feedback Teachers will share plans and materials with each other	
Priority 4 Improve parents' knowledge of their children's learning		An open day to show children's work to parents SBMC will share changes in teaching methods with parents SBMC will tell parents that they can discuss pupil progress with teachers. HT will explain to teachers the importance of discussing pupil progress with parents	

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 8 Conducting a financial review and reporting on it

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Identify solutions to common financial management issues.
- Describe key financial records and how they are maintained.
- Explain how to retire funds and complete a Statement of expenditure

Materials

Chart 8.1	Learning outcomes	Introduction
Chart 8.2	Common financial management issues	Activity 1
Chart 8.3	Three financial records	Activity 2
Chart 8.4	Sample Statement of expenditure	Activity 3
Chart 8.5	Statement of expenditure quiz	Activity 3
Handout 8.1	Statement of expenditure.	Activity 3
Resource sessions)	Standards and (some) criteria for an effective school (<i>displayed on the wall from previous sessions</i>)	

Activity outline

Introduction		5 minutes
Activity 1	Managing school funds	40 minutes
Activity 2	Reviewing financial records	15 minutes
Activity 3	End-of-year Statement of expenditure	25 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session offers a useful opportunity to emphasise all of the key ideas about keeping accurate and transparent records, and about sharing information with all stakeholders. This is really important because if there is no transparency there will be no trust, and the relationships which are so vital for improving our schools will not develop as they should.

Look at the session notes and agree where and how the following key messages are covered:

- Common financial management issues.
- Retiring school funds at the end of the year.
- What the Head Teachers, supported by the SSOs, will go back to their schools and **do**.

You need to be very confident that you understand the processes that are reviewed or introduced in this session so you do not accidentally confuse or mislead the participants; this includes having a good understanding of the principles of financial management. Re-read the relevant session in Leadership 2 and the SBMC guidebook.

Introduction

5 minutes

1. In previous sessions we reviewed the successes Head Teachers have experienced in their first year of leading the school improvement cycle. (Now highlight a few successes that were mentioned).
2. Along with these excellent achievements, agree that you also shared some challenges. Explain that in this session we will look at the specific challenges around financial management, in particular we are going to look at retiring funds at the end of the year and reporting.
3. Go through **Chart 8.1 Learning outcomes**.

Activity 1 Managing school funds

40 minutes

1. Remind participants that financial management was one of the new activities that schools and SBMCs had to work on during the first year of the school improvement cycle.
2. They had to work on:
 - Acquiring funds – either from LGA / SUBEB sources or from local fundraising.
 - Effectively managing funds.

Agree that there are many challenges around both acquiring and managing funds.
3. Ask participants to quickly discuss with a partner the challenges they have faced around financial management. After two minutes get feedback. Display **Chart 8.2 Common financial management issues** with each bullet point covered up. Uncover them as they are mentioned. (Ask your co-facilitator to add any other important issues that the participants mention. You can also add challenges that you observed on school visits.)
4. Make sure participants understand that the chart represents all of the challenges experienced by anybody. They may not apply to all schools.
5. If any of the issues have already been sorted out by SUBEB and the LGEAs you can explain this.
6. Thank the participants for sharing their challenges clearly and openly. Explain that working on these challenges is not easy, but that the best way of solving problems is always to share ideas. There will be some participants who have already solved these challenges and others who haven't faced them but who may have suggestions about how to deal with them.
7. Look at **Chart 8.2** again. Give each group an equal number of challenges from the chart. Don't give any group more than three challenges to think about. Ask groups to write down each of their challenges on a piece of chart paper and to list two or three actions that the Head Teacher could do in response to this issue.
8. Move around groups, especially giving support to those with difficult challenges.

9. After 10 minutes, stop the participants. Highlight what they have just done; they have quickly suggested actions in response to issues they are facing. Remind them that, as Head Teachers, they are the leaders of their schools. They are responsible for taking action in response to challenges. This does not mean that they must solve every challenge. Sometimes, their action should be referring a challenge to their SSO so they can take it forward.
10. Remind participants of the challenges each group was working on. Ask groups to display their chart paper with their ideas written on next to their table. Ask participants to stand up and go to the challenges that are most affecting them at the moment. When they get to that challenge they should discuss with other participants what actions have been suggested there.
11. After 5-10 minutes, stop participants and ask them to go back to their seats. Tell them that in a very short time, they have come up with lots of brilliant ideas about how to respond to these challenges. Remind them that the best resource they have is each other and the worst thing they can do is face a challenge alone and not share it with their SSO and another Head Teacher.

Activity 2 Reviewing financial records

15 minutes

1. Explain that we will now quickly review the financial records needed for managing the school's funds and look at how to use them.
2. Ask **What are the three key records we need to keep for managing school funds?** Your co-facilitator can write them on the flipchart (*Bank book, cash book, and receipts*).
3. Ask the participants to discuss for five minutes in pairs what each of these records is used for.
4. Show **Chart 8.3 Three financial records**. Give participants a couple of minutes to read it and ask three volunteers to come and match the definitions to the records.
5. Ask participants if they agree with all of the definitions shared. If they are all correctly matched, congratulate them. If not you will need to match them correctly and clarify.
6. Ask the pairs to quickly discuss why these records must be kept up-to-date and regularly checked. Ask two participants for feedback. Emphasise that this is really important because accurate and transparent records are vital for improving our schools. Accurate financial record keeping is also one of the criteria for **School uses a School development plan effectively**.
7. Ask who they think is responsible for managing school finances. Agree the SBMC have a responsibility for the oversight of the school finances and they work directly with the Head Teachers in managing school accounts. (Some schools will have an SBMC finance sub-committee and a treasurer).
8. Then ask **Who does the money belong to?** It is important to remember that SBMC and Head Teachers are responsible but the money does not belong to one individual. It belongs to the school. (You can refer to the SBMC guidebook to help you in this section).

Activity 3 End-of-year Statement of expenditure**25 minutes**

1. Explain that at the end of each school year school funds should be retired and accounts reconciled.
2. Point to where it says **Statement of expenditure** in the session objectives. Explain that for some schools this is a new type of financial record.
3. Ask what each of the words mean. Agree that **Statement** means saying something. **Expenditure** is about money used. So an **End-of-year Statement of expenditure** says something about the school's use of money during the year.
4. Show participants **Chart 8.4 Sample Statement of expenditure**. Ask participants to read the completed statement and then you will review it together.

Ask participants what they think this statement shows. Agree that the statement is a summary of the school's spending for the year against the activities undertaken.

5. Ask a few more detailed questions like:
 - How many expenditures were there?
 - What is the remaining balance?
 - What is still missing on this statement?
6. Ask **Why is the statement needed at the end of the cycle?** Try to see if participants can agree that it is a check that money has been spent as planned and safeguards against misuse of funds. Explain that the signatures of the Head Teacher and SBMC chair show that the school is testifying that the accounts are correct.
7. Now explain that the statement is then submitted to the LGEA and will be one part of the school's report to the community.
8. Give each participant **Handout 8.1 Statement of expenditure**. Explain that they will need to complete it when they are back in school. Ask who will do it and agree that it is the responsibility of the SBMC; the finance committee if there is one. Agree who will check and sign it (*the Head Teacher and the SBMC Chair/Treasurer*). Explain again that this means that you and the SBMC Chair are testifying that the accounts are correct.
9. Ask participants why they think it is a good idea to get the Statement of expenditure witnessed by the members of the PTA (or parent body).
10. Ask whether they submit the Statement of expenditure to the LGEA or to the community. Agree that it is both.
11. Explain that you will now give them a very quick quiz. They can discuss the questions in their pairs. Each answer is either true or false.
12. Use **Chart 8.5 Statement of expenditure quiz**. Ask the first question, give them 30 seconds to discuss it, and then ask them to stand up if they think it's true. Thank them, ask them to sit down, and then tell them the answer is in fact false - it doesn't matter if all of the school's money hasn't been spent, all that matters is recording what's happened to it.
13. Repeat with the other six questions.

Summary

5 minutes

1. Thank participants for working hard. Agree that finance is a challenging area but that it is a very important one.
2. Review **Chart 8.1 Learning outcomes** and see if the participants feel they are now confident to complete their end-of-year Statement of expenditure. Remind Head Teacher that the SSOs are there to help them if they are still unsure.
3. Ask participants which criteria this relates to and agree that it is

- **'The school cash book is up to date'**

From the standard **'School uses a School development plan effectively'**.

Make sure this is displayed clearly on the wall. (It should have been first put on display in Leadership 1).

Materials

Chart 8.1 Learning outcomes

Chart 8.2 Common financial management issues *(Have each bullet covered and uncover them as participants mention them.)*

- Limited money available to schools from LGEA or SUBEB
- Difficulties in fundraising
- Slow release of school funds
- COT charges
- Lack of required identification to open dormant accounts
- Difficulty travelling to a bank from rural areas
- Difficulties with getting receipts from suppliers
- Holding cash at the school
- Lack of information shared with the community about the transfer of school funds to the schools

Chart 8.3 Three financial records

Record of all money coming into school and all money going out and dates on which these transactions take place

Record of all payments and withdrawals from bank account

Record of money changing hands

Chart 8.5 Statement of expenditure quiz *(Do not include answers)*

1. Does retirement of funds mean we should have spent all of the money we have received during the year? **(no)**
2. Do we have to give back any left over money? **(no)**
3. Should we submit the Statement of expenditure to ESSPIN? **(no)**
4. Should we submit it to the LGEA? **(yes)**
5. Should the SBMC finance sub-committee complete the Statement of expenditure? **(yes)**
6. Do we have to have give in all the receipts with the statement? **(no)**
7. Do we arrange a meeting so that the SBMC presents this to the parents and wider community? **(yes)**

Chart 8.4 Sample Statement of expenditure

School year

Date

LGEA	
School	

Description of expenditure	Amount spent
Flooring of 4 classrooms	37,500
English textbooks	20,000
Renovation of school well	12,100
In-school workshop on using child-centred methods	40,000
Teaching and learning materials (charts, textbooks) / transport	18,000
First aid boxes	51,860
Repainting of blackboard	6,000
Total	185,460

Total amount of money received (funds plus other sources)	190,900
Amount spent	185,460
Balance remaining	5,440

Position	Name	Signature	Date
School head			
Chairperson SBMC			
Witnessed by: PTA Representatives			

Handout 8.1 Statement of expenditure

School year _____

Date _____

LGEA	
School	

Description of expenditure	Amount spent
Total	

Total amount of money received (funds plus other sources)	
Amount spent	
Balance remaining	

Position	Name	Signature	Date
School head			
Chairperson SBMC			
Witnessed by: PTA Representatives			

Leadership 4

Capturing the needs of all pupils in the school improvement cycle

Session 9 Taking our learning back to school (school based tasks)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain what they as Head Teachers will do upon their return to school.
- Plan a staff meeting to share key points on 'making your school more inclusive'.
- Describe what support they can expect from the SSOs.

Materials

Chart 9.1	Learning outcomes	Introduction
Chart 9.2	Planning a teachers' meeting	Activity 1
Chart 6.4	Outline of your SIC review: five headings (from session 6)	Activity 1
Resource	Standards and (some) criteria for an effective school (<i>displayed on the wall from previous sessions</i>)	

Activity outline

Introduction		5 minutes
Activity 1	Sharing key messages with your teachers	30 minutes
Activity 2	Reviewing the SIC in school	30 minutes
Activity 3	Practical arrangements	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This is the final session of the workshop. It is crucial that by the end of the session Head Teachers are ready to return to their schools clear on the next steps and what they will be expected to do and what support they can expect from their SSO.

Look at the session notes and agree where and how the following key messages are covered:

- Expectations of Head Teachers after the workshop has been completed.
- Communicating contents of the workshop to teachers.
- Support for Head Teachers when they are back in school.

Make sure you have arranged your SSO school visit.

If you are not sure of anything ask the State School Improvement Team (SSIT) member who is going to visit you and make sure you have arranged your visit date with them.

Introduction

5 minutes

1. Show **Chart 9.1 Learning outcomes** and go through it with the participants.
2. Ask participants what they have learned during this workshop, and agree that it has included making your school more inclusive which then led to starting the second school improvement cycle.
3. Ask participants which of the Standards and criteria for an effective school this relates to. Agree that it is mainly **School uses a School development plan effectively** and **Head Teacher operates effectively**.

Activity 1 Sharing key messages with your teachers

30 minutes

1. Ask participants how they plan for a professional development meeting. Get a couple of suggestions. Agree that we have an outline to help us plan meetings. Show **Chart 9.2 Planning a teachers' meeting** (from Leadership 1).
2. Ask the participants to work in pairs to use the outline to plan a **brief** meeting to share learning with teachers back in school about **meeting all children's needs**. Give participants 20 minutes to plan their meeting
3. This is not easy, so go around and give the groups as much help as you can. Whilst you are supporting everyone, look out for groups that are developing good outlines so they can share with the rest of the group later in the session. Also, note those who are struggling, so that you will be able to give them extra help with this during your school visits.
4. Ask one or two pairs with good ideas to read their outlines. Encourage questions and comments so that all groups feel confident.
5. Congratulate them on their hard work. Make sure that everyone thinks individually about the date and time when they will hold their meeting back in school. They should write it in their notebooks, so they are ready to tell their SSOs during the next activity.

Activity 2 Reviewing the SIC in school

30 minutes

1. Ask the participants individually to list in their notebooks the steps of the school improvement cycle review and why they should carry this activity out. After a few minutes ask one or two participants to share their ideas with everyone.
2. Try to make sure they have successfully recalled the main points and understand them. Show **Chart 6.4 Outline of your SIC review: Five headings** and compare it to their ideas. Hopefully they will have mentioned most of the points.

3. Ask participants to work in pairs. They should go through each step of the SIC review and discuss **what** they are going to do and **how** they will do it in their schools. Encourage them to discuss what they feel confident about, but also what they are worrying about. Try to encourage them to try to solve each other's problems.
4. SSOs need to think about how they will support Head Teachers. Go around and support this task. Make notes on any areas where you think Head Teachers will need more support.
5. After 15 minutes stop everyone. If you have noticed someone who has some good ideas ask him or her to share them with the whole group.
6. Thank participants and remind them that you will be able to support them. The next activity will look at practically arranging SSO support.

Activity 3 Practical arrangements

20 minutes

1. Break into small groups and work with the group of Head Teachers that you support in school. Check that your group understands the main tasks that have to be done back in school.
2. SSOs should agree a date for the first school visit with each Head Teacher. SSITs should agree a visit date with SSOs.
3. Together, the Head Teacher and SSO should make a plan for the school visit. Ask Head Teachers what will be useful for them as individuals and what support they would like to receive from the SSO in this visit.
4. Listen to their individual feedback. You may need to make one or two small changes to your plan for some visits to take account of additional issues that are worrying the people you are going to visit.
5. Tell them you are looking forward to seeing them on your visits.

Summary

5 minutes

1. Ask participants to briefly discuss in pairs what they have enjoyed the most during this workshop, and what they have found most challenging.
2. Remind them again that you will be visiting them. Congratulate and thank everyone. Make sure you end on a very positive note, to show them that they will be the key agents of change in schools.

Materials

Chart 9.1 Learning outcomes

Chart 9.2 Planning a teachers' meeting (from Leadership 1)

Have you ***agreed*** with your teachers a time that is convenient for them, and made sure they have all been invited?

1. Welcome and purpose of meeting

2. Key information you need to share
 - *(write first key message here)*
 - *(second)*
 - *(third)*

3. **How** will you share this information?

4. What happens next? (What will the teachers commit to do as a result of attending the meeting?)

Leadership 5

Making progress with academic leadership

Session 1 Reviewing progress and using our learning to develop a school policy

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Identify the purpose of a school policy.
- Produce a simple school policy on learning time.
- Describe how to 'domesticate' the group policy for their schools.
- Explain how to work with the SBMC to monitor and promote learning time.

Materials

Chart 1.1	Learning outcomes	Introduction
Chart 1.2	Leadership 5 workshop timetable	Introduction
Chart 1.3	Useful school policies	Activity 2
Chart 1.4	A school policy	Activity 3
Chart 1.5	Learning time issues	Activity 3
Chart 1.6	Steps in producing a school policy	Summary
Resource	A4s with stakeholder names	Activity 4

Activity outline

Introduction		10 minutes
Activity 1	Successes and challenges	5 minutes
Activity 2	School policies	15 minutes
Activity 3	Producing a sample policy on learning time	20 minutes
Activity 4	Domesticating the policy making process	15 minutes
Activity 5	Using your policy	15 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This session is a very full one; first it has to **very briefly** enable participants to review where they have reached in their own professional development and where their schools are at in the long road towards becoming effective. It also has to remind participants about the ethos of our workshops. You will need to do this quickly as there is a lot of content on policy making to cover.

The session content builds on work done in previous workshop in which participants looked at issues around learning time and tried to relate this to the situation in their own schools. (Look up these notes as part of your preparation.)

Look at the session notes and agree where and how the following key messages are covered:

- How to produce a policy.
- When and what you would write a policy on.
- The importance of making the policy specific to your school.
- The role of the teachers and SBMC in policy making and monitoring.
- What the Head Teacher will go back to school and do.

Unless the production and implementation of policies is shared, they will never overcome the barriers which prevent schools from improving. You should check that the policy has been written and is being used by everyone on your school visit.

Introduction

10 minutes

1. Welcome participants to the first workshop of Leadership 5. Invite someone to open the workshop with a prayer.
2. Remind participants that workshops have ground rules and ask someone to remind you why ground rules are important.
3. Ask participants to suggest ground rules that were effective in previous workshops which they would like to use in this workshop.
4. Take suggestions, writing them on a piece of chart paper. Make sure that everything you and your co-facilitators want to be included is in the list. Write it up carefully **afterwards** and display it somewhere prominent in the room.
5. Ensure punctuality for the start and end of sessions is included and appoint one participant as a timekeeper for the workshop.
6. Ask a couple of participants to remind you what the overall goal for the Leadership programme is. Agree that it is about improving schools, and developing literate, numerate and self-reliant pupils. Agree that everything we do is in support of this goal. After each workshop our schools should be a little more effective.
7. Display **Chart 1.2 Leadership 5 workshop timetable** to preview what we will do in this workshop.
8. Ask different participants to read out each session.
9. Ask pairs to discuss what they think the main focuses of this workshop are.
10. After a couple of minutes, ask pairs to share their ideas with one another in larger groups, coming to an agreement about the main purposes of Leadership 5.
11. Take feedback. You can accept any valid ideas about the purposes of Leadership 5, but try to make sure that **the school becoming more effective** is mentioned, together with learning how to conduct lesson observations. Accept also mentions of school policies and helping teachers use lesson plans, learning outcomes and other materials.
12. Show participants **Chart 1.1 Learning outcomes** and read through them.

Activity 1 Successes and challenges

5 minutes

1. Agree that during workshops participants have been introduced to some new ideas and after workshops they have tried to put their new learning into practice back in their schools.
2. Ask the participants to recall some of the things they have learned about and what they have attempted to do in their schools **since we began working on school improvement**. Your co-

facilitator can note down what the participants call out. It is not necessary to get a full list, just enough to remind them of the different activities that they have undertaken.

3. Agree that not only do they now have a much better understanding of their role in making their school more effective, they have also used this understanding back in their school. They have tried to do a lot of things.

Activity 2 School policies

15 minutes

1. Point to the word **policy** in **Chart 1.1 Learning outcomes**. Ask participants to discuss with a partner what they think a policy is.
2. Give pairs two minutes to share ideas.
3. Bring the group back together and take feedback. Agree on a general definition of a policy as (something like) **a written statement of principles and agreed actions and behaviours in response to an issue**.
4. Explain that the ground rules for workshops are a kind of policy. They set out how we all agree we should behave during a workshop. Tell participants that policies relate to particular issues, like behaviour during a workshop. They are not vague statements about education, but a set of specific statements about what a school thinks and does about a particular issue.
5. Ask pairs to discuss why having policies can be useful for schools. Give them two minutes to share ideas.
6. Bring them back together and take feedback. They could suggest anything, but should at least mention that a written statement:
 - Means everyone knows what should happen and can't complain about things being unfair or unreasonable.
 - Shows that a school takes a particular issue seriously and is committed to improving how it works on it.
 - Makes sure that even if staff at the school move somewhere else, the good work can continue.
 - Helps schools know how to respond to problems that come up again and again.
7. Explain that you are going to focus on a policy for promoting learning time, but that a school can have policies on **other** issues. So the lessons Head Teachers learn now about policies, can be applied to other important issues. Show **Chart 1.3 Useful school policies** and suggest that, over time, schools might like to develop policies on these areas. Policies can be very useful – but, just like ground rules, a few policies which are agreed, understood and followed are better than lots and lots which are ignored.

Activity 3 Producing a sample policy on learning time**20 minutes**

1. Remind participants that they looked at the importance of schools promoting learning time in a previous workshop. Explain that because this is so important you are going to produce a **workshop group policy** on learning time.
2. Explain that a school policy is specific to a school. It is not a general document, otherwise the Education Secretary or SUBEB Chair would produce it and send it to everyone. The reason they're specific to schools is because they address the school's own challenges. So, when they come to write their policies, they should be addressing the barriers in their own schools – not worrying about what affects everyone else. This means that some of the ideas they have now will be useful when they get back to their schools but not all will be.
3. Tell participants that they are now going to **practise** writing a policy. They can use ideas from this when they return to their schools if they want to, but make it very clear that this is **not** their school policy: it's a practice policy for this group of Head Teachers.
4. Show participants **Chart 1.4 A school policy** and read through the questions and the top row of the table.
5. Ask participants what they think this policy is aiming to achieve. Take suggestions and agree on something like improving the use of learning time in the school. Write the agreed statement next to the first question.
6. Ask who is going to be involved in writing **this** particular policy document and agree that it's the Head Teachers and SSOs who are present. Write this next to the second question. Point out that, when they come to write the policy in schools, it won't just be the Head Teacher. Ask who it should be? (*Agree that SBMC, teachers as well as the community and pupils should be involved.*)
7. Ask what today's date is, and write this next to the third question.
8. Tell participants that a good policy should last for a full year, so that's when you would review this. Ask what the date will be in a year's time, and write this next to the fourth question.
9. Ask what some of the reasons are why schools might not offer enough learning time. Show **Chart 1.5 Learning time issues** (it will be even better if you use examples identified in earlier sessions).
10. Ask why they think there are separate rows for the Head Teacher, the teachers, the pupils and the SBMC. Agree that this is because all these people or groups are part of the school, and have related but different roles within the school. A policy involves and affects everyone in the school, so they are all mentioned here.
11. Explain that the job of a policy is to describe how people will behave in order to achieve the aim of the policy. So each group will have to agree on their part to make the policy work. There might be one or more than one action for each group. The actions might be the same, or very different. Actions might be one off, such as holding a meeting, or they might be on-going, such as an action repeated every day.

12. Explain that each group of participants is going to look at the issues from the point of view of one of the stakeholder groups. Check that all groups understand what you want them to do. Give out the **A4s with stakeholder names**, one per group, and a piece of chart paper and pens.
13. Give groups 10 minutes to produce their charts and move around supporting them. In particular, help them to think of as wide a range of actions for each group as possible. Help keep them to time.
14. Ask participants to put their charts on display. Market place the charts, inviting participants to walk around and look at the other charts and discuss them.
15. Ask them to return to their places and explain that between them they have produced a sample school policy on learning time.
16. Agree that a policy that sits in a drawer and is never looked at is no use. As well as being reviewed once a year to see if it is still useful, a policy should be monitored. Explain that we will look at this later in the session.
17. Congratulate them for their hard work on making a policy document for the workshop group.

Activity 4 Domesticating the policy making process

15 minutes

1. Ask participants if they will all go back to their schools and use this document. Make sure they understand that they won't. This is a document produced by all of the Head Teachers in response to the barriers that they identified during this workshop – not something that their teachers and SBMCs have produced and thought about.
2. Ask pairs to discuss what differences there are between the policy they just made together and the policy they'll produce in their schools.
3. Take feedback and agree that:
 - The barriers might be different, because some of these aren't relevant, and other people in their schools may identify more
 - The actions might be different because the different groups may suggest alternatives, or not be happy taking the actions that this group has suggested.
 - All stakeholders will be involved in making the policy, not just Head Teachers.
 - There will be a much longer list of people for the second question at the top of the document.
4. Point out the four groups named at the top of **Chart 1.4** (and on the large policy that the group has produced). Ask how the Head Teachers will know about the policy. Agree that they are all here, so they know what to do and how to do it. They will be at any meetings that result in policy decisions, and can write the policy document.
5. Ask how teachers will know about it. Make sure the Head Teachers understand they will be involved in developing the school policy; they will suggest the issues **and** they will identify what they can do to overcome them **and they will have to agree to the statements in the policy**. They should do this during one of this term's professional development meetings.

6. Ask how the SBMC will know about the policy and agree that it should be discussed in an SBMC meeting. The Head Teachers will share what they have learned here and what the teachers produce in their professional development meeting. The SBMC can then suggest what actions they can take **and** add any further issues they know of. They can make sure that concerns and feelings of the community are included.
7. Explain that this means that the policy is a working document. The Head Teacher will have some ideas about it, the teachers will add more ideas and actions, and so will the SBMC and pupils, and this will then be shared with the teachers, and so on...
8. Tell them that involving all these different people takes much longer and can cause all kinds of problems. Ask, then, why they should do it.
9. Take feedback and agree that:
 - Teachers and SBMC members are key stakeholders in the school and should have input into how it is run.
 - The HT is the leader and manager – not the whole school – so they're not expected to do everything themselves.
 - Other stakeholders may know of problems or solutions that the Head Teacher wouldn't be able to identify.
 - Other stakeholders are much more likely to care and work towards the aims of the policy if they've been involved in making it.

Activity 5 Using your policy

15 minutes

1. Ask participants what the Head Teacher's role is in this process. Agree that it is to lead the production, implementing and monitoring of the policy. This often means organising and leading meetings, and coordinating the production of documents. But it does not mean that they have to do everything; the responsibility for taking action is jointly shared.
2. Ask participants if they can remember the school improvement cycle and ask them what the three steps are. Explain that developing, implementing and monitoring a policy are very similar, and all steps involve the different stakeholder groups.
3. Agree the first stage is **planning**. This is like discussing and producing the policy document. Ask how the responsibility for planning is shared and agree that it's by all of the different groups – themselves, teachers, and SBMC taking part in discussing and writing the policy.
4. Agree the second stage is **acting**. Ask how responsibility for this is shared and agree that the policy makes it clear that each group will be taking specific actions that relate to their areas of expertise and responsibility.
5. Agree the third stage is **evaluating**.
6. Explain that, in exactly the same way, everyone has a role in monitoring and evaluating the school's use of learning time. Ask how **teachers** monitor learning time and agree that it's through taking registers to mark which pupils attend school regularly and punctually.

7. Tell them that the **Head Teacher** also has a role in monitoring learning time. Ask what this is and agree that the Head Teacher will probably bring the registers together and assess overall attendance and punctuality. She will also keep the teachers' register and see when they come into school. There may be other responsibilities the Head Teacher has which they can identify.
8. Explain that the **SBMC** has a special interest and role in monitoring learning time. Tell them that in many places, community members want to be certain that school staff are working hard for their children, and so monitoring both the pupils', the teachers' **and** the Head Teacher's attendance and punctuality is an important role that they have.
9. It's possible that Head Teachers may react with concern to this. It's important to remind them that they are working in partnership with the SBMC, but that the school does exist to support and serve the community's children, so they are in the best position to monitor the service it provides. It also means that the Head Teacher won't have to work so hard to keep their eyes on everything that's happening all of the time, because the SBMC will be helping them with it!

Summary

10 minutes

1. Tell participants that they have done a lot this session. They have thought about school policies, produced a sample policy, considered learning time in some detail, and identified how, together, the school can effectively monitor learning time.
2. Ask whether learning time is the only issue they should produce a school policy on and agree that it's not. They can produce a school policy on other issues – but not too many!
3. Show **Chart 1.6 Steps in producing a school policy** with the stages covered up. Explain that this is the process for making a policy which they have just followed.
4. Uncover the steps, one by one, briefly discussing each one and reminding them of what they did or agreed to do in relation to promoting learning time.
5. Go back through **Chart 1.1 Learning outcomes**. Congratulate them for all of the work they've done and remind them when to return for the next session.

Materials

Chart 1.1 Learning outcomes

Chart 1.2 Leadership 5 workshop timetable

	Session (90 minutes)	Session (90 minutes)	Session (90 minutes)
Day 1	1. Reviewing progress and using our learning to develop a school policy	2. Getting to know the structure of the lesson plans	3. Using the lesson plans and other resources to help teachers teach better
Day 2	4. Exploring the learning outcomes	5. Exploring learning outcome benchmarks	6. Why do lesson observations?
Day 3	7. Getting the most from your lesson observation	8. Giving feedback after a lesson observation	9. Taking our learning back to school (school based tasks)

Chart 1.3 Useful school policies

- Maximizing learning time
- Positive behaviour
- Assessment
- Inclusion
- Keeping girls safe and secure

Chart 1.4 A school policy

What is the policy aiming to achieve?

Who has contributed to the policy?

When was the policy written?

When will the policy be reviewed?

The Head Teacher agrees she or he will:

The teachers agree they will:

The pupils agree they will:

The SBMC agrees it will:

Chart 1.5 Learning time issues

Try and use your own issues identified in earlier sessions. If you are unable to do so you may use these:

- The teaching of every lesson starts a little bit late
- There are no lessons in the first week of term
- Some teachers and pupils are arriving in the morning

Chart 1.6 Steps in producing a school policy

1. Identify what the school wants to happen about an issue such as learning time
2. Share the aim with teachers
3. Discuss with teachers what issues there are to achieving the aim
4. Agree with teachers what you and they will agree to do to achieve the aim
5. Share the aim with the SBMC and identify any more issues
6. Share the teachers' agreements with the SBMC and identify what agreements the SBMC can take
7. Repeat these last two steps with some of the pupils
8. Write all of the ideas up into a policy, including a date by which it will be reviewed;
9. Share the policy with all stakeholders
10. Implement and monitor the policy.

Resource

A4 papers with stakeholder names

(One stakeholder per piece of paper)

Head Teacher

Teacher

Pupils

SBMC

Leadership 5

Making progress with academic leadership

Session 2 Getting to know the structure of the lesson plans

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe the purpose of the lesson plan booklets.
- Explain what a full set of lesson plans consist of.
- Describe the introductory pages, weekly pages and daily plan of the lesson plan booklet.
- Share this knowledge with their teachers and support them to use the lesson plan booklets in improving their teaching.

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 2.2	The lesson plan booklets	Activity 1
Chart 2.3	Introductory sections	Activity 2
Chart 2.4	Parts of a daily lesson plan	Activity 4
Resource	Standards and criteria for an effective school (full list)	Summary
Resource	Copies of some literacy and numeracy lesson plans (one between two participants)	

Activity outline

Introduction		5 minutes
Activity 1	Getting to know the lesson plans	20 minutes
Activity 2	The introductory section	15 minutes
Activity 3	The weekly pages	15 minutes
Activity 4	The daily plans	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

Teachers will hopefully already have begun to use the lesson plan booklets. This session will help Head Teachers to better understand the structure of the booklets so that they can make sure they are used **effectively** in their schools. It is their responsibility to ensure that this happens, it shouldn't be left to individual teachers to decide to use them or not. The lesson plans, or any resource that a school has, will only improve learning if they are used well. Being able to use the resources well will come with practice, Head Teachers shouldn't expect it to be easy straight away.

Look at the session notes and agree where and how the following key messages are covered:

- The overview of the plans and their purpose
- The structure within a booklet
- The structure of an individual lesson plan

These plans are also the main tool for improving teachers' own content knowledge as well as raising pupil learning outcomes for literacy and numeracy.

Introduction

5 minutes

1. Welcome participants. Show them **Chart 2.1 Learning outcomes** and go through them. Make sure participants all have some lesson plan booklets on their tables.
2. Ask participants if they have lesson plan booklets in their schools. Then ask if their teachers are using them. Hopefully they are! Agree that although the plans might look complicated they are **very useful** and will help **improve learning**. This and the next couple of sessions will help them as Head Teachers to support their teachers to use the plans really well.
3. Ask '**Why should the teachers use the plans?**' and give participants a few minutes to discuss answers in groups. Briefly, take a couple of suggestions.
4. Then ask them to read part of the Introduction from the Honorable Commissioner (or SUBEB Chair) at the beginning of one of the plans; show them where the Commissioner says **These lesson plans provide step-by-step guides to literacy and numeracy teachers, while ensuring that children become active learners.** (The wording might be slightly different in your State.)
5. Remind the participants that the plans are based on the NERDC curriculum and have been domesticated to suit their own State.

Activity 1 Getting to know the lesson plans

20 minutes

1. Ask the participants to think about what they like about the lesson plan booklets and ask them individually to complete the sentence **the best thing about the lesson plans is.....**
2. After a couple of minutes they should turn to the participant next to them and read their completed sentence.
3. Then ask the pairs to share with the rest of the group. Try to agree on two ideas per group and write each one on a separate strip of flipchart. Display them and briefly lead a discussion. Point out that these are all good reasons why the teachers should use the plans, and why they, as Head Teachers, should support their teachers to use them.
4. Ask participants to look at the lesson plan booklets on their tables. Tell them to work in groups and answer the questions on **Chart 2.2 The lesson plan booklets.**
5. Agree that it is the Head Teacher's role to make sure teachers have the plans that they need. Some schools may only have one copy of each plan. As a Head Teacher they need to make sure that the teachers can share the plans.

Activity 2 The introductory section

15 minutes

1. Tell participants that we are going to think about the introductory section of the plans (the double page after the Commissioner's Introduction).
2. Ask the participants to work in pairs; they should have one lesson plan booklet per pair. Now ask them to find the introductory pages and leave them open on the table.
3. Your co-facilitator should go round and check that they have opened the correct page.
4. Ask them to read it in pairs and identify one key point to share with the rest of their group. Allow about five minutes for the pair work and five minutes for the group discussion.
5. Agree that although each booklet has an introduction, they are not all the same. Show **Chart 2.3 Introductory sections** and ask whether the groups identified the different parts of the introductory pages.
6. Ask the group to choose one of the songs from a lesson plan and sing it together.

Activity 3 The weekly pages

15 minutes

1. Agree that after the introductory section, the plans are then broken into weeks.
2. There is a special page at the start of each week. Ask the participants to look through the booklet and find the week page for each. Ask them how many of these pages there are in each booklet and agree that there are five, one for each week.
3. Ask them to discuss in groups what the first page in the week contains: (*key words phrases, the theme for the week, assessment and in p 4 -5 plans; learning expectations*. Tell participants we will be looking at learning expectations in a later session.). Move around the groups and help them find the different things. You can then demonstrate at the front by pointing to the different things in your own lesson plan booklet.
4. Ask them what the purpose of these pages is Agree that they are to introduce the new week's work so that the teachers know what they are going to cover (and how).

Activity 4 The daily plans

30 minutes

1. Show **Chart 2.4 Parts of a daily lesson plan**. Ask each group to look at the first day of a week in one of their plans and find the headings from **Chart 2.4**.
2. Now select a few of these headings and ask how they help the teacher.
3. Agree that if a teacher follows this outline they should be able to teach an effective lesson. They may face some challenges with the lesson plans at first, which is fine; it is because they are a new resource and learning takes time. As long as teachers are trying, lessons will steadily improve.
4. Remind them it is their job, as Head Teachers, to support their teachers to use the plans well. Tell participants that they will need to plan a professional development meeting to make sure that all the teachers understand the purpose and structure of the lesson plans.
5. Give the groups some small pieces of paper and ask them to close up their lesson plan booklets. Ask them to write the parts of a daily plan (from **Chart 2.4**) on the separate pieces of paper and see if they can put them together in the order that they appear in a plan. After about ten minutes ask them to check their work by opening the lesson plan booklet and comparing.

Summary

5 minutes

1. Ask participants to look at the Standards and criteria for an effective school and ask whether there are criteria covering the use of lesson plans. Agree that there is not. Ask why they are important then?
2. Agree that this is because the lesson plans directly support making pupils literate and numerate; the overall purpose of an effective school.
3. Review **Chart 2.1 Learning outcomes** and agree what has been covered.

Materials

Chart 2.1 Learning outcomes

Chart 2.2 The lesson plan booklets

- How many subjects are covered by the plans? (*Literacy and numeracy, for now*)
- Find where the term and weeks are shown on the cover
- How many booklets are there for each subject for each term? (*Two literacy and two numeracy.*)
- How many weeks in each term do they cover? (*Five*)
- How many booklets are there, altogether, **for each year**? (*12: two booklets per term times three terms times two subjects*)
- Each booklet has a theme. Find where the theme is shown on the cover. (*At the bottom of the front cover*).

Chart 2.3 Introductory sections

- Plans for p 1-3 cover the theme and also games, stories and songs that will be introduced during the five week block.
- Plans from p 4-5 cover the structure of each daily plan and introduces the use of learning expectations and assessments.

Chart 2.4 Parts of a daily lesson plan

- Daily practice (Numeracy)
- Letters and sounds *or* Spelling (Literacy)
- Learning outcomes
- Week number
- Day number
- Teaching aids *or* Preparation

- Textbook references (*not in p 4-5*)
- Introduction
- Main activity
- Plenary
- Timing of each section
-  (*p 4-5 only*)

Leadership 5

Making progress with academic leadership

Session 3 Using the lesson plans and other resources to help teachers teach better

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Help their teachers identify and use key language structures and vocabulary.
- Describe how teachers can be encouraged to reflect on their teaching.
- Share this knowledge with their teachers and support them to use the plans to improve their teaching.

Materials

Chart 3.1	Learning outcomes	Introduction
Chart 3.2	Reflective teaching	Activity 4
Chart 3.3	Process of reflective teaching	Activity 4
Chart 3.4	Actions to support reflective teaching	Activity 4
Resource	Copies of some literacy and numeracy lesson plan booklets for each group	

Activity outline

Introduction		5 minutes
Activity 1	Frequently used words and phrases	20 minutes
Activity 2	Vocabulary for classroom organisation	10 minutes
Activity 3	Vocabulary for teaching aids	10 minutes
Activity 4	Using reflection to improve teaching skills	40 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This is the second session looking at lesson plan booklets and it now looks at the content including the language and key phrases. It is important to emphasise that some of this language might be new but it should not put Head Teachers or their teachers off because they will find that the same language is repeated throughout the lesson plans and soon it will become easy to use.

Look at the session notes and agree where and how the following key messages are covered:

- Vocabulary to describe instructions.
- Vocabulary to describe classroom organisation.
- How the Head Teacher can support teachers to use the lesson plan booklets.
- How teachers can support themselves to advance using the lesson plan booklets.

Make sure you have lesson plan booklets available in this lesson. You should have looked at them in advance and be familiar with the words that are used. If there are any words you are unsure about then speak to your co-facilitator or SSIT.

Introduction

5 minutes

1. Welcome the participants and ask participants to tell you some of the things they learned in the last session. (Accept all answers, especially around structure of the lesson plans). Explain that once teachers are using the plans with confidence, they will deliver more effective lessons, but that teachers will need help to get there.
2. Agree that some teachers will need a lot of help even to begin using the lesson plans. They may struggle with reading the plans. We will be looking at how to help these teachers during this session.
3. Explain that as teachers build confidence and skills the help they need will change and they will need help to advance their teaching. We will also look at how we can help them to become reflective practitioners by using the plans and other teachers' resources.
4. Show them **Chart 3.1 Learning outcomes** and ask them if they can see which learning outcome is basic and which is for more advanced teachers.

Activity 1 Frequently used words and phrases

20 minutes

1. Explain that this session gives participants the chance to become familiar with some of the key language that is in the lesson plans, so that they as Head Teachers can help their teachers.
2. Ask them to think back to the previous session where they learned about the structure and headings of the daily lesson plans. Ask them to tell you the main headings in the lesson plans. (*Hopefully they should say things like **main activity, daily practice, letters and sounds** etc.*)
3. Explain that under each heading (except for learning outcomes) there is a set of instructions for the teacher to follow. Explain that all the activities are written as instructions for the teachers.
4. Ask the participants, in their groups, to look at a daily plan and identify an instruction. Each instruction has a line before and after it. Check that the participants can identify the instructions by asking each group to read one instruction. (Keep this brief, they should not read the whole activity).
5. Tell the participants that in the instructions, words and phrases are repeated to make them easier for everyone to read. Once teachers understand a basic set of instructions they should be able to read most things in the plans.
6. Explain that this session cannot cover all the language in the plans, but it does introduce the words and phrases which are used most frequently. Once participants understand this they will be able to help teachers to use the plans.
7. Tell the participants that almost every bullet starts with an instruction word. Ask the participants to look at an activity in a day of their plans and find and then call out one instruction word that they can see. (They should say things like **ask, tell, give, explain**).

8. Ask the participants to work in pairs and identify the first two or three words of three instructions, e.g. **Ask the pupils** or **Explain that**. Ask them to write each of these sets of two or three words (phrases) on a separate piece of paper and display them.
9. Ask participants to look at the word display and choose three phrases that someone else has written. Then tell them to make a note of the three phrases and then find an example of the words in their lesson plan booklet. Move round the pairs and make sure they understand the meaning of their words or phrases.
10. Ask volunteers to read out the phrases on the display. Now ask the participants to help you group words/phrases with similar meanings together. (For example 'show', 'point' 'display' would group together because they are asking pupils to look at something. "Tell, 'ask', 'say' 'instruct' could be grouped together because they are verbal instructions). Make sure you explain any words that participants are unsure about.
11. Ask participants if they think that this will help their teachers. They should include these sorts of activities in PDMs or even better in short informal lesson plan workshops that are held every two weeks.
12. Explain that if teachers can understand these phrases then they will be able to read and understand many of the plans.
13. Repeat again that the job of the Head Teacher is to **help** the teachers to use the plans as well as they possibly can and also to **ensure** that they are at least trying to use them.

Activity 2 Vocabulary for classroom organisation

10 minutes

1. Ask the participants to find the headings in the daily plans which show the different ways of organising pupils (**whole class teaching, pair task, individual task**).
2. Ask them, in pairs to choose a day from their lesson plans and agree which different ways of organizing the pupils are used in the lesson, and in which order.
3. Tell participants that they are going to use pictures for the different ways of organising pupils. Individual work will be a drawing of one stick person, pair work will be two stick people and groups will be four stick people. (You can draw this on the flip chart to show them). Ask the pairs to draw the pattern of organisation for that lesson on a piece of paper, starting from letters and sounds or daily practice and finishing with the plenary.
4. Display the charts on the floor, gather the participants in a circle around them and ask them to comment on the different patterns. (They should see different groupings being used).
5. Give each pair small strips of paper to write a set of labels to go with the pictures. Ask them to use the **look, cover, spell and check** method to help them write the labels.
6. Stick the labels on the charts and display the charts around the room.

Activity 3 Vocabulary for teaching aids

10 minutes

1. Move the lesson plan booklets around so that each pair now has a different plan.
2. Ask the participants to choose any day to look at and find the teaching aids (p1-3) or preparation (p4-5) section.
3. Ask them to read the daily plan and identify which teaching aids are needed for the lesson. Now ask them to identify the place where each teaching aid is used in the plan.
4. As the participants do this task, put two sheets of paper on a table. Label one **literacy** and one **numeracy**. Ask participants to come out as they find the teaching aids and write them on the correct sheet of paper. Do not wait until the end for participants to do this but encourage them to come out as they are working.
5. Display the lists on the wall. Encourage participants to practice reading them in break times to help them become familiar with the different terms.
6. Explain that even though they have no problem in reading the names and descriptions of the teaching aids, some of their teachers may have. Agree that if Head Teachers do this activity at school (during informal fortnightly lesson plan workshops) with their teachers, it will definitely help them to read and use the plans better.

Activity 4 Using reflection to improve teaching skills

40 minutes

1. Explain that one way in which teachers can improve their skills is by reflecting on how they are teaching.
2. Ask participants to discuss briefly what we mean by **reflective teaching**. After a few minutes take some suggestions and agree that it involves thinking about what they are doing in order to try to do it better. Show **Chart 3.2 Reflective teaching**.
3. Now display **five A4s**, not in order, from **Chart 3.3 Process of reflective teaching** and give the groups a few minutes to re-order them. Spread them around the wall, making sure they are in order.
4. Explain that some States are using Teachers' Guides which follow these steps (and are linked with the lesson plans). Point to step 2 and explain that there are video clips for teachers to watch. But if they do not have these guides or clips then the process is still very useful.
5. Explain that you are a teacher who worries that his pupils don't understand how to use play scripts. Tell participants that you have thought about this issue. Show three strips of flipchart from **Chart 3.4 Actions to support reflective teaching: Did I explain the activity well? Did I**

help all the pupils to take part in the lesson? Had I prepared properly? Stick these under step 1: **Think**. Suggest that these are all examples of questions that teachers might ask themselves about their own teaching of play scripts.

6. Now point to step 2 and agree that we have already discussed something that teachers could watch to help them. Place the flipchart strip **Watch a video clip** under step 2.
7. Display the remaining flipchart strips and ask the groups to decide which other two strips could go here under step 2, and then finally decide where the remaining strips should go.

Summary

5 minutes

1. Agree that if the teachers use the plans and other resources the pupils will learn and enjoy the lessons. The Head Teacher's role is to help the teachers so that they are able to follow the instructions, to use the right teaching aids and organise their children for learning properly and give clear instructions.
2. Make sure they understand Head Teachers should support the teachers by:
 - Leading fortnightly short workshops including vocabulary work for teachers who need this
 - Encouraging teachers to work in pairs to reflect on their teaching.
3. Go through **Chart 3.1 Learning outcomes** and agree what has been covered.

Materials

Chart 3.1 Learning outcomes

Chart 3.2 Reflective teaching

A process where teachers think about how they taught something and how it might be improved to ensure better learning outcomes.

Chart 3.3 Process of reflective teaching

- **Think** about an issue with your teaching
- **Read or watch something** about this issue
- **Reflect** on what you read or seen
- **Work or discuss** with a partner what you might try now
- **Practice**

Chart 3.4 Actions to support reflective teaching

Write each one on a flip chart strip. (Do not write the answer in brackets)

- Did I explain the activity well? (1)
- Did I help all the pupils to take part in the lesson? (1)
- Had I prepared properly? (1)
- Watch a video clip (2)
- Read the  pictures in the lesson plan (2)
- Watch another teacher teach the lesson (2)
- Think of three things the teacher in the clip/pictures/real lesson did differently that helped the learners learn (3)
- Discuss with a colleague how you will teach the lesson next time (4)
- Practice teaching the lesson to a colleague and discuss it (5)
- Ask a colleague to watch you teach the lesson and discuss it (5)

Leadership 5

Making progress with academic leadership

Session 4 Exploring the learning outcomes

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain the meaning of the term learning outcome and identify where it is covered in the Standards and criteria for an effective school
- Identify where learning outcomes can be found in a lesson plan
- Explain progression.
- Explain what learning expectations are in the lesson plans.
- Share this knowledge with their teachers and support them to use the plans to improve their teaching.

Materials

Chart 4.1	Learning outcomes	Introduction
Chart 4.2	Looking at learning expectations	Activity 1
Chart 4.3	Example learning outcomes	Activity 3
Resource	Copies of the literacy and numeracy lesson plans for each group (including p4 and p5)	
Resource introduction)	Three standards for an effective school (and one new criteria strip to add in the	

Activity outline

Introduction		5 minutes
Activity 1	What is a learning outcome?	30 minutes
Activity 2	Matching activities to learning outcomes	15 minutes
Activity 3	Beginning to think about progression	30 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This session is important because it looks at using learning outcomes. If we don't know what our pupils are supposed to be learning we are going to struggle to help them to achieve! The learning outcomes act as a guide telling us what pupils should be able **to do**. They inform both teaching and assessment.

Look at the session notes and agree where and how the following key messages are covered:

- What is a learning outcome?
- Why are learning outcomes important?
- How are learning outcomes used?
- The link between learning outcomes and progression.

You will need to have p4 and p5 lesson plan booklets for this session. At least one per table and make sure you have one for demonstrations too.

Introduction

5 minutes

1. Welcome participants and go through **Chart 4.1 Learning outcomes**.
2. Explain that this session continues to help participants understand the lesson plans so that they can help their teachers. During this session they will have the opportunity to think about how the learning outcome links to each lesson and how they help teachers move pupils' learning forward.
3. Ask them to recall the goal of school. Agree that it is to develop literate, numerate, self-reliant pupils. Explain that to achieve this, an effective school should produce pupils who achieve the learning outcomes set by the curriculum.
4. Ask the participants which criterion captures this in the Standards and criteria for an effective school. This might be difficult for some participants, so you may need to guide them. Notice the term 'learning outcomes' isn't mentioned in the criteria but there is mention of what pupils should be achieving. Agree that it is:
 - **Teachers know what pupils should be achieving by the end of each lesson** from the Standard 'Teachers deliver competent lessons'.

Agree that this is the first time participants have met this criteria directly in the workshops.

Display the flipchart with this criterion underneath the standard '**Teachers deliver competent lessons**'.

Activity 1 What is a learning outcome?

30 minutes

1. Ask participants, working in pairs, to open their lesson plans at any day, find the learning outcomes and read them, making sure they understand them.
2. Ask some volunteers to tell you what the learning outcomes are in their lesson.
3. Ask the participants to tell you why the lesson plan has learning outcomes.
4. Ask the participants to work in groups of four and come up with a definition for a learning outcome.
5. Share their ideas and then point to the way in which the learning outcomes in the lesson plans are expressed: **By the end of the lesson most pupils will be able to**. Explain that during every lesson the teacher is aiming to teach pupils specific knowledge or skills that they are able to do by the end of the lesson and they are expressed as **learning outcomes**.
6. Point to the word **most**. Ask why it doesn't say all. Agree that this is because pupils have different abilities and not all children will be able to achieve the learning outcome.

7. Ask participants to look in the P4 and P5 lesson plans and find the heading **Learning expectations**. (You can demonstrate with a booklet). When they have found it ask which page it is on and agree that it is on the weekly page. Tell participants that this is because the learning expectations summarise what pupils should be able to do following all the literacy or numeracy lessons that week.
8. Explain that learning expectations are split into three levels. Ask the participants if they can see what the three levels are. Agree that they are: **all, most, some**. Ask participants why there are three different levels of learning expectations. Take feedback and agree that pupils have different abilities and achieve at different levels.

All – is the basic level that everyone should be able to do.

Most – is the average level that nearly everyone will be able to do, but some might find difficult.

Some – is the advanced level that only some pupils will be able to do, for many it will be too difficult.

In an inclusive school we seek to meet the needs of all learners.
9. Show **Chart 4.2 Looking at learning expectations**. Explain that this contains a set of expectations from a numeracy week and a literacy week. Ask the groups to look at them and try and decide which of the expectations describe what all, most or some pupils will be able to do by the end of a week for literacy and numeracy.
10. Agree that actually assessing what different pupils have learned is difficult and then being able to help the different ability groups is **very** difficult! Tell participants that we will be looking at this later in the session and in more detail in Leadership 6, but for now Head Teachers need to help their teachers understand about outcomes and expectations. Ask how they will do this; and agree that this could be introduced in a PDM and followed up in every routine short workshop on lesson plans.
11. Finally, explain that the learning outcomes in the lesson plans are not just made up but were developed from the NERDC curriculum which states what children should be learning during each year of primary school.

Activity 2 Matching activities to the learning outcomes

15 minutes

1. Ask participants to work in pairs and look at a lesson plan booklet. They should open the booklet to a daily plan. Ask them to identify the learning outcomes for that lesson.
2. Now ask them to look at the lesson activities (**daily practice, introduction, main activity, plenary**). Tell them to look at the instructions and for each one decide which lesson outcome it

matches to. Allow up to ten minutes for this activity. Move around and support pupils. If anyone finishes they can try the same activity with another daily plan in the booklet.

3. After ten minutes stop participants and ask three pairs to share one outcome and one activity that it matches to from their plan.
4. Praise participants. Remind them that all teaching activities should match to the learning outcomes. This makes sure pupils are learning the correct content. All teachers should know what pupils are expected to learn by the end of the lesson. Ask participants how the teachers know what pupils should be learning Agree that the learning outcomes tell them.

Activity 3 Beginning to think about progression

30 minutes

1. Explain that during a school year learning needs to be built upon so that children move forward in their skills and their understanding.
2. Explain that the next activity requires four groups. Ask participants to sit in four groups.
3. (You should have prepared the envelopes using **Chart 4.3 Example learning outcomes**). Explain that each group will receive an envelope for one topic; either addition, subtraction, multiplication or counting. Inside the envelope they will find six cut up learning outcomes for their topic.
4. Now give out an **envelope** to each group, one per table.
5. Ask the groups to put their six learning outcomes in the order in which they would be learned. When they are happy with what they have done and they all agree, you or your co-facilitator can go over and check. After five minutes ask all the groups to mix up their papers and put them back in the envelope and then move round to another table.
6. Ask them to repeat the exercise, with the learning outcomes from another aspect of numeracy. Again give them five minutes and go around checking and helping.
7. They can do a third and even a fourth different rotation if there is time.
8. If there have been any big problems try and clarify briefly. However one or two 'mistakes' do not matter too much; what matters is that Head Teachers can see how learning builds on previous understanding.
9. Summarise that learning takes place in order; we need previous understanding to move to a new concept. We call this **progression**.
10. Again, discuss how Head Teachers can help teachers in their schools to understand this.

Summary

10 minutes

1. Remind participants that when teachers teach they should be aware that the learning outcomes give the lesson a clear focus and that the teacher should be constantly thinking about how their teaching will enable children to achieve the learning outcome.
2. Suggest to the participants that teachers in Nigeria have been focused on teaching a subject, but what we want them to try and do is teach **children. This means they must try to be aware of whether the children are learning or not.**
3. Explain that in Leadership 6 they will have look again at finding out whether pupils have achieved the learning outcome and what to do if they don't.
4. Look again at **Chart 4.1 Learning outcomes** and review what has been covered.

Materials

Chart 4.1 Learning outcomes

Chart 4.2 Looking at learning expectations

(Do not write the answers in brackets. This is for your reference only).

Addition of two-digit numbers

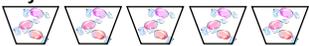
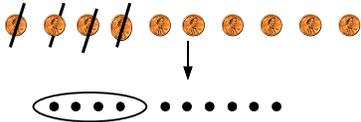
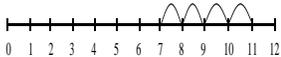
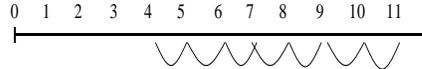
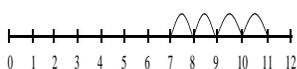
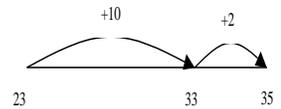
- Solve word problems that involve adding two-digit numbers *(some pupils)*
- Use the vertical method to add two-digit numbers *(all pupils)*
- Add two digit numbers crossing the Tens boundary *(most pupils)*

Shared writing

- Complete sentences to write speech for characters *(all pupils)*
- Write a play script with a narrator, characters and stage directions *(some pupils)*
- Write a simple play that tells a story *(most pupils)*

Chart 4.3 Example learning outcomes

*Make four envelopes one for each topic 'addition', 'subtraction' 'multiplication' and 'counting'.
Cut up the learning outcomes for each topic and put them in the correct topic envelope.*

Addition	Subtraction	Multiplication	Counting
<p>Say how many objects in two groups</p>	<p>Count 1 more than and 1 less than</p>	<p>Add together groups of the same number of objects</p> 	<p>Count objects from 1-5 and match them with the correct number of objects</p>
<p>Use the mathematical words: <i>add plus altogether</i></p>	<p>Take an object away from a set of objects and say how many are left</p> 	<p>Use a number line to do repeated addition (4 + 4 + 4 + 4)</p>	<p>Recognize odd and even numbers</p>
<p>Add two, one digit numbers together using a number line 7 + 4 =</p> 	<p>Take a one digit number away from another number line 11 - 7 =</p> 	<p>Explain the relationship between repeated addition and multiplication 2 + 2 + 2 = 6 = 2 x 3 = 6</p>	<p>Count forwards and backwards, recognize and order numbers from 1-10</p> 
<p>Complete sums with missing numbers and signs</p> <p>3 + 4 = □ □ = 3 + 4 3 + □ = 7 7 = □ + 4 □ + 4 = 7 7 = 3 + □ □ + ▽ = 7 7 = □ + ▽</p>	<p>Take away a one digit number from a two digit number using a number line</p>	<p>Multiply two one digit numbers together</p>	<p>Use the mathematical terms</p> <p><i>Before, after, between, more than, less than</i></p>
<p>Add two digit numbers together 23 + 12 = 23 + 10 + 2 = 33 + 2 = 35</p> 	<p>Take away a two digit number from another two digit number using a number line</p>	<p>Use arrays to multiply single digit number together</p> <p>000 00 000 00 00</p> <p>3x2=6 2x3=6</p>	<p>Identify the number of sets of Ten in a two digit number 13 = 1 ten and 3 ones 79 = 7 tens and 9 ones</p>
<p>Add two digit numbers together crossing the Ten</p>	<p>Take away a two digit number from a two digit number crossing the Ten using a number line</p>	<p>Multiply a two digit number by a one digit number</p>	<p>Identify place value in three digit numbers 168 = 1 Hundred 6 Tens and 8 Unit</p>

Resources

Three Standards for an effective school (*Displayed on the wall from the previous sessions*)

School uses a School development plan effectively.

Teachers deliver competent lessons.

Head Teacher operates effectively.

Plus one new criteria strip: (*On a strip of flip chart and added during the introduction*)

Teachers know what pupils should be achieving by the end of each lesson

Leadership 5

Making progress with academic leadership

Session 5 Exploring learning outcome benchmarks

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe the purpose of learning outcome benchmarks.
- Explain the link between progression and learning outcome benchmarks.
- Describe the different ways stakeholders can use the learning outcome benchmarks.
- Mention one way in which the school measures progress of pupils.

Materials

Chart 5.1	Learning outcomes	Introduction
Chart 5.2	Numeracy and literacy learning outcome benchmarks	Activity 2
Chart 5.3	Why are benchmarks useful and for whom?	Activity 3
Resource	Literacy and numeracy Benchmarks for your State (where applicable)	
Resource	Three standards for an effective school (and one new criteria strip to add in the introduction)	

Activity outline

Introduction and ground rules	5 minutes
Activity 1 More about progression	15 minutes
Activity 2 What are the learning outcome benchmarks?	40 minutes
Activity 3 Why are the benchmarks useful?	15 minutes
Summary	15 minutes

Read and discuss these notes with your co-facilitator before the session

The goal for our schools is that they will develop literate, numerate, self-reliant pupils. In other words; effectiveness is concerned with **achievement** and **outcomes** (successful pupils) rather than with inputs. The State-specific learning outcome benchmarks are a guide to show what most pupils should achieve by the end of a primary grade in literacy and numeracy. They have many uses, including providing a way of measuring how effective schools are.

Look at the session notes and agree where and how the following key messages are covered:

- How the learning outcome benchmarks relate to pupils' learning in class.
- What progression is and why it is important.
- How the learning outcome benchmarks relate to assessment.
- How the learning outcome benchmarks can be used by different people.

Try and get a copy of the learning outcome benchmarks for your state and give one to each participant. You should read these and make sure you are familiar with them.

Introduction

10 minutes

1. Ask participants what the previous session was about and agree it was about daily and weekly learning outcomes.
2. Explain that learning outcomes can help us plan what children should be learning, and they also help us measure whether or not the children are learning at an appropriate pace for their grade.
3. With the participants read **Chart 5.1 Learning outcomes**. Look at the **Standards and criteria for an effective school** and ask if they know which criteria we are looking at this session. Agree that it is:
 - **Teachers know what pupils should be achieving by the end of the year** from the Standard 'Teachers deliver competent lessons'.

Place this additional criteria strip on the wall underneath the correct standard.

Activity 1 More about progression

15 minutes

1. Remind participants that during the previous session they ordered a set of learning outcomes according to how they would be learned by pupils. Agree that although learning isn't a straight line, there are some things that pupils need to understand and be able to do before they can move on to do others, just as schools must be effective before they can be inclusive or advanced. This is why is it so important to make sure that learning activities help pupils build on previous learning and the jumps between activities are not too big.
2. Remind participants that this order of learning is called **progression**. Write this on the flipchart.
3. Give each group two strips of paper and ask them write two things they now know about learning outcomes and progression, one on each strip of paper.
4. Ask participants to stand in a circle and hold their progression strips in front of them so everyone can see
5. Ask one person to stand in the middle of the circle and read them out. They should go around the circle and read all of them. Everyone else should listen.
6. Ask if anyone has any questions about progression and briefly answer them.

Activity 2 What are the learning outcome benchmarks?

40 minutes

1. Ask the participants how often they think teachers should check if pupils are meeting the learning outcomes.
2. Explain that they should be checking that children have understood the learning outcome the whole time, and that during Leadership 6 they will learn more about how to do this.

3. As well as learning outcomes for each lesson, it is useful to have a set of learning outcomes which state what children should have learnt at the end of each primary grade. These provide a benchmark against which schools can see if pupils' learning is on track.
4. Explain that some States have developed a set of these benchmarks that show what most pupils should be achieving at the end of every year in literacy and numeracy. These are called **learning outcome benchmarks**.
5. Explain that they describe pupil learning in literacy and numeracy in two ways; by **areas of learning** and by **primary grade**.
6. Tell them we will look at **areas of learning** first. Show **Chart 5.2 Numeracy and literacy learning outcome benchmarks**, with spaces for the headings. Separately, display the **set of A4s** (from the materials section), each of which is an area of maths.
7. Ask the groups to discuss which heading matches each learning outcome (just for a couple of minutes) and then call for volunteers to come and match a heading to an outcome (one at a time). After each one, check everyone is in agreement. If you are not sure you can check against your copy of the benchmarks. Try to do this step quickly.
8. Now we will look at **progression between primary grades**. First, introduce the four main areas of literacy learning, showing them on **A4s** (see Materials section).
9. Then explain we will look at progression in one of these areas; **reading**. Call out six participants and ask them to hold up one each of the half flipcharts each with a benchmark on it. (Make sure they are in the wrong order).
10. Ask the groups to discuss the right order, from p1-p6. Then ask a couple of participants (one at a time) to come and put them in the right order. Check everyone is happy with this result (if there is some disagreement, allow some discussion but do not let it go on too long.)
11. Give out a set of learning outcome benchmarks for the State to each participant. Give them five minutes to read through the benchmarks and discuss them, looking for progression through the grades.

Activity 3 Why are the benchmarks useful?

15 minutes

1. Begin by reminding participants that benchmarks can show what most pupils should be able to do by the end of each primary grade.
2. Ask them why they think they are useful to schools and agree that they are useful because **they can help tell how effective a school is**.
3. Agree that different groups of people can use the results from the benchmarks in different ways – depending on what they are interested in.
4. Tell the participants that we will do a short activity to think about who can use the benchmarks, and why. Use **Chart 5.3 Why are benchmarks useful and for whom?** Ask four volunteers to

stand up. Give them each a '**stakeholder A4**' (cut into a circle) to hold. Tell participants that the volunteers represent four different stakeholders in the school.

5. Now ask for seven more volunteers and give them each an '**information A4**' to hold. Explain that these volunteers represent a type of information that the benchmarks can provide. Ask each of these volunteers to read, one by one, what is written on their A4.
6. Ask the rest of the participants to match the **information** to the **stakeholder** who could make most use of it. When you have some agreement, ask the volunteers with the information A4s to go and stand with the correct stakeholder.
7. In plenary hold a brief discussion to make sure that everyone understands. Summarise by reminding participants that benchmarks give a good picture of pupils' achievement and that a school is judged as effective if its pupils are successful.

Summary

15 minutes

1. Ask the participants to think about their schools. Ask them to tell you if they know how many pupils have achieved the level described by the learning outcome benchmarks for their primary class.
2. Ask them to discuss in pairs the systems they have in school to find out whether pupils are achieving appropriate for their primary grade.
3. Take ideas and discuss as a whole group whether these methods are in place in school, and whether they may need to be adapted so that the schools can measure the achievement of their pupils in the school.
4. Explain that during Leadership 6 they will have the chance to think about how to strengthen their school systems to ensure that they have a more accurate picture of pupils' levels of achievements measured against a clear state-wide standard. This information will help them inform their school development plan and help them identify which specific areas they need more support to develop.
5. Look at **Chart 5.1 Learning outcomes** and see what has been covered.

Materials

Chart 5.1 Learning outcomes

Chart 5.2 Numeracy and literacy learning outcome benchmarks

Recognise, count and write numbers 0-20.

Add and subtract single digit numbers (e.g. $3+6$; $3-2$).

Recognise and name basic shapes (e.g. squares, triangles or circles).

Recognise and use simple opposites (e.g. small and big, long and short).

Begin to use comparisons of size (e.g. longer, bigger, smaller than).

Associate numbers 0-10 with groups of objects.

Set of A4s each with an area of maths learning

Number and Numeration

Calculation

Geometry

Measurement

Statistics

Set of A4s each with one area of literacy learning

Reading

Writing

Listening and speaking

Grammatical accuracy

Set of half-flipcharts, each with a reading benchmark

Be able to use sounds and letters to read common three to four letter words (e.g. boy, girl, food).

Read 1-2 simple sentences and answer simple questions about them (e.g. What is the girl's name?).

Read short paragraphs of 3-4 sentences and identify the main points in them.

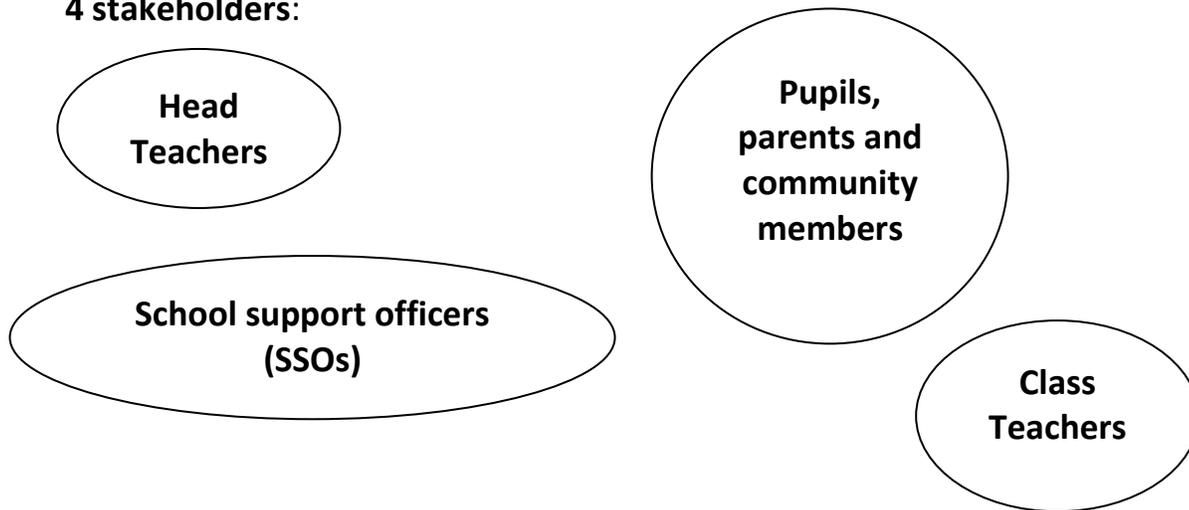
Read and answer questions on a passage of factual writing.

Read and answer open ended questions on a variety of narrative texts.

Explain the key ideas and events in simple passages using their own words.

Chart 5.3 Why are benchmarks useful and for whom?

4 stakeholders:



Seven information A4s (*mix them up and do not write the answer on the A4*)

How well are the pupils in given schools performing (*SSO*)

What subjects or schools needs extra support (*SSO*)

How well are the pupils in their class performing as individuals (*class teachers*)

How well are they themselves teaching (*class teachers*)

How well are the pupils in different classes performing (*Head Teachers*)

What subjects or teachers needs extra support (*Head Teachers*)

How well is the State ensuring that schools are doing their jobs? (*parents, pupils and community members*)

Resources

Three Standards for an effective school (*Displayed on the wall from the previous sessions*)

School uses a School development plan effectively.

Teachers deliver competent lessons.

Head Teacher operates effectively.

Plus one new criteria strip: (*On a strip of flip chart and added during the introduction*)

Teachers know what pupils should be achieving by the end of the year

Leadership 5

Making progress with academic leadership

Session 6 Why do lesson observations?

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe the two main purposes of conducting lesson observations.
- Describe the steps for conducting a useful lesson observation.
- Explain how both the Head Teacher and class teacher should prepare for the lesson observation.

Materials

Chart 6.1	Learning outcomes	Introduction
Chart 6.2	Steps for conducting a lesson observation	Activity 2
Chart 6.3	Lesson plan questions	Activity 3
Handout 6.1	The story of All Stars football team	Activity 1
Handout 6.2	Literacy lesson plan	Activity 3
Resource	Standards and (some) criteria for an effective school (and one new criteria strip to add in the introduction)	

Activity outline

Introduction		5 minutes
Activity 1	Why observe?	20 minutes
Activity 2	Steps in conducting a useful observation	15 minutes
Activity 3	Preparing yourself for the observation	25 minutes
Activity 4	Preparing your teacher for the observation	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session focuses on how scheduled, structured lesson observations can help raise the standards of teaching within a school. It is important for teachers to first understand **why** they should carry out observations and secondly to understand that effective observations require **planning**.

Look at the session notes and agree where and how the following key messages are covered:

- Mentoring and monitoring teachers through observations.
- Planning an observation using a lesson plan.
- Preparing a teacher for an observation.

Observation is all about working with other adults. Make sure you apply the principles of adult learning in this session and remind participants how they should work with other adults.

Introduction

5 minutes

1. Welcome all the participants.
2. Agree that lesson observations are one of the professional development activities that Head Teachers are going to carry out in their schools. These next two days cover the following:
 - How to carry out a lesson observation.
 - How to develop school systems to make sure observations are done in a regular and purposeful way.
3. Share **Chart 6.1 Learning outcomes** with participants and go through the learning outcomes, reading them and making sure participants understand what we aim to achieve this session.
4. Ask the participants to look at the **Standards for an effective school** and identify which standard **observations** fall under. Agree that observations are part of '**Head Teacher operates effectively**'.
5. Now ask participants if they can recall the criterion that captures this. Agree that it is:
 - **The Head Teacher carries out 10 or more lesson observations, including providing feedback, each term**

Agree that this is the first time participants have looked directly at this criterion in the workshops. Display this criterion on flip chart paper underneath the Standard '**Head Teacher operates effectively**'.

Activity 1 Why observe?

20 minutes

1. Explain to participants that you are going to tell them a story about the manager of local football team 'All Stars'. Tell participants that they should listen to the story and be ready to feedback their ideas on how the football manager could improve.
2. Read **The story of All Stars football team** (Handout 6.1).
3. Now ask participants to discuss in their group **What do you think the manager needed to do differently? Why?**
4. After a few minutes take feedback. Agree that the manager needed to go and watch the matches. Then he would see that the players were not using the skills learned in training. He could then monitor them, support them and even improve future training.
5. Explain that in a similar way, good teaching and learning does not just happen, teachers need to be encouraged and supported to improve. Part of that process is the professional development meetings and another part is carrying out classroom observations for all teachers. Just like the football manager, the Head Teachers need to go and watch the action taking place.
6. Ask participants to discuss with their partner **What are the two main reasons for observation?**

After a few minutes take feedback and agree that the two reasons for observation are for **mentoring** and **monitoring**.

- Mentoring helps the teacher improve and therefore helps improve learning.

- Monitoring is about gathering information to see what is working well and what needs to improve further.
7. Explain to participants that the next sessions will look at the mentoring side of observation and then they will cover the monitoring side and record keeping.

Activity 2 Steps in conducting a useful observation

15 minutes

1. Discuss that in order for lesson observations to be effective, they should be planned carefully. Tell participants that there are lots of points to think about and prepare for. **How** are you going to do the observation? **What** are you going to observe? **When** are you going to observe? How are you going to give **feedback** to the teachers? What **records** you are going to keep?
2. Bring the participants to stand in a circle.
3. Display **Chart 6.2 Steps for conducting a lesson observation** in the middle of the circle in the wrong order.
4. Ask the group to decide on the correct order. (You can use the answer and comments at the **bottom of Chart 6.2** to help).

Activity 3 Preparing yourself for the observation

25 minutes

1. Ask participants to look at **Chart 6.2 Steps for conducting a lesson observation** and agree the steps they need to take **before** the lesson observation.
2. Explain that they are now going to prepare for a lesson observation, practising the way they should work with their teachers in school.
3. Agree that teaching involves lots of different skills and many things will happen in one lesson. When looking at a lesson it is impossible to observe everything. Head Teachers should base their observations on topics discussed in the school development plan, in teacher training or in professional development meetings. These are the main focus areas for the school and they are looking for change resulting from these approaches.
4. Ask participants to discuss what they have learned about the elements of a good lesson.
5. After a brief discussion, take brief feedback, but don't write anything down. Show them the Standard and criteria for delivering a competent lesson (which should still be on the wall) and match the points of their discussion to the criteria.
6. Remind them that there are many other elements to a lesson but these are the key things that they have worked on with their teachers during professional development meetings. The teachers should be doing these things in the classroom as a result of the training and support they have received.
7. Lesson observations will help Head Teachers, understand how well teachers are able to do this and support them to develop further.
8. Tell them that they are going to observe someone teaching a lesson and they need prepare for it.
9. Give them **Handout 6.2 Literacy lesson plan** and tell them that it is a day from a (draft) literacy lesson plan.

10. Ask participants to spend five minutes looking at it in pairs and be ready to answer the questions on **Chart 6.3 Lesson plan questions**.
11. After five minutes take one answer to each of the questions, keep this brief. Explain to participants that this is what they should do back in their schools with the teacher before an observation.
12. Now ask pairs to join together and make a group of four. Give each group of four one of the criteria for teaching a competent lesson and ask them to discuss what they would expect to observe during this lesson if the teacher was delivering a competent lesson. Ask them to discuss what they would see or hear the teacher doing and what they would see and hear the pupils doing.
13. Give each group four large strips of flipchart paper and ask them to write one thing they are looking for on each piece and stick it on the wall below the criteria.
14. Briefly look at participants' ideas together and explain that when they are observing the lesson these are the things they should be focusing on.

Activity 4 Preparing your teacher for the observation

20 minutes

1. Agree that one of the steps before the observation will be to talk to the teacher about the observation during a pre-observation meeting.
2. Ask participants to suggest ideas about what should be included in that discussion. Take a few answers but don't write anything down. (Encourage participants to say things like 'agree the focus of the observation', 'go through the lesson plan and agree what will be taught and how' 'answer any questions that the teacher is unsure about'.)
3. Ask participants to get into pairs. One of them will take on the role of the teacher and the other one will be the Head Teacher.
4. Ask pairs to hold a pretend pre-observation meeting which will prepare the teacher for the up- coming observation. They can use **Handout 6.2** as the pretend lesson plan.
5. Move around and offer the pairs support. Make sure the Head Teacher is using supportive and encouraging language. Make sure the Head Teacher is discussing what will be taught in the lesson and how it will be taught.
6. After five minutes ask the pairs to change roles and practice again.
7. After another five minutes ask pairs to stop and thank them for their hard work this session.

Summary

5 minutes

1. Look at **Chart 6.1 Learning outcomes** and agree what has been achieved.
2. Explain to participants that during the next session they will be observing the lesson that they have just read through. The lesson will involve pupils from a local school.
3. Remind them that this session is being taught out of sequence from the pupil's normal lessons so is a false situation, but should give them a good experience of observation.

4. Remind them that as it is a class situation they will have to be sensitive to the pupils in the room and make sure they don't disturb the lesson.

Materials

Chart 6.1 Learning outcomes

Chart 6.2 Steps for conducting a lesson observation

1. Make sure all teachers understand and agree the purpose of a lesson observation.
2. Set up a timetable for all the lesson observations in my school (including dates for pre-observation meeting).
3. Think back to the professional development meetings and decide on the focus of each particular observation with each teacher.
4. Hold a pre-observation meeting with the teacher to prepare for the lesson (the aim is to observe the teacher perform well).
5. Go to the classroom before the lesson starts.
6. Observe what the teacher and the children are doing and take notes.
7. Leave the classroom at the end of the lesson, thank the teacher.
8. Write up your Two stars and a wish report
9. Give feedback as soon as possible after the lesson.
10. Now complete the Lesson Observation Record
11. Discuss progress with the SSO

Steps in the observation process (for your use only)

Make sure the teachers all understand and agree the purpose of lesson observations

*Teachers must understand the need for professional development, what is involved, the expected outcomes, they need to understand that it is not a threat or a criticism of **their** teaching.*

Think back to the professional development meetings you have held and decide on the focus of each particular observation. You cannot look at everything at once.

Arrange the lesson observation with the teacher, checking that you know what the lesson will be about. The observer should have some idea of what the lesson is about and what they will expect to see. The teacher should know beforehand that the observer is coming and why he/she is coming. The observer must not just arrive in the classroom, it is likely to make the teacher nervous or even feel threatened.

Go to the classroom before the lesson starts. Arriving after the lesson begins is disruptive and shows a lack of respect for the teacher. The observer will also miss the beginning of the lesson.

Observe what the teacher is doing and what children are doing. The observer should not just watch the teacher but also see how the children are involved in the lesson. Do not interrupt the teacher.

Leave the classroom at the end of the lesson, thank the teacher. The observer needs to see the lesson to end so they know how the teachers finishes it. The end of a lesson can also tell you whether the pupils have understood the lesson or not. It is also good manners, values and shows respect to the teacher.

Give feedback as soon as possible after the lesson. This ensures that the feedback and discussion on the lesson happens when the teaching is “fresh” and lesson details can be easily remembered. Use the two stars and a wish form to shape your feedback.

Write up your two stars and a wish report and your complete your master record (we will look at this in the next session). You can go back and show the completed report once you have written it, but do not leave this too long!

Discuss progress with the SSO individual teacher’s progress and progress with getting the system to work well.

Chart 6.3 Lesson plan questions

- What primary grade is it aimed at?
- What is the theme of the week and the lesson?
- The learning outcomes – what is the teacher going to teach?
- Different ways the pupils will be organized
- The teaching aids necessary to teach the lesson

Resources

Three Standards for an effective school (Displayed on the wall from the previous sessions)

School uses a School development plan effectively.

Teachers deliver competent lessons.

Head Teacher operates effectively.

Plus one new criteria strip: (On a strip of flip chart and added during the introduction)

The Head Teacher carries out 10 or more lesson observations, including providing feedback, each term

Handout 6.1 The story of All Stars football team

All Stars football team had been bottom of the league for a long time. The manager loved football and was keen to help his team move up the league table and perhaps even win the league one day. Every week the manager led a training session with his players, he gave them tips on how to play football. On Saturday the players went out and played their match. The manager didn't go and watch. In fact he hadn't been to watch a match all season. But he was keen. At the next training session he asked how the match went. The players said it was fine. But he had heard that they had lost the match again. Still, he led the training and gave them tips. The following Saturday they played again, the manager didn't watch; he was busy. Unfortunately they lost again. The fact was that some players didn't really know how to play well in their positions, others simply didn't use the training techniques they had been given. The season continued and the manager didn't watch a single match. The players didn't improve. They ended up losing the league.

The manager was disappointed. He couldn't understand why they didn't improve - he gave them training every week.

Handout 6.2 Literacy lesson plan

Week 2 Day 1 People and places

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Say the sound that the letter combination 'oi' makes in a word.
- Write and read simple sentences using continuous action.

Teaching aids *Before the lesson:*

- Have ready all the sound flash cards. Make a flash card 'oi'
- Write the 'oi' words on the board and draw pictures or make up actions to explain them

Letters and sounds (15 minutes)

Whole class teaching

- Quickly show the pupils flash cards of all the sounds they have learned and ask them to say the sound of each.
- Show them the 'oi' flash card and say the sound.
- Read the 'oi' story and ask one or two pupils to help you role play it whilst you read it.
- Ask them to repeat it after you once or twice.
- Read the 'oi' words and show the pictures or do the actions to explain them.
- Ask pupils to underline the 'oi' sound in the words and then say the words with them.
- Point to a picture or do an action and ask the pupils to say the word.
- Ask pupils to write some of the 'oi' words in their exercise books.

Introduction (10 minutes)

Whole class teaching

- Stand the pupils in a circle, sing 'The hokey cokey' and do the actions.
- Ask a pupil to role play or mime any action and ask another pupil to say the action by asking: 'What is he doing?' or 'What is she doing?'
- Ask the pupil to answer using the sentence: 'I am _'
- Tell the whole class to 'clap'.
- Ask them: 'What are you doing?'
- Ask someone to answer using the sentence: 'We are clapping'.
- Demonstrate or mime writing on the chalkboard. Ask the 'What am I doing?'
- Ask them to answer: 'You are writing on the chalkboard'.

Main activity (25 minutes)

Group task

- Ask five or six pupils to say the name of their favourite colours and then group the pupils using those colours.
- Ask pupils to choose someone in their group to perform an action and ask the question: 'What am I doing?'
- Ask the pupils in the group to respond: 'You are _'
- Ask every pupil to have a turn at performing an action of their choice.

Individual task

- Ask pupils to finish the following sentences with the following words in their exercise books:
- dancing, singing, sitting, standing, jumping, ringing.

'I am _' 'She is _' 'He is _' 'We are _' 'They are _'

Plenary (5 minutes)

Whole class teaching

- Let each group read what they have written. Assist pupils where necessary.

Leadership 5

Making progress with academic leadership

Session 7 Getting the most from your lesson observations

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe what to look for during a lesson observation.
- Identify what pupils are learning during a lesson observation.
- Identify what the teacher is doing during a lesson observation.
- Take useful notes during a lesson observation.

Materials

Chart 7.1	Learning outcomes	Introduction
Chart 7.2	Observation statements	Activity 1

Activity outline

Introduction		5 minutes
Activity 1	How will you observe?	20 minutes
Activity 2	Observing a lesson	60 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session is a little bit different because it takes place in a school. It can be quite difficult to organise and if possible you will need the support of your SSIT. However this is very likely not to be possible and so you will have to teach the lesson yourself. Make sure that you have practiced and are well prepared.

You (or your SSIT) will teach the lesson to a small group of pupils whilst the Head Teachers observe. The pupil size should be about 12. Sit the observers around the edge of the room, where they can all see and hear the pupils.

Remind the observers to sit as quietly as possible so as not to disturb the teaching. When the pupils start doing individual and group work they can look at their work and talk with pupils about what they are doing but they need to be supportive towards the pupils not critical.

At the end of the lesson don't forget to thank the pupils for taking part.

Introduction

5 minutes

1. Welcome all the participants.
2. Explain that during this session you will be watching a facilitator (this could be a member of the SSIT or a strong SSO) teach the literacy lesson they looked at in the previous session to the pupils in the school. The participant's role will be to observe.
3. Explain that you will spend the first 20 minutes thinking about how to observe.
4. Share **Chart 7.1 Learning outcomes** with participants and go through the learning outcomes.

Activity 1 How will you observe?

20 minutes

1. Ask the participants to discuss with a partner what they do in the classroom when they observe a teacher.
2. Remind them that they should be sitting through the lesson, looking at two things. They should be looking at what the teacher is doing and what the pupils are learning. Remind participants that you discussed that during the last session.
3. Ask **How will you remember what you have seen after the observation?**
4. Many participants will say that they want to take notes of what they see. Explain that is fine, but they should not be so busy taking notes that they miss what is happening.
5. Display **Chart 7.2 Observation statements** in the middle of the room, so everyone can see. Go through the statements and ask participants to decide which statements are useful in telling what is **actually happening** in the classroom and which are not.
6. Ask them which type of statements they should write in their notes so they can give useful feedback afterwards and agree that it is those that **describe what they can see, not** those which are general and say things like 'the pupils are learning' or 'the teacher is very good.' Tell participants we are looking for **evidence**.
7. Explain that they are now going to do a lesson observation and remind them that they are expected to stay in the room throughout the observation and they should not interrupt the 'teacher'. They should remember everything they have learned and take brief notes describing what they see and hear. They should be ready to give feedback afterwards.

Activity 2 Observing a lesson

60 minutes

1. The facilitator (it could be an SSIT member or an SSO) teaches a demonstration lesson to 12 pupils whilst the participants observe and takes observation notes about teaching and learning.

Summary

5 minutes

1. Thank the pupils and the lesson facilitator.
2. Ask the pupils what they enjoyed about the lesson and take brief feedback.
3. Tell everyone that they will have the chance to discuss what they saw in the next session.
4. Review **Chart 7.1 Learning outcomes** and agree what has been covered.

Materials

Chart 7.1 Learning outcomes

Chart 7.2 Observation statements

The teacher is very good

The teacher is asking questions to different pupils

There is a group of pupils at the back who have talked all the way through the lesson

The pupils are learning

Ten pupils cannot do the addition sums .

The teacher is standing at the front of the class, not helping those pupils who can't do the activity.

The teacher is not doing this activity very well.

The teacher has grouped the pupils in pairs

One pupil left the classroom 5 times during the lesson

The teacher has teaching aids ready to use

The teacher uses praise

Leadership 5

Making progress with academic leadership

Session 8 Giving feedback after a lesson observation

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe how to give constructive feedback to teachers as part of the observation process.
- Describe how to use the Two stars and a wish format after a lesson observation.
- Identify ways to support the teacher develop after a lesson observation.

Materials

Chart 8.1	Learning outcomes	Introduction
Chart 8.2	Steps for conducting a lesson observation	Introduction
Chart 8.3	Feedback role play	Activity 2
Chart 8.4	Setting the tone for feedback	Activity 2
Chart 8.5	Giving feedback	Activity 3
Chart 8.6	Opportunities for teacher development	Activity 5
Handout 8.1	Two stars and a wish	Activity 4

Activity outline

Introduction		5 minutes
Activity 1	Introducing feedback	10 minutes
Activity 2	Setting the tone for giving feedback	15 minutes
Activity 3	Giving effective feedback	25 minutes
Activity 4	Recording Two stars and a wish	15 minutes
Activity 5	Supporting your teachers	15 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session follows on from the lesson observation conducted last session and considers how to give feedback. This is important because feedback can either encourage a teacher to improve or it can harm their self-esteem. You need to encourage Head Teachers to do the first.

Look at the session notes and agree where and how the following key messages are covered:

- Why the way you deliver feedback is important.
- Useful phrases and hurtful phrases.
- When and where to give feedback.
- How to record feedback.
- Supporting teachers to develop after the feedback.

This session has a lot of activities and charts. Make sure you are fully prepared and keep to time so that you can fit everything in.

Introduction

5 minutes

1. Show the participants **Chart 8.1 Learning outcomes** and talk through it.
2. Display **Chart 8.2 Steps for conducting a lesson observation** (also used in session 6). Ask participants to tell you which observation steps they have covered during this training. (Agree 1, 3, 4, 5, 6, 7)
3. Explain that they are now going to look at the feedback section of the observation.

Activity 1 Introducing feedback

10 minutes

1. Ask participants to tell you what is meant by feedback and why they should be giving it. Take a few ideas and agree something similar to **feedback helps teachers understand what they are doing well and where they can improve**.
2. Remind participants of the **principles of adult learning** and say that we should remember this when working with teachers.
3. Ask them to work alone to reflect on the lesson they observed and think of two areas they would like to praise (stars) and one area where the teacher needs support to develop (a wish). Encourage them to think of specific ideas.
4. Ask participants why the Two stars and a wish approach is useful. Agree that it emphasises positive points and helps teachers focus on just one thing they need to work on at a time.

Activity 2 Setting the tone for giving feedback

15 minutes

1. Explain that they will now look at how to give effective feedback to teachers after the observation has taken place.
2. Use **Chart 8.3 Feedback role play** to act out the good feedback and the bad feedback. Give feedback to participants using some of the phrases in **Chart 8.3**. (Use both the positive and the negative but don't tell them which is which). Try and use an encouraging kind tone for positive phrases and angry tone for negative phrases. Ask the participants which feedback they think would be most helpful in encouraging the teacher to improve and why.
3. Remind them that in order to help teachers develop, this observation process should take place in a supportive atmosphere. If teachers feel that they will be punished or unfairly criticized for their performance they will not be encouraged to improve and this will have a negative effect on both the teachers and the pupils they teach. If, however they feel they are being supported they will be encouraged to develop and it will also encourage other teachers in your school. This will then have a positive effect on pupils' learning outcomes.
4. Show participants **Chart 8.4 Setting the tone for feedback**. Ask them to work in groups and agree three statements that will make the teachers feel most supported during the feedback.

Ask each group to agree two statements which will make teachers feel uncomfortable during feedback.

5. Have a brief discussion and agree that the feedback should take place in a place where the Head Teacher and teacher can talk with as few interruptions as possible and the Head Teacher should use positive language which encourages the teacher.

Activity 3 Giving effective feedback

25 minutes

1. Show **Chart 8.5 Giving feedback** and ask participants to look through it in pairs. Explain that these are guidelines for giving feedback.
2. Briefly discuss the steps it outlines.
3. Ask the participants to break into threes and explain that they are going to act out giving feedback, based on the lesson they observed in the last session, discussed and reflected on during the past three sessions.
4. Explain that one person will observe, one person will be the teacher and one person the Head Teacher.
5. Ask the teacher and the Head Teacher to move so that they are together, but not directly facing each other.
6. Tell the Head Teacher that they will give feedback based on the Two stars and a wish format and they should use **Chart 8.5** to help.
7. Tell the observer that they are going to look at **how the Head Teacher makes the teacher feel comfortable, and if they have been successful getting their message across.**
8. Tell them that there will be no group feedback on how individuals performed. It is something new so even if they find it challenging now they will get better at it over time.
9. Ask the observer to give the Head Teacher feedback about the ways they made the teacher feel comfortable and whether they got their messages across successfully.
10. When participants have completed the task. Ask them to change roles within their group. Repeat until each person has had a turn at each role.
11. Bring all participants together and ask them to share their opinions on how it felt to give and receive feedback.

Activity 4 Recording Two stars and a wish

15 minutes

1. Give out **Handout 8.1 Two stars and a wish**. Ask the participants to look at it and tell you what information they are being asked to record.
2. Ask them to find the space for Two stars and a wish on the form and write their Two stars and a wish for the lesson they observed in the last session.

3. Ask them to look at the success criteria and the questions at the bottom. Ask them if they recognize the success criteria and agree that they are what they were observing in the lesson and are the criteria for a competent lesson from the **Standards and criteria for an effective school**.
4. Ask them to use the notes from their lesson observations to answer the questions.
5. Agree that the observation notes should be discussed with the teacher and then recorded for discussions with the SSO. They should be shown to the teacher again so they can see what you have recorded.
6. Explain that Head Teachers will not be given lots of copies of formats, instead they will write their reports in this style, making sure they answer all the questions at the bottom of format.

Activity 5 Supporting your teachers

15 minutes

1. Ask participants what should happen after they have agreed areas of development with the teacher.
2. Take feedback and agree that they should think of how they can provide opportunities to help their teachers develop.
3. Show the participants **Chart 8.6 Opportunities for teacher development**. Ask them to think about whether these strategies could be implemented in their schools. Ask them to rate each one on a scale of 1-3, with one being easy to implement and three being very difficult.
4. Ask them to spend time in their groups, discussing how they would plan and organise the different opportunities in their school.
5. Get brief feedback on some ideas. Remind them that carrying out an observation is not enough. They also have to support their teachers to improve as a teacher, we call this **professional development**.

Summary

5 minutes

1. Remind participants that as an academic leader, the Head Teacher should be supporting teachers to develop their skills. One way of doing this is carrying out observation and feedback.
2. Observation and feedback should be carried out in a supportive atmosphere so that teachers are encouraged to develop.
3. After areas of development have been identified the Head Teacher will suggest ideas and provide opportunities for further development.
4. Review **Chart 8.1 Learning outcomes** and agree what has been achieved.

Materials

Chart 8.1 Learning outcomes

Chart 8.2 Steps for conducting a lesson observation

1. Make sure all teachers understand and agree the purpose of a lesson observation.
2. Set up a timetable for all the lesson observations in my school (including dates for pre-observation meeting).
3. Think back to the professional development meetings and decide on the focus of each particular observation with each teacher.
4. Hold a pre-observation meeting with the teacher to prepare for the lesson (the aim is to observe the teacher doing well).
5. Go to the classroom before the lesson starts.
6. Observe what the teacher and the children are doing and take notes.
7. Leave the classroom at the end of the lesson, thank the teacher.
8. Write up your Two stars and a wish report
9. Give feedback as soon as possible after the lesson.
10. Now complete the Lesson Observation Record
11. Discuss progress with the SSO

Chart 8.3 Feedback role play

Positive language:

“I liked the way you ...” “The way you ... was very good”

“What do you think about ...” “Perhaps you could try”

“Is there another way to ...” “I might do it this way...”

Negative language:

“I didn’t like the way you ...” “That was wrong” “You need to
improve ...” “You need to ...” “You must ...” “You should ...” “Next time do it like
this...”

Chart 8.4 Setting the tone for feedback

- Do the feedback as soon as possible after the lesson
- Give the feedback in a quiet place, away from the students and other teachers
- Use phrases such as ‘What do you think about?’ ‘I liked the way you,’ ‘Perhaps you could try..’ ‘Is there another way to’
- Ask the teacher questions which help her/him identify what they think went well about the lesson
- Tell the teacher everything they did wrong.
- Begin the conversation by finding something the teacher did wrong.

Chart 8.5 Giving feedback

1. Get feedback from the teacher on the lesson

Ask “What do you think went well in the lesson?” “What do you think did not go so well?”

2. Highlight two good teaching points in the lesson (stars)

Be specific “I liked the way you....’

3. Discuss one aspects of the lesson to improve (a wish)

Ask the teacher to share ideas to improve the teaching behaviour “How do you think we could improve the way of asking questions?”

Provide suggestions on how the teaching behaviour can be improved “Perhaps you could try....

Agree on skills or behaviour to work on in future lessons

Chart 8.6 Opportunities for teacher development

- Teachers observing each other
- Professional development meetings run by a teachers who demonstrates good practise
- Teachers planning together
- Cluster workshops
- Teachers reading books
- Head Teachers helping teachers prepare before each lesson

Handout 8.1 Two stars and a wish

The teacher demonstrates an understanding of how children learn:

- Self-esteem
- Uses teaching aids
- Organizes pupils for learning
- Knows what pupils should be learning in the lesson and across the year
- Assesses learning in different ways (Inclusive level)
- Is aware of pupils as individuals and encourages them to participate (Inclusive level)

Name of Observer			
Name of Teacher			
Date		Age of pupils	
Subject			
Lesson learning outcomes			
Stars for the Teacher		Examples:	
★			
★			
A wish for the Teacher		What actions will help the Teacher to achieve the wish?	
			

Observation Summary

Did the teacher use praise throughout the lesson?	Yes	No
Did the teacher use more than one teaching aid?	Yes	No
Did the teacher use different ways of grouping the children?	Yes	No
Did the teacher use activities to help pupils achieve the learning outcomes?	Yes	No
Can the teacher explain what the pupils should be learning this year?	Yes	No
Did the teacher encourage all pupils to participate during the lesson? (Inclusive level)	Yes	No
Does the teacher use more than one method to assess learning? (Inclusive level)	Yes	No

Signature of observer:

Leadership 5

Making progress with academic leadership

Session 9 Taking our learning back to school (school based tasks)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain the importance of developing a school system for observation.
- Explain what they as Head Teachers will do upon their return to school.
- Plan a staff meeting to share key points on learning from this workshop.
- Describe what support they can expect from the SSOs.

Materials

Chart 9.1	Learning outcomes	Introduction
Chart 9.2	Sharing learning with teachers	Activity 3
Chart 9.3	Planning the teachers' meeting	Activity 3
Handout 9.1	Lesson observation record	Activity 2
Handout 8.1	Two stars and a wish form (from Session 8)	Activity 2
Resource	Standards and criteria for an effective school	

Activity outline

Introduction		5 minutes
Activity 1	A school system for lesson observations	40 minutes
Activity 2	Completing the lesson observation record	20 minutes
Activity 3	Preparing your professional development meetings	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This is the final session of the workshop. It is crucial that by the end of the session Head Teachers are ready to return to their schools clear on the next steps and what they will be expected to **do**, and what support they can expect from the SSOs.

In this session you need to help Head Teachers **not just** to do things themselves (such as hold meetings or conduct lesson observations) but to set up school systems (such as making sure a participatory policy is developed or establishing routines for observations and recording and using what is observed). There is only one workshop remaining after this one and so you need to now start thinking about how Head Teachers will continue to lead improvement in their schools without the training. Establishing school systems is one way of doing this. Talk to your co-facilitator and SSIT about other ways you can build the Head Teacher's ability to continue improving independently.

There is a lot of information to fit into this session. If you have extra time available you can make it a little bit longer to make sure you cover each activity in detail.

Introduction

5 minutes

1. Welcome participants to the last workshop of Leadership 5.
2. Show **Chart 9.1 Learning outcomes** and read through them.
3. Explain that this is a very full session and there is a lot for them to prepare for back in school. Ask participants '**What did you learn in Leadership 5 that you will want to share with your teachers?**' Get feedback and make sure you highlight the three main areas: developing a school policy on learning time, lesson observations and using the lesson plans. Explain that this last session will prepare Head Teachers to go back to school and share their learning in these key areas.

Activity 1 A school system for lesson observations

40 minutes

1. Ask participants to tell you why they should conduct lesson observations. Some possible responses are below, but they might have other important ideas. Make sure, though, that you remind them that the purpose of observations is **not** just to monitor, it is also to **mentor**.
 - To measure the teachers' effectiveness, and how well they are using ideas from their workshops
 - To give teachers ideas about how to teach better – and thereby improve pupils' learning
 - To give the Head Teacher some ideas about content needs to be included in professional development meetings
2. Agree that in a previous session we focused on how lesson observations help teachers teach better. They should be ready to go back and use these ideas in their schools.
3. Point to the word **system** in the first session objective on **Chart 9.1**. Ask if anyone can explain what it means. Take some ideas but do not discuss for too long.
4. Tell participants that one teacher being observed is a good thing and will improve learning in the State. But one observation only goes so far. The State has lots of teachers, as do each LGEA – and even some schools! So to make sure we know how well **all** of them are doing, it's not good enough to have one-off lesson observations happening. We need a system for lesson observations.
5. Ask the participants to turn to the person next to them and spend two minutes discussing which teachers in their school they need to observe teaching.
6. Bring them together and take feedback. They should answer that they **all** need observing. Remind them of the purpose of carrying out lesson observations and explain that all teachers need support to improve and develop, so they should be formally observing each teacher regularly. 'Good' teachers need just as much observation, because they also need to be measured and the Head Teacher might learn some ideas about how to improve other teachers in the school. Sometimes, weaker or less experienced teachers might need more support to improve; this can be given by mentoring from a strong teacher more effectively than through a Head Teacher's observations.

7. Tell participants that it is not always easy to make sure that all teachers in the school are observed. Some Head Teachers will have very small schools, and some will have very large schools. Tell them that if they have small schools, they should observe the teachers more than once. If they have very large schools, they should give some senior staff responsibility for carrying out some observations, and those results can be included in their record of observations. Ideally, they should be aiming for all teachers to be observed three times per term.
8. This is not easy to arrange and will be different in different schools. Explain that you will help them all now, but they might need to work further on this when they return to their school, asking their SSO or senior staff or SBMC for assistance.
9. Give the participants a copy each of the **Handout 9.1 Lesson observation record**.
10. Ask them to look at the second column **Name of teacher observed**.
11. Tell participants that they need to fill this in with the name of every teacher in their school. They should start this now but **leave the top row blank** because they will use it later in this session.
12. Move around and support them.
13. It is likely that there will be big differences in how quickly they can list all of their teachers; support those who take a long time. Ask those who have completed their list quickly to compare the lesson observation record with the Two stars and a wish form. Some Head Teachers may need an additional form (or even more copies) to list all of their teachers. **Make sure you have plenty of spare copies.**
14. When all participants have completed their list, bring them back together. Point out that there is a column to the left of the names and ask what it is. Agree that it asks for the date of observations and the date of the **pre-observations**.
15. Ask participants why they should hold pre-observations and agree that it is do prepare the lesson together. Using the lesson plan to identify the learning outcomes and how they will be met in the lesson, as well as answering any questions that the teacher might have.
16. Tell participants that they need to try to agree a date for all of these teachers to be observed when they get back to school. They should try to make sure that all of their teachers are observed; once they are, they can start again with a fresh list.
17. Tell them that, on their first visit of the term, the SSO will expect to see dates next to each teacher that have been agreed with that teacher. Remind participants that these observations, just like SSO visits, are not to 'catch teachers out' or to surprise them; they are to work with the teacher for their development.
18. Explain that this schedule will help them make sure they carry out 10 lesson observations or more a term. Ask them why this is important and agree it is one of the criteria for the standard **Head Teacher operates effectively**.

Activity 2 Completing the lesson observation record

20 minutes

1. Tell participants that once they have worked out when they will observe each teacher and recorded this on the lesson observation record, they will be using a different form to describe what actually happens during the lesson. Ask what this form is and agree that it is the Two stars and a wish form. Participants already have a copy of that form from last session (**Handout 8.1**). Tell them to get that form out.
2. Now ask them to look back at the lesson observation record and to read the headings along the top. Tell participants that these are the same headings as on the Two stars and a wish form and make sure they all agree.
3. Explain that, in the monitoring system, some information is passed up to the State, and some is not. Ask what information is on the Two stars and a wish form but not on the lesson observation record. Give pairs two minutes to discuss this.
4. Take feedback, and make sure they can see that the specific details of the lesson (subject, age of pupils, etc.) are not included, neither are the Two stars and a wish. Ask why not and briefly discuss.
5. Make sure participants remember that lesson observations are supposed to record what teachers can do, and help teachers improve. The information that stays behind is all for the teacher themselves, to help them reflect on what they can do well and what they need to improve. It doesn't need to be passed up to the State (though it can be if it would be helpful to the SSO or other people)
6. Ask participants to show you which section can be transferred to the lesson observation record and agree that it is the bottom section, the **Observation summary**. Tell participants that if they have circled 'Yes', then they should tick the relevant box on the lesson observation record. If they have circled 'No', they should put a cross.
7. Ask them to work in pairs for five minutes to help each other to transfer the information from the Two stars and a wish form from last session and put it onto the top row of the lesson observation record. Go round and check that they are doing it correctly. This might take some time; be very patient and ask participants who understand to help one another to do it correctly.
8. Call participants back together. If there have been lots of difficulties in transferring the **Observation summary** onto the lesson observation record, discuss them. Otherwise, just briefly go through which boxes have been ticked and which have been crossed.
9. Ask participants to look at the box at the bottom left of the page. Ask what this is for. Agree that it adds up all of the ticks for each different area at the end of the term. Ask if they can fill it in now and agree that they cannot: they only have one (example) set of results.
10. Do the same for the box at the bottom left. Again, agree that it cannot be filled in until the end of term (although participants can write in the number of teachers in the school if they want to).

11. Ask a participants to read out the third statement in this box **Were more than half the teachers observed this term?** Explain that this question of **more than half** is important in the lesson observation record. At the end of the term, the SSO will help them to look at the lesson observation record and fill these in. But they can make a start now if they can work out half the number of teachers in their school.
12. Ask Head Teachers to work in pairs to calculate half the number of teachers in their school. Move around and help them.
13. Call everyone back together. Praise participants for how well they have done. Tell them that this will become easier each time they do it! They will have support from their SSO next time they do this at the end of term, but they must remember to fill in the form after each observation.

Activity 3 Preparing your professional development meetings

20 minutes

1. Tell participants that they have covered a lot in this workshop and they will now go back to school and share this learning with their teachers. Ask participants how they will share this learning and agree in a professional development meeting (PDM).
2. Look at **Chart 9.2 Sharing learning with teachers** and ask the participants to identify how many PDMs they will hold. Agree the answer is **at least three**; one on introducing **lesson observations**, one on **writing a policy** on learning time and one on **lesson plans**. (They might choose to hold another one on learning outcomes but that can be an extra PDM or a short meeting).
3. Ask the participants to form groups of three, working with Head Teachers from a neighbouring school. Within the groups ask one member to plan a PDM on introducing **lesson observations**, one on **writing a policy** on learning time and one on **lesson plans**. Tell them they have 15 minutes in total to write an outline for their PDM. (If they like they can go and find someone from another group who is writing the same PDM outline and work together to share ideas).
4. Remind them of the structure of the meetings by showing them **Chart 9.3 Planning the teachers' meeting**. Stress the importance of being very clear about the purpose of the meeting.
5. Give them the 15 minutes to work on their plan. This is not easy, so go round and give the participants as much help as you can. (Note those who are struggling, so that you will be able to give them extra help with this during your school visits.)
6. After 15 minutes stop the participants. Now ask participants how many more leadership workshops they will attend. Agree that it is just one. Explain that soon they will need to plan, prepare and carry out actions independently without the help of these workshops. Explain that a good way to do that is by working with their peers – other Head Teachers.
7. Tell participants that they should arrange a time to meet the other two Head Teachers in their group to share their outlines for each plan. They will then have the outlines for three PDMs which they can deliver back in school. (You cannot make the participants meet but try your best to encourage them so that they can use each other for support going forwards.)

8. Ask them if they all feel confident about leading these meetings. SSOs should encourage the Head Teachers by saying that they will be there to support them in school but they should try and get started on their own and use their peers for support.

Summary

5 minutes

1. Go over **Chart 9.1 Learning outcomes** for the session and check that they have been covered.
2. Ask participants to briefly discuss in pairs what they have enjoyed the most during this workshop, and what they have found most challenging.
3. Ask them to recall what they will do when they are back in school. Agree:
 - Establish their school system for lesson observations.
 - Develop a school policy on learning time.
 - Lead at least 3 PDMs.
4. Thank them for their hard work during this session, and throughout the workshop.
5. Tell them you are looking forward to seeing them in their schools.
6. **Break into small groups with your own Head Teachers again and agree dates when you will make your first visit to each of your schools. Discuss and agree what the focus of the first visit will be (during the first visit you should agree the focus for the next visit).**

Materials

Chart 9.1 Learning outcomes

Chart 9.2 Sharing learning with teachers

- Learning outcomes and learning outcome benchmarks
- Lesson plan structure and language
- Lesson observations
- Writing a policy on learning time

Chart 9.3 Planning the teachers' meeting

Have you **agreed** with your teachers a time that is convenient for them, and made sure they have all been invited?

1. Welcome and purpose of meeting

2. Key information you need to share
 - *(write first key message here)*
 - *(second)*
 - *(third)*

3. **How** will you share this information?

4. What happens next? (What will the teachers commit to do as a result of attending the meeting?)

Leadership 6

Raising achievement of all pupils

Session 1 Reviewing progress

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Evaluate progress made so far towards being an effective school.
- Identify the main focus of this workshop.

Materials

Chart 1.1	Learning outcomes	Introduction
Chart 1.2	Leadership 6 workshop timetable	Introduction
Chart 1.3	Questions to ask	Activity 1
Chart 1.4	Example time chart	Activity 2
Resource	A4 paper cut into 5 strips (one set per participant)	Activity 1
Resource	Pieces of string of approximately 40cm (one per participant)	Activity 1
Resource	Three Standards for an effective school	Activity 2

Activity outline

Introduction		15 minutes
Activity 1	What was successful?	25 minutes
Activity 2	Linking successes to the Standards for an effective school	25 minutes
Activity 3	Linking successes to improved learning	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

The purpose of this session is to review what has been achieved so far. Participants should now be more advanced at evaluating themselves and their schools. Encourage Head Teachers to reflect on what was successful in their own schools and **why** it was successful. Success should always link back to the goal of improving learning.

As this is the first session, make sure you reinforce the tone of the workshop. It should be:

- **Participatory:** Make sure everyone is involved in their own learning. Do not 'tell' participants; help them to work things out for themselves.
- **Supportive:** Our role is not top-down; accept answers and encourage participants to think about issues in a new way.
- **Enjoyable:** This session needs to be quick and active with a positive approach.

Introduction

15 minutes

1. Welcome all the participants. Ask one participant to lead an opening prayer.
2. Remind participants that workshops have ground rules and ask someone to remind you why ground rules are important.
3. Give groups five minutes to discuss the ground rules that have been used in previous workshops and made the workshops run more smoothly.
4. Explain that they do not need to write anything down.
5. After five minutes ask participants to suggest the rules that have worked well in previous sessions. Your co-facilitator should write participants' suggestions on a piece of chart paper. Make sure that everything you and your co-facilitators want to be included is in the list of rules. Write it up carefully afterwards and display it for everyone to see.
6. Make sure punctuality is included in the rules. Remind participants that punctuality is important and appoint one participant as a timekeeper for the workshop.
7. Share **Chart 1.1 Learning outcomes** with participants.
8. Ask a couple of participants to remind you what the overall goal is. Agree that it is about developing literate, numerate and self-reliant pupils. Agree that everything we do is in support of this goal.
9. Display **Chart 1.2 Leadership 6 workshop timetable**.
10. Ask pairs to discuss what they think the main focus of this workshop is.
11. Take feedback. You can accept any valid ideas about the purposes of Leadership 6, but try to focus participants on the ideas of:
 - Assessing pupils in different ways.
 - Using assessment to raise achievement for all pupils.

Activity 1 What was successful?

25 minutes

1. Tell participants that this is the last leadership workshop. Thank them for their efforts so far and congratulate them on the progress they have made so far. Remind them that they have learned a lot of new things, they will have faced challenges but they will also have experienced successes in improving their schools.
2. **Give every participant five strips of paper**, cut from A4.
3. Ask them to write actions they have taken, related to improving their schools, since the last workshop. They should write one action on each strip. (They might write things like **wrote a school policy on learning time, observed teachers** etc.).

4. Explain that they are going to use a simple ladder to help them think about the success of their activities.
5. **Give each participant a piece of string** and ask them to tie a small knot in one end. Explain that this is the top end of the ladder.
6. Ask them to look carefully at each action on their list. Some will have gone better than others. They should now decide how successful they felt each one was.
7. Ask them to place each action strip on the string according to how successful the action was. The most successful will go at the top, nearest the knot and the least successful would go at the bottom, furthest away from the knot. Give participants about three minutes to complete this.
8. After three minutes ask participants to get into pairs.
9. Explain that they should look at the three most successful actions on both of their ladders. (You can remind participants that these should be the three at the top, nearest the knot). Display **Chart 1.3 Questions to ask** and ask participants to discuss the answers to these questions in their pairs. They do not need to write anything down.
10. After ten minutes stop the participants. Ask one or two participants to share their ideas about what made their actions successful.
11. Thank participants for sharing and remind them that we are always learning from our own experiences and from the experiences of others. By looking back at what went well and **why** it went well Head Teachers can help improve their future actions.

Activity 2 Linking successes to the Standards for an effective school

25 minutes

1. Ask three volunteers to tell you the three **Standards for an effective school**. As they call them out, make sure each standard is displayed on flip chart paper for everyone to see (like in previous workshops).
2. Ask participants to look at their own action strips (they should now be looking at all of them again, not just the top three) and decide which **standard** each one is related to. Give them three different coloured crayons and ask them to choose a colour to represent each standard.
3. Ask them to colour their action, according to the standard it comes under. (For example carrying out a lesson observation would come under the standard **Head Teacher operates effectively**).
4. After five minutes, ask participants to look at their action strips and identify which standard most of them come under. Is there a mix or is it just one standard? Remind participants that there are no right or wrong answers. Take feedback from a few participants but keep this brief.

5. Now ask them to draw a large circle on a piece of paper and explain that they are going to make a circle chart which shows the **time** they have spent on each standard. Remind them that there is no right or wrong answer. It is a way to think about how they have balanced their time and each school will be different.
6. Ask them to look at their action strips and think about how much of their time they spent on each action.
7. Explain that each action will be drawn as a segment in the circle. The segments will be different sizes depending upon how much time they spent on each action. So something that took a lot of time would be a large segment and something that didn't take much time will be small. This is just a rough drawing they do not need to work out calculations. Try and draw actions that relate to the same standard in segments next to each other in the circle. Allow about 10 minutes for this. You can use **Chart 1.4 Example time chart** to guide you and the participants if needed.
8. Now ask them to colour the segments of their circle depending upon which standard they relate to. They should use the same colours as before.
9. Ask participants to show their circle time chart to a partner. Ask them to discuss their chart with their partner and see which standards they have spent the most time on. Ask them to think about whether the action they thought was **most successful** was also the action they spent the **most time on**.
10. You and your co-facilitator should walk around and make notes on which actions take most time. You can use this information to help Head Teachers back in school.
11. After five minutes stop participants and take brief feedback from two pairs about what they spent most time on.

Activity 3 Linking successes to our goal of improved learning

20 minutes

1. Ask a volunteer to tell you what the purpose of school is. Agree that it is to develop literate, numerate and self-reliant pupils. Agree that the Head Teacher's role is to improve their schools and therefore to improve learning.
2. Explain that they are going to have a group discussion about their own experiences of improving learning in their schools.
3. Put seven chairs in a circle in the middle of the room and ask seven participants to come and sit in them.
4. Tell them you want them to discuss how the changes they have made are **improving learning** in their schools, whilst those outside the circle listen.

5. Explain that they can leave the discussion any time and when they do another person can take their place. When a person leaves the circle the discussion should stop and not start again until the next person is seated. Explain that in order to keep the discussion interesting no one should stay too long in the circle.
6. Remind them that their participation in the circle is voluntary but they have to take responsibility for their own development.
7. Ask the participants in the circle to start the discussion.
8. As they are discussing your co-facilitator should make sure they stay on topic. They should be talking about **improving learning**. If they go off topic the co-facilitator should interrupt and re-focus everyone on the topic.
9. If no one has left the circle after 5 minutes tap someone on the shoulder and ask them to leave.
10. After 15 minutes, stop them and thank them for their participation.
11. Ask the participants who were sat listening to quickly feedback on the main points that were discussed.

Summary

5 minutes

1. Review **Chart 1.1 Learning outcomes**. Agree what has been achieved.
2. Thank participants for their hard work and ask the timekeeper what time they should return.

Materials

Chart 1.1 Learning outcomes

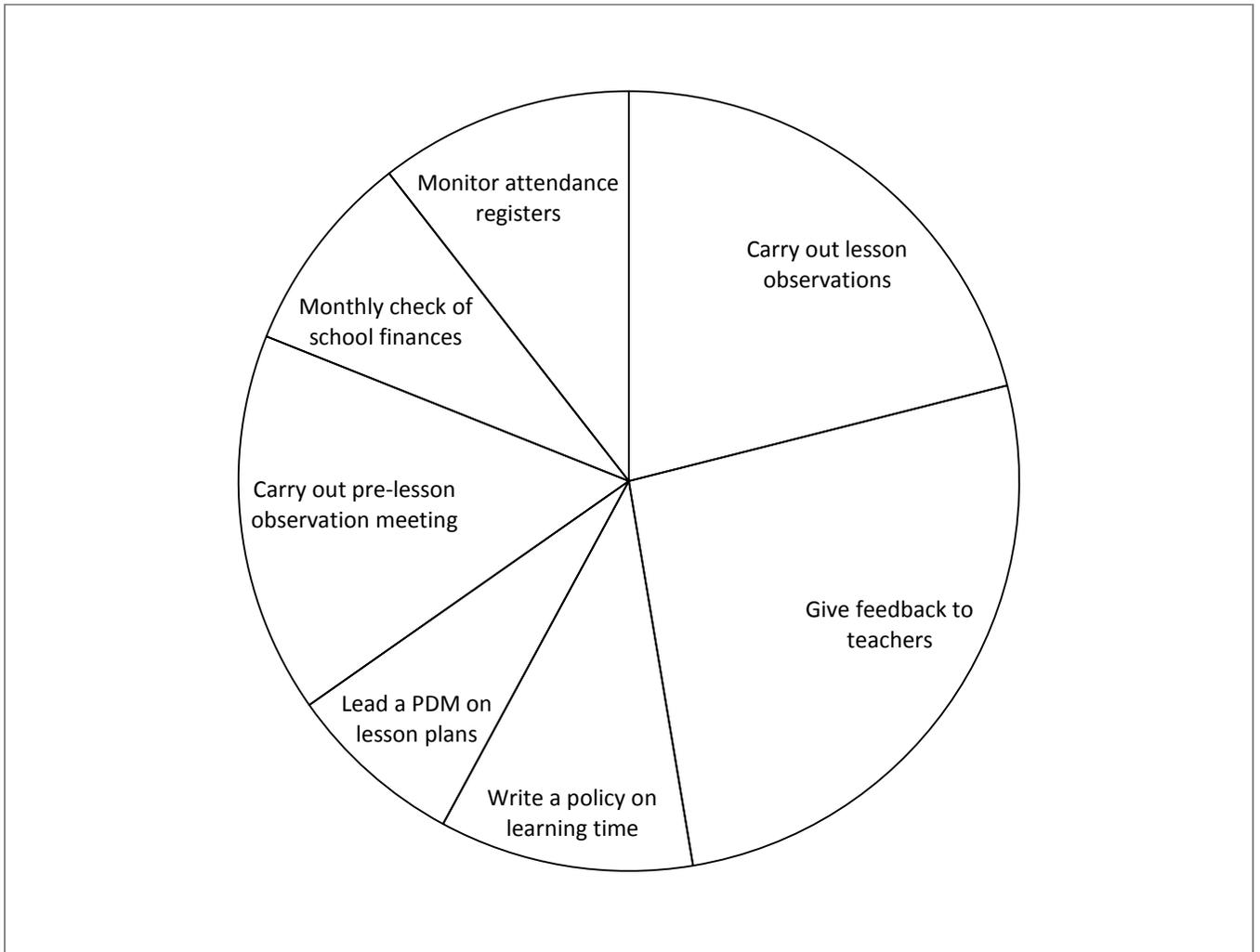
Chart 1.2 Leadership 6 workshop timetable

	Session (90 minutes)	Session (90 minutes)	Session (90 minutes)
Day 1	1. Reviewing progress	2. A school system for assessment	3. Using more than one method of assessment
Day 2	4. The value of asking questions	5. Using assessment results	6. Raising achievement
Day 3	7. Taking our learning back to school (school based tasks)	8. Taking our learning forwards	

Chart 1.3 Questions to ask

- What was the action?
- How did it relate to improving learning?
- Why do you think it was the most successful action?
- What did you do to make it successful?
- What will you do the same next time?
- How could you use this learning to make other activities successful?

Chart 1.4 Example time chart



Leadership 6

Raising achievement of all pupils

Session 2 A school system for assessment

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Define assessment.
- Explain why it is important to assess learning.
- Explain the difference between formative and summative assessment.
- Describe how learning is assessed in their own school.

Materials

Chart 2.1	Learning outcomes	Introduction
Chart 2.2	What is assessment?	Activity 1
Chart 2.3	Why is it important to assess learning?	Activity 1
Chart 2.4	Gathering information	Activity 2
Chart 2.5	Methods of gathering information	Activity 2
Chart 2.6	Questions about your school	Activity 2
Handout 2.1	Formative and summative assessment	Activity 3
Resource	Standards and criteria for an effective school	

Activity outline

Introduction		5 minutes
Activity 1	What is assessment?	30 minutes
Activity 2	How is assessment carried out in your school?	25 minutes
Activity 3	Formative and summative assessment	20 minutes
Summary		10 minutes

Read and discuss these notes with your co-facilitator before the session

This is an important first session on assessment. It encourages Head Teachers to think about what assessment is and how teachers assess pupils' learning. By thinking about the purpose of assessment it can help Head Teachers plan to improve assessment in their school. Make sure Head Teachers understand that assessment is more than just an exam.

Look at the session notes and agree where and how the following key messages are covered:

- The difference between formative and summative assessment.
- Reflecting upon assessment practices in their own schools.
- What the Head Teacher, supported by the SSO, will go back to school and **do**.

Make sure you understand the difference between formative and summative assessment and can think of some examples. You will need to explain this clearly to participants. Handout 2.1 will help you.

Introduction

5 minutes

1. Welcome participants. Thank them for returning on time and if there are any participants who are late you should address punctuality now by reminding them of the rules they agreed.
2. Ask participants what they identified as the focus for this workshop. Agree it is assessment. Share **Chart 2.1 Learning outcomes** and go through them.

Activity 1 What is assessment?

30 minutes

1. Ask participants to discuss the following question in groups: **What is assessment?** Tell them that they have five minutes to discuss and then they should then agree on a single definition and write it on flip chart paper. Remind participants that everyone in the group should have the opportunity to speak and offer their ideas.
2. After five minutes, ask one person from each group to come to the front and hold their definition for all to see. Ask another person to read the definition. Then put the definition on display for everyone to see.
3. After each group has presented discuss the definitions as a whole group. Were there any similarities? Which ideas do they like? Try and use the ideas to create **one** definition.
4. Explain to participants that in schools we are most interested in **assessing learning**. Show **Chart 2.2 What is assessment?** and read through the points. Emphasise that assessments **should be measured against the learning outcomes**.
5. Now ask participants to discuss in their groups why it is important to assess learning. Take feedback. Show **Chart 2.3 Why is it important to assess learning?** Read the cartoon and then the sentence underneath.
6. Agree that it is the Head Teachers' role to make sure assessment is being carried out regularly in their schools.

Activity 2 How is assessment carried out in your school?

25 minutes

1. Remind participants that assessment involves gathering information and teachers gather information about their pupils every day.
2. Ask volunteers to give you examples of information that teachers gather about their pupils each day. Display **Chart 2.4 Gathering information** with all the points covered up. As they mention points on **Chart 2.4** reveal them for everyone to see. If participants mention extra points that are not on the chart your co-facilitator can write them on the chart.
3. Point out that teachers know more about their pupils than just their academic or intellectual development, they also know their social, emotional, psychological and physical development. This is important information in an inclusive school.

4. Now ask participants how teachers gather this information. Take suggestions and again reveal them on **Chart 2.5 Methods of gathering information** as they are mentioned. Explain that these are all methods of assessment.
5. Show the questions on **Chart 2.6 Questions about your school** and ask pairs to discuss answers to each of the question. Remind participants to think about all types of information gathering.
6. After ten minutes take one example answer for each question. Congratulate participants on any work they are currently doing around assessment and explain that over the next few sessions they will look at more approaches to improve assessment.

Activity 3 Formative and summative assessment

20 minutes

1. Remind everyone that assessment takes place in the classroom all the time and is always linked to the learning outcomes. Explain that there are two types of assessment: **formative** and **summative**. Ask participants if they have heard of these before and if anyone can explain the difference. (Most will not have heard of them and that is fine).
2. Explain that **both** types of assessment are used in school. Give participants a copy of **Handout 2.1 Formative and summative assessment** and go through it. Try not to just read it, instead discuss the points.
3. Then check that participants understand by asking them:
 - How often does formative assessment take place?
 - How often does summative assessment take place?
4. Ask participants if they can think of an example of summative assessment in their own schools. (*They might say an end-of-year exam or end-of-term exam*).
5. Ask participants if they can think of an example of formative assessment in their own schools. (*They might say marking books, asking questions, writing answers on the board*).
6. Explain that we will look at formative assessment in more detail in the next session.

Summary

10 minutes

1. Ask participants to look at the Standards and criteria for an effective school and recall which criteria relate to assessment.

Agree that it is:

Teachers use more than one method of assessing learning from the Standard 'Teachers deliver competent lessons'.

2. Ask participants if they can name two methods of assessing learning. Get feedback from participants. You can accept general answers; they do not need to give too much detail for now.
3. Review **Chart 2.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 2.1 Learning outcomes

Chart 2.2 What is assessment?

The process of gathering information about what a pupil can do.

Gathering of information must:

- Take place over time.
- Be through an appropriate method.
- Be **measured** against **learning outcomes**.

Chart 2.3 Why is it important to assess learning?



Just because a teacher has taught something doesn't mean the pupils have learned. We assess to find out how well pupils have learned what has been taught.

Chart 2.4 Gathering information

- Knowledge - *what they know about a topic*
- Skills – *how well they can add, subtract, write, read*
- Understanding – *how well they can use their knowledge*
- Behaviour
- Attitudes

Chart 2.5 Methods of gathering information

- Observation
- Discussion
- Questioning
- Class work
- Assignments
- Performance (participation and products)
- Short quiz, questionnaire or test
- Pupil journal
- Talk with the pupil
- End of year exam

Chart 2.6 Questions about your school

- How is assessment done in our schools?
- Are different assessment methods used and recorded?
- How often does assessment take place?
- Who records the results of the assessments?
- Who looks at the results and how do they influence teaching and learning?

Handout 2.1 Formative and summative assessment

Summative assessment

Summarises pupils' learning.

Summative assessment in the classroom:

- Occurs at end of a unit, term, semester or year.
- Measures pupil achievement, usually with a grade.
- Often carried out by using tests or exams.
- Provides information to adjust future teaching and learning.

Formative assessment

Monitor pupils' learning and informs teaching.

Formative assessment in the classroom:

- Is on-going, it happens in every lesson.
- Checks on the learning process; what the pupil can do.
- Often carried out in quick ways with verbal questions, observation or short tasks.
- Provides immediate feedback to teachers and pupils about where the learning is at and what needs to be taught next.

Leadership 6

Raising achievement of all pupils

Session 3 Using more than one method of assessment

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe the link between assessment and learning outcomes.
- Use the assessment activities in the lesson plans.
- Describe how to support their teachers with assessment.

Materials

Chart 3.1	Learning outcomes	Introduction
Chart 3.2	Weekly learning outcomes	Activity 1
Chart 3.3	Learning outcomes and assessment	Activity 1
Chart 3.4	Assessment activities in the lesson plans	Activity 2
Chart 3.5	Assessment methods	Activity 2
Resource	Flashcards (or paper) with days of the week	Activity 2
Resource	Flashcards (or paper) with the words 'book', 'pen', 'table', 'chair'	Activity 2
Resource	Flashcards (or paper) with letters 's', 'a', 't', 'u', 'n'	Activity 2

Activity outline

Introduction		5 minutes
Activity 1	Assessing against the learning outcomes	25 minutes
Activity 2	Using assessment methods in the lesson plans	40 minutes
Activity 3	Supporting teachers with assessment	15 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session is important because it looks practically at how teachers can use different types of assessment in their classrooms. Head Teachers need to be confident with different assessment methods so that they can support their teachers. Emphasise that assessment should link to the learning outcomes.

Look at the session notes and agree where and how the following key messages are covered:

- Linking assessment to the learning outcomes.
- How to use the assessment activities in the lesson plans.
- The Head Teacher's role.

This session uses the assessment section of the State lesson plans. For Primary 1-3 this is a separate assessment booklet and for Primary 4-5 it is included in the lesson plan booklet on the weekly page. If possible, bring some examples to show participants.

Introduction

5 minutes

1. Ask participants what they have learned so far about assessment. Take feedback and agree that they discussed formative and summative assessment and the importance of teachers collecting information about what pupils can do.
2. Discuss that carrying out assessment regularly is important for improving both teaching and learning and that Head Teachers should be making sure that their teachers are doing this.
3. Explain that this session will look at how to use the assessment activities contained in the lesson plans. Look at **Chart 3.1 Learning outcomes** and go through them.

Activity 1 Assessing against the learning outcomes

25 minutes

1. Show participants **Chart 3.2 Weekly learning outcomes**. Explain that these are the learning outcomes for a week of learning letters and sounds.
2. Ask the participants to read through the chart and discuss in pairs **What would they expect children to have learned by the end of that week?**
3. Agree that the pupils should have learned to read, write and say the sound 'g' and recognise it in a word.
4. Ask participants how the teacher would know if pupils can do that or not. Agree that they will need to carry out some kind of assessment. Agree that all assessment should be matched to the learning outcomes.
5. Explain that linking assessment to the learning outcomes accurately is often a difficult task for teachers. They will need the Head Teacher's support to learn how to do this task well. Head Teachers are now going to practise this in an activity.
6. Give out envelopes with the cut up statements from **Chart 3.3 Learning outcomes and assessment** inside.
7. Ask participants to work in pairs and match the learning outcome with its appropriate assessment. Give them up to five minutes to complete.
8. After approximately ten minutes go through the answers and check that the participants all have the correct matchings. You can display **Chart 3.3**. Agree that not all assessments need to be a written exam. Some can be performed quickly in the classroom. Ask participants if this is summative or formative assessment. Agree that it is formative.
9. Ask participants if they have any different ideas for how to assess these learning outcomes. If they have good ideas you can add them to the chart. It's fine if they don't have many ideas, you can just move on and explain that we will look at more ideas in the next activity.

Activity 2 Using assessment methods in the lesson plans**40 minutes**

1. Remind participants that lesson plans for p4-5 (and the progression and assessment booklet for p1-3) give example assessments that are linked to the learning outcomes taught in lessons. Teachers can use these assessment activities in their lessons. The Head Teacher needs to be familiar with these assessments so that they can support their teachers to use them.
2. Set up four stations around the room and to place a different assessment activity from **Chart 3.4 Assessment activities in the lesson plans** at each station.
3. Number the participants one, two, three and four and ask all number ones to go to station one, all number twos to go to station two, all number threes to go to station three and all number fours to go to station four.
4. Explain to participants that one member of their group should take on the role of the teacher and the others will be pupils. The teacher should lead the assessment task at their station. When the facilitator calls 'Move' they should stop their task and move to the next station. (They will move to the next number, for example those at station two move to station three). At the next station a different participant should be the teacher and lead the new assessment task.
5. Ask the participants to begin. Go round the groups and make sure all participants understand what to do. After five minutes call out 'Move' and help all participants to move to the next station. Remind them they should now choose a new teacher. Make sure they start their next assessment task quickly.
6. After five minutes, call out 'Move' and make sure the participants move to their next station. Repeat this until all four stations have been completed.
7. Ask participants to feedback what types of things they were asking pupils to do in the assessment tasks. Show **Chart 3.5 Assessment methods** with the points covered up and as the points are mentioned reveal them. If there are any points that participants do not mention you can show them at the end.
8. Agree that there are many different ways to assess pupils and that some methods take very little preparation or resources. Different kinds of assessment work better with different topics and different learning outcomes. These examples are all included in the lesson plan booklets. (If you have brought a lesson plan booklet you can show the participants the assessment page now.)

Activity 3 Supporting teachers with assessment

15 minutes

1. Ask participants **Why does the Head Teacher need to be confident in using the assessment activities in the lesson plans?**
2. Agree that:
 - It is the Head Teacher's role to ensure teachers are competent at using assessment in the lesson plans and they might need to support them to do it effectively.
 - In some schools the Head Teacher might go into classrooms and carry out the assessment.
 - Head Teachers may also use assessment during lesson observations to see what the pupils have learned.
3. Ask pairs to discuss the following question: **How can you support your teachers to carry out regular and useful continuous assessments in your schools?**
4. After five minutes take answers and discuss their ideas. (They might say things like hold a PDM, observe a lesson and give feedback, let a teacher who is good at assessment demonstrate to others.)
5. Remind participants that it is the Head Teachers role to lead assessment in their school. Even if they do not carry out the assessment they should be making sure it takes place and supporting teachers to do it effectively.

Summary

5 minutes

1. Review **Chart 3.1 Learning outcomes**. Agree what has been achieved.

Materials

Chart 3.1 Learning outcomes

Chart 3.2 Weekly learning outcomes

Monday: Say the sound 'g'.

Tuesday: Say the sound 'g' and write the letter 'g' correctly.

Wednesday: Say the sound 'g' and write the letters correctly.

Thursday: Recognise initial sound of words beginning with 'g'.

Friday: Read and write three letter words which contain the letter 'g'.

Chart 3.3 Learning outcomes and assessment

(You will need two versions. One answer table on flip chart paper and A4 cut up statements. Cut up each learning outcome and assessment box and mix them up in an envelope, one per group.)

Learning Outcome	Assessment
Say the sound 'g'.	Show the flash card with 'g' and ask 'What sound is this?'
Form the letter 'g' correctly.	Ask pupils to write 'g' in their sand tray.
Identify the sounds 'g', 'l' and 'f' at the beginning of words.	Have sets of 'g', 'l' and 'f' cards on the floor. Call out words beginning with 'g', 'l' and 'f'; girl, little, goat, flower, fish, lorry and ask pupils to find the correct sound.
Read three letter words beginning with 'g'.	Write the words 'get', 'got' 'gas' 'gap' on the chalkboard and ask pupils to read them.

Chart 3.4 Assessment activities in the lesson plans

(Write each one on a sheet of A4 and place at stations around the room. Make sure you have the flashcards ready too.)

Station 1

Progression steps:

Have awareness of time passing and some understanding of different days

➤ **Know the days of the week in correct order**

Begin to use the vocabulary of time

Examples of classroom/pupils work

		
<p>Pair work</p>	<p>Matching</p>	<p>Days of the week</p>

Assessment tasks

Choose 5 pupils at the end of week 9 and work through the following activities:

- Ask an individual pupil to explain the difference between day and night
- Ask an individual pupil to tell you one thing they do in the morning and one thing they do in the evening
- Ask an individual pupil to order the days of the week.

If 3 out of 5 pupils are able to complete this task correctly you start with week 10.

If not, spend another extra lesson focusing on the most challenging part of this week.

Station 2**Progression steps:**

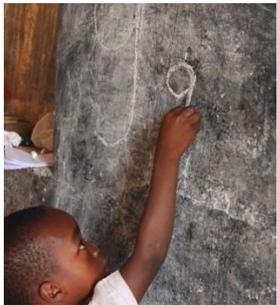
Count reliably up to 10 everyday objects

Know that numbers identify how many objects are in a set

➤ **Understand sets of ten**

Position whole numbers 0-10 accurately on a number line

Examples of classroom/pupils work

 <p>Writing numbers</p>	 <p>Sets of ten</p>	 <p>Looking for numbers</p>
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Assessment tasks

Choose 5 pupils at the end of week 7 and work through the following activities:

- Ask an individual pupil to identify the value of a note or coin that you show them
- Ask an individual pupil to make a set of 10 using different objects
- Ask an individual pupil to write down two or three numbers between 0-20.

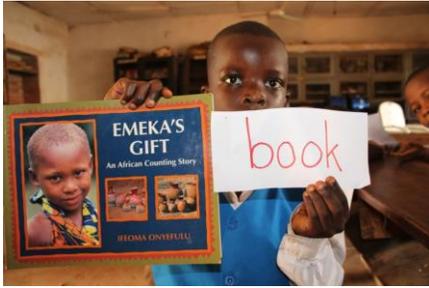
If 3 out of 5 pupils are able to complete this task correctly you start with week 8.

If not, spend another extra lesson focusing on the most challenging part of this week.

Station 3**Progression steps:**

- Hear and say the sounds 'c' and 'k'
- Read and write the letter 'c' and 'k'
- Form simple CVC words

Examples of classroom/pupils work

 <p>Writing the letters 'c' and 'k'</p>	 <p>Matching flashcards with classroom objects</p>	 <p>Exploring the use of maps in the classroom</p>
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Assessment tasks

Choose 5 pupils at the end of week 7 and work through the following activities:

- Ask an individual pupil to tell you the 'c' and 'k' letter sounds when you hold up the flashcards
- Ask an individual pupil to write the letters 'c' and 'k' without copying and without any examples
- Ask an individual pupil to match the flashcards of classroom objects with the real object.

If 3 out of 5 pupils are able to complete this task correctly you start with week 8.

If not, spend another extra lesson focusing on the most challenging part of this week.

Station 4**Progression steps:**

Hear and say the sound 's'

➤ **Read and write the letter 's'**

Form simple CVC words with the letter 's'

Examples of classroom/pupils work

 <p>Reading the letter 's'</p>	 <p>Writing the letter 's'</p>	 <p>Greetings</p>
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Assessment tasks

Choose 5 pupils at the end of week 1 and work through the following activities:

- Hold up a flashcard with the letter 's' and ask an individual pupil to say the sound without you saying it
- Ask an individual pupil to write the letter 's' without copying and without any examples
- Ask an individual pupil to come out and pick the letter 's' from a set of flashcards
- Ask the pupils to practice greetings in pairs; "Good morning, how are you?" "Good morning, I am fine, thank you."

If 3 out of 5 pupils are able to complete this task correctly you start with week 2.

If not, spend another extra lesson focusing on the most challenging part of this week.

Chart 3.5 Assessment methods

<i>Write</i>	<i>Do</i>	<i>Say</i>
Fill-in-the-blank	Point to...	Describe...
Sentence completion	Show me...	Explain...
Short answer	Draw...	True/false
Multiple-choice	Flash cards	Read
	Matching	

Leadership 6

Raising achievement of all pupils

Session 4 The value of asking questions

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain why it is important to ask questions in lessons.
- Explain the difference between open and closed questions.
- Describe how to use questions to meet the needs of all pupils.

Materials

Chart 4.1	Learning outcomes	Introduction
Chart 4.2	Why is it important for teachers to ask questions?	Activity 1
Chart 4.3	Open and closed questioning	Activity 2
Chart 4.4	Open or closed questions?	Activity 2

Activity outline

Introduction		5 minutes
Activity 1	Why ask questions?	20 minutes
Activity 2	Asking open and closed questions	30 minutes
Activity 3	Asking questions and responding to answers	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session looks at another key form of assessment – asking questions. Questioning is important because it can be used not only for assessment but also to encourage participation from all learners. Using open questioning can help develop pupils' problem solving and communication skills. Head Teachers will need to support their teachers to become skilful at questioning.

Look at the session notes and agree where and how the following key messages are covered:

- Why questioning is important.
- The difference between open and closed questioning and when to use them.
- The value of pupils asking questions.
- Using a skilful approach to questioning.

Try using open and closed questions in your own approach so that you can assess what your Head Teachers can and can't do.

Introduction

5 minutes

1. Welcome all the participants.
2. Ask participants if they can recall the two types of assessment. Agree that there is formative and summative. Explain that this session will look at questioning – an example of formative assessment.
3. Show **Chart 4.1 Learning outcomes** and go through them.

Activity 1 Why ask questions?

20 minutes

1. Ask pairs to spend five minutes discussing the question **Why is it important for teachers to ask questions in lessons?**
2. After five minutes take feedback from pairs. Invite a participant to write the ideas on a flip chart.
3. Look together at **Chart 4.2 Why is it important for teachers to ask questions?** Read through each point and compare to the participants' ideas. Did the group think of everything?
4. Agree that questioning is an important part of the learning process. **It is especially good for pupils to ask questions.** Pupils who ask questions are showing that they are interested in, and thinking about the topic.
5. Explain that being able to ask questions effectively is a skill. It may take time for teachers to become **skilful questioners.**
6. Explain that skilful questioning is used positively in the classroom. There are times when a teacher might use questioning to put pupils down or humiliate them. It is important to be clear that this has a negative impact on the pupils' ability to learn.
7. Remind participants that skilful questioning involves asking questions to different pupils. Questions should be asked to boys and girls, pupils at the front and pupils at the back as well as pupils of different abilities. If one pupil in the class can answer a question, it does not mean all the pupils can answer it.

Activity 2 Asking open and closed questions

30 minutes

1. Remind participants that they learned in a previous session that a pupil learns best when they are actively involved in the learning activity. Asking questions is a very powerful teaching and learning tool in the classroom because it actively involves the pupils.
2. Explain that it is up to the teacher to make time to encourage pupils to talk together, and to the teacher. The teacher needs to know how to ask the right kinds of questions to encourage the pupils to think more about a topic and talk to others about it.
3. Remind participants that teachers should not be afraid of pupils asking questions that they themselves might not know the answers to. Teachers are really not expected to know everything but should always be willing to learn and assist their pupils to learn.
4. Now explain that there are two types of questions, closed and open. Both types of questions should be used in the classroom. But often teachers use more closed questions.
5. Look together at **Chart 4.3 Open and closed questioning**. Ask one volunteer to read out the definition and examples of 'closed questions' and another volunteer to read 'open questions'.
6. Ask **Do you know the difference between open and closed questions?**
Then **What is the difference between open and closed questions?**
Take one answer to each and then highlight that your first question was closed and the second one was open.
7. Display **Chart 4.4 Open or closed questions?** Explain that participants will now work together in pairs to read through a checklist of questions, and decide if they are open or closed.
8. Explain that they will also write three more questions to add to the list, either open or closed questions. These three questions will be for another pair to decide whether they are open or closed.
9. After 15 minutes, get each pair to join with another pair and discuss their answers, to agree which questions are open and which are closed.
10. Go through the questions with the participants and discuss any they may have disagreed about or found difficult.
11. Summarise by telling participants that asking a range of questions is an important part of assessment. It is harder to ask open questions, but they are a better way to get pupils thinking. Some teachers may struggle with this. Agree that it is the Head Teacher's role to support teachers.
12. Ask participants how the Head Teacher can support teachers with questioning. Take feedback. You can encourage answers such as: observing teachers, demonstrating, holding a PDM, asking a teacher who is good at questioning to demonstrate.

Activity 3 Asking questions and responding to answers

30 minutes

1. Ask participants to recall what inclusive teaching is. Agree that inclusive teaching meets the needs of all learners and encourages all pupils to participate in the lesson. Explain that we should think about inclusion when asking questions.
2. Ask participants **How can we meet the needs of all learners when asking questions?** Take a few suggestions. Make sure participants say asking different questions to different pupils and encouraging all pupils to participate. If they don't say this you can remind them.
3. Explain that it is also important to understand that **how** teachers ask questions and **how** they respond to answers impacts pupils' self-esteem. It can either give pupils confidence to ask and answer questions, or not.
4. Ask participants to get into groups of four. They will have ten minutes to create a classroom role play that demonstrates a teacher asking questions that **decrease** a pupil's self-esteem. They will then perform this to the whole class.
5. Move around the groups giving support and making sure everyone is taking part.
6. After ten minutes ask groups one by one to demonstrate their role plays to the whole group.
7. After all the role play demonstrations, thank participants for performing. Then ask **What do you notice? Is the teacher helping the pupils? Are the pupils feeling confident?**
8. Take a few answers to each question but keep it brief.
9. Then ask groups to discuss how the teachers can change their approach to questioning?
10. After five minutes, discuss their ideas. Make sure that these points are covered:
 - Ask questions that make sure all pupils are involved in the lesson.
 - Ask different questions for different pupils.
 - Ask questions that give pupils a chance to think before answering.
 - Use praise when pupils answer correctly or praise them for trying.

Summary

5 minutes

1. Review **Chart 4.1 Learning outcomes**. Agree what has been achieved.
2. Ask participants what the two types of questioning are. (*Open and closed*). Then ask two or three volunteers to explain why skilful questioning is valuable.
3. Agree that the Head Teacher should be supporting teachers to use questioning in their lessons.

Materials

Chart 4.1 Learning outcomes

Chart 4.2 Why is it important for teachers to ask questions?

- To find out what pupils already know or have learned
- To encourage pupils to express their ideas, feelings or opinions
- To encourage pupils to be creative
- To encourage pupils to ask questions themselves
- To encourage pupils to think about and solve problems
- To encourage discussion among pupils
- To allow pupils to hear different points of views
- To make sure pupils get equal chances to answer
- To make sure pupils understand you
- To encourage answers from all pupils
- To encourage pupils to gain confidence to express themselves clearly.

Chart 4.3 Open and closed questioning

Closed questions are easy to ask, often have a single correct answer and can be used to evaluate learning. Examples are:

Closed questions

“Do you understand?”

“Do you want to know about.....?”

“Do you agree?”

Open questions require careful planning but have a greater educational value when used skilfully. Teachers usually need to think about creating these questions **before** the lesson. Examples are:

Open questions

“Tell me what you know about?”

“Why do you agree?”

“Can you tell me why you think that?”

“How did you do that?”

Chart 4.4 Open or closed questions?

(Do not show the answers in the last column. That is for your reference only).

Questions		Open or closed?
1	Can you repair a bicycle tyre?	C
2	Do you like school holidays?	C
3	How many people in your family?	C
4	How you can repair a bicycle tyre?	O
5	What is better, the rainy season or the dry season?	C
6	Tell me about your family members.	O
7	What do you like to do in the school holidays?	O
8	Is harvest time in your village a busy time?	C
9	Why do you think the sky is blue?	O
10	Do you like reading?	C
11	Do people sell tomatoes in your village?	C
12	What do you like most about school?	O
13	Tell me what you know about harvest time in your village.	O
14	Do you like school?	C
15	2+3=? What is the answer?	C
16	What colour is the sky?	C

Add three more questions and decide whether they are open or closed questions.

Leadership 6

Raising achievement of all pupils

Session 5 Using assessment results

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe how assessment results inform teaching.
- Describe ways a teacher can help pupils move forwards after assessment.

Materials

Chart 5.1	Learning outcomes	Introduction
Chart 5.2	Assessment scenarios	Activity 1
Chart 5.3	Breaking a task down	Activity 2
Resource	A4 paper with digits 1 – 9 (one number per page)	Activity 2

Activity outline

Introduction		15 minutes
Activity 1	Using assessment to move pupils forward	40 minutes
Activity 2	Supporting the learning of all pupils	30 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session begins to look at how assessment can improve future learning and what should be done after an assessment has taken place. The important message for Head Teachers to understand is that teachers should be using assessment results to move learners forward and this may mean teaching something again in a different way.

Look at the session notes and agree where and how the following key messages are covered:

- Why do we assess pupils?
- How does assessment inform teaching?
- What can a teacher do if pupils haven't achieved the learning outcomes?

Interpreting assessment results and identifying how to support pupils can be quite difficult. Make sure you have looked through the example scenarios in Chart 5.2 and Chart 5.3 and discuss fully with your co-facilitator and SSIT.

Introduction

15 minutes

1. Welcome all the participants. Ask participants what they have learned so far about assessment. Agree that they have learned why assessment is important and different types of assessment including questioning.
1. Ask groups to discuss answers to the question **Why do we assess pupils?**
2. After five minutes ask for a few suggestions.
3. Agree that we assess pupils to find out how well pupils have learned what has been taught. Ask participants what we measure learning against and agree that it is the learning outcomes. **We want to know how well pupils are achieving the learning outcomes.** Your co-facilitator can write this last sentence on the flip chart paper or chalk board.
4. Agree that pupils will not always have achieved the learning outcome and there can be many reasons for this. Ask participants what the teacher should do if pupils have not achieved the learning outcome.
5. Agree that teachers should use the assessment information **to make decisions about the next teaching steps.** Your co-facilitator should write this last sentence on the flip chart paper or chalk board.
6. Explain that if more than half the class have not achieved the learning outcome then the teacher needs to revisit the topic and change her teaching methods. If only a few pupils have not achieved the learning outcome then just those pupils might need support.
7. The teacher's role is to elicit evidence about pupils' achievement through assessment and use this evidence to **make a decision** about the next teaching steps. This is not always easy and the Head Teacher needs to support teachers to use assessment evidence and make changes in their teaching to move all pupils forward.
8. Show **Chart 5.1 Learning outcomes** and go through them.

Activity 1 Using assessment to move pupils forward

40 minutes

1. Remind participants that if the pupils are taught well, their achievement will be higher. If the teaching is poor, pupil progress will be slow. Teachers and Head Teachers need to remember that they must always be willing to think about why a pupil or pupils are not learning.
2. Tell participants that you are going to read a story about different teachers using assessment in their classrooms. Use **Chart 5.2 Assessment scenarios** and read about **Classroom 1** to the group.
3. After you have read the story say that they are going to answer questions about the story together, as an example. Ask the first question and take answers. Some participants may find these questions difficult so make sure you guide them. You can use the suggested answers at the bottom of **Chart 5.2.**
4. Now read the **Classroom 2** scenario. After you have read it point to the questions on **Chart 5.2.** Explain that this time participants will complete the questions in their groups. In groups they will have five minutes to discuss answers to the questions and write down key points.

5. After five minutes stop participants and read the **Classroom 3** scenario. Then point to the questions and ask groups to answer them and write down key points.
6. After five minutes read the Classroom 4 scenario. Then point to the questions and ask groups to answer them.
7. Ask two groups to join and discuss their answers with each other. Give them up to ten minutes to discuss. Move around and support participants. Some might find this difficult or be confused, encourage them to work together and support one another.
8. Briefly ask the whole group what the key points were that they learned from this activity.
9. Summarise by saying after assessing pupil learning, the teacher should be thinking about how to move the pupils' learning forward.

Activity 2 Supporting the learning of all pupils

30 minutes

1. Explain that there are times when a teacher must break a task, or skill, into smaller steps to explain it in a different way because most or all the pupils do not understand how to do the work.
2. Tell participants that you are going to act out a role play where you are the teacher. They should all observe. Your co-facilitator will be the narrator. Use **Chart 5.3 Breaking a task down**.
3. Act out the first role play. Make sure your co-facilitator says the narrator part.
4. Tell participants that you are now going to act out three different endings; A, B and C, and they must decide which one would best support pupils to learn.
5. Call out 'A' and act out ending A with your co-facilitator.
6. Repeat this with 'B' and the ending for B.
7. Finally repeat with 'C' and the ending for C.
8. Ask participants which one they think would give the pupils the best opportunity to learn – A, B, or C?
9. Take feedback and agree that B is a good way to break down the task and help pupils learn. Ask participants if they can explain **why** this is a good method. Take feedback. *You can agree a reason like 'the teacher shows pupils a similar example with the letter 'a', and this helps them understand what to do'.*
10. Now act out role play 2 in the same way.
11. Ask participants which one would give the pupils the best opportunity to learn this time – A, B, or C?
12. Take feedback and agree that A is a good way to break down the task and help pupils learn. Ask participants if they can explain **why** this is a good method. Take feedback. *You can agree a reason like 'the teacher uses the T and U heading to help pupils understand.*
If you are unable to act out the role plays then you can read them instead.

Summary

5 minutes

1. Remind participants that assessment is an ongoing process.
2. Remind them that by reflecting on the results of assessments, the teacher can find ways to move forward and help the pupils to make good progress.
3. Explain that teachers will need support and encouragement to move learning forward after assessments.
4. Review **Chart 5.1 Learning outcomes** checking that participants feel they have been covered.

Materials

Chart 5.1 Learning outcomes

Chart 5.2 Assessment scenarios

Classroom 1

The Primary 4 teacher has 40 pupils in her class. It is the first week of the school year. She gives them an individual assignment to write 3 sentences about the topic *My Family*.

As she walks around the room helping them write she observes that only 10 of the pupils are writing excellent or good sentences. The other 30 students are either copying their neighbour's writing or cannot write a complete sentence on their own.

1. How did the teacher assess the pupils?
2. What is the main purpose of this assessment?
3. How can the teacher use the results to improve teaching and learning?

Classroom 2

A Primary 6 teacher asks word problems about money and measurement to the whole class of 50. He observes that only 5 pupils raise their hands to answer. Some of the pupils who are not raising their hands seem confused. Some lay their heads down.

1. How did the teacher assess the pupils?
2. What is the main purpose of this assessment?
3. How can the teacher use the results to improve teaching and learning?

Classroom 3

A Primary 2 teacher gives a dictation quiz of five '-at' words (i.e.: mat, cat, rat, bat, fat) to the pupils to write in their notebooks. She moves around the room and assesses their lists of words. She sees that 18 of the 30 pupils spelled the word *bat* wrong. They wrote *dat*.

1. How did the teacher assess the pupils?
2. What is the main purpose of this assessment?
3. How can the teacher use the results to improve teaching and learning?

Classroom 4

A Primary 3 teacher thinks that she has taught the English greetings to her pupils since they are able well to recite the greetings after her. But when the female head teacher comes one afternoon, the children say, "Good morning, sir".

- 1. How did the teacher assess the pupils?**
- 2. How can the teacher use the results to improve teaching and learning?**

Example answers

Classroom 1:

1. The teacher uses formative assessment and asks the pupils to complete a writing task.
2. The purpose is to find out if pupils can write sentences.
3. The teacher can see which pupils are able to write sentences and which pupils require more support. The teacher can now plan to give more support to those who can't write. The teacher knows she will need to teach more about how to write a sentence. She may need to try teaching it in different ways.

Classroom 2:

1. The teacher uses formative assessment asking word questions.
2. The purpose is to find out if pupils can solve word problems about money and measurement.
3. The teacher can see that most of the pupils are not raising their hands and seem confused. He can either revisit money and measurement or revisit word problems, or both. He should try and work out why the pupils are confused and what further support they need.

Classroom 3:

1. The teacher reads a quiz.
2. The purpose is to find out if pupils can spell and write 'at' words.
3. The teacher can see that pupils are confusing the letter 'b' and 'd'. The teacher should revisit this.

Classroom 4:

1. The teacher uses observation.
2. This might not have been a planned assessment but the teacher is always gathering information about what pupils can and can't do.
3. The teacher now realises that pupils don't know the difference between male and female greetings. The teacher should make sure they now teach this to pupils.

Chart 5.3 Breaking a task down

Role play 1

Teacher: Read a list of 'ea' words (tea, eat, speak, heat, seat, meat) on the chalkboard. Ask, 'What is the pattern of letters that appears in each word?'

Narrator: 'None of the pupils raise their hand'.

Endings:

- A. The teacher underlines the 'ea' in each word and moves on with the lesson.
- B. The teacher writes a list of 'a' words (pat, man, glad, stamp) on the chalkboard. She reads the words. She explains that the pattern is that they all have 'a'. She underlines the 'a' in each word. Then she asks about the list of 'ea' words again.
- C. The teacher chooses a pupil to underline the pattern of letters in one of the words. The child underlines the 't' at the end of heat, seat, and meat.

Role play 2

Teacher: Have flash cards with single digit numbers written on. Ask two pupils to come to the front and hold one of the numbers each. Ask, 'can anyone read the number?'

Narrator: Two pupils try but they are incorrect.

Endings:

- A. The teacher writes the number on the chalkboard with T U above it. She then asks a pupil to read the number. She has two more pupils pick new cards and stand at the front. She writes the new number under the T U on the chalkboard. Then she asks if anyone can read the number.
- B. The teacher tells pupils that they should know how to do this and she is cross with them for not learning.
- C. The teacher reads the number for the pupils and moves on with the next activity.

Leadership 6

Raising achievement of all pupils

Session 6 Raising achievement

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe how to record assessment results.
- Review assessment results to explain patterns in achievement.
- Look for pupil progress.

Materials

Chart 6.1	Learning outcomes	Introduction
Chart 6.2	Sample pupil results	Activity 1
Chart 6.3	Useful information in the results table	Activity 1
Chart 6.4	Pupil progress chart	Activity 2

Activity outline

Introduction		5 minutes
Activity 1	Recording and reviewing assessment results	40 minutes
Activity 2	Looking at progress	40 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This session covers a more advanced approach to assessment and the Head Teacher's role. It looks at reviewing results to see how well pupils are learning and measuring their progress. This will be difficult for some Head Teachers but if they can begin to think about meeting the needs of all pupils and looking at **all** pupils' learning then you will have done a good job.

Look at the session notes and agree where and how the following key messages are covered:

- Recording assessment results.
- Information Head Teachers can get from assessment results.
- What is pupil progress and why is it important?

To support this session you can talk with your co-facilitator and SSIT about the different ways assessment is recorded in your schools and how the Head Teachers are currently using assessment results.

Introduction

5 minutes

1. Welcome all the participants.
2. Ask participants to describe the Head Teachers role in assessment. Agree that the Head Teacher supports teachers to use different methods of assessment in their lessons and the Head Teacher may also support teachers to move pupils' learning forward following assessment.
3. Now explain that an advanced Head Teacher should also be reviewing the assessment results for each class. Ask participants why this is important. Agree that it gives a good picture of how well the teachers are teaching and how well the pupils are learning.
4. Display **Chart 6.1 Learning outcomes** and go through them.

Activity 1 Recording and reviewing assessment results

40 minutes

1. Ask participants to discuss in their groups how teachers in their schools record assessment results. It is likely that they only record the end-of-term or end-of-year assessments and that is fine. After 10 minutes, get feedback from participants. In most schools, results will be recorded in a table with the pupil's name and their test score.
2. Now ask the Head Teachers if they have looked at the assessment results for their classes. Explain that if we really want to improve learning in our schools then it is important that they, as Head Teachers, know what pupils are achieving. Show **Chart 6.2 Sample pupil results**. Explain what it is and discuss how it should be completed by the class teacher.
3. Ask the participants to discuss in groups **What useful information can you get from this results table?** Encourage them to look in detail. They might find this hard. Go around the groups and listen to what they are saying. You could help them understand the type of detail you want from them by stopping the discussion after a few minutes by pointing to one issue, like this for example **Look at the literacy results – what do you notice?**
4. After 15 minutes stop the groups to get feedback. Display **Chart 6.3 Useful information in the results table** with the points covered up. As participants mention a point uncover it on the chart. If they don't mention all the points you can show them at the end.
5. Agree that looking at the assessment results gives Head Teachers a good picture of what children are learning in the classes in their school and also how well the teachers are teaching.

Activity 2 Looking at progress

40 minutes

1. Tell participants the story of Samaru primary school.

The Head Teacher realised that the school was only celebrating the success of the top students and she wanted to make her school inclusive by meeting the needs of all pupils. She realised that some of the pupils at the bottom of the table had actually worked

*really hard and had improved their scores a lot over the year, but they were still not at the top of the table. She decided that she wanted to look at **pupil progress** as well as **pupil achievement**.*

*At the end of the school year she asked class teachers to create a **progress table**. This table looked at the results of all pupils in English and compared their scores in the first term and third term. The pupils were ranked according to the amount of progress they made – how much their score increased by. Those who made the most progress were children who had improved the most. But it wasn't necessarily the pupils with the highest score.*

2. Show **Chart 6.4 Pupil progress chart**. Point to the Chart and show how it was completed. Explain that the three pupils who made the most progress were given a certificate.
3. Ask participants in their groups to discuss what they like about the progress table and what they don't like. They should agree Two stars and a wish for the Head Teacher in that school.
4. After 15 minutes take feedback from the groups. Ask participants if they think this is something they could try in their schools. Ask what help they would need. Make a note of any help needed so you can support the Head Teachers on your visit.
5. Now ask volunteers if they have any other ideas of ways to look at pupil progress. Take feedback and make sure the ideas are focused on progress, how well pupils have **improved** not just their final grade. (If they don't have any ideas, that is fine, explain that they can think about this over the next term).

Summary

5 minutes

1. Review **Chart 6.1 Learning outcomes**. Agree what has been achieved.
2. Explain that today's session looked at meeting the needs of all learners in a school and this is quite advanced. Not all Head Teachers will be able to do this in their schools straight away but it is something for them to think about and work towards.
3. Remind Head Teachers that they should be thinking about the needs of all their pupils and this means celebrating the achievements of pupils with different ability levels.

Materials

Chart 6.1 Learning outcomes

Chart 6.2 Sample pupil results

(Fill in with local names)

Pupil	Literacy score	Numeracy score	Total
	80	95	175
	79	92	171
	76	90	166
	77	89	166
	71	84	155
	36	64	100
	32	44	76
	31	39	70
	32	35	67
	60	6	66
	30	32	62
	18	37	55
	30	35	55
		51	51
	18	28	46
	12	30	42
	18	22	41
	19	21	40
	10	27	37
	13	20	33
	15	16	31
	31		31
		28	28
		20	20
	6		6

Chart 6.3 Useful information in the results table

- Patchy completion – why is this? Was the pupil absent or has the teacher not recorded the result?
- Low literacy results compared to others – why is this? Is the teacher able to teach literacy?
- One pupil has a very low numeracy result – why is this? Do they need help with numeracy?
- Pupils who have very low scores- what can be done to support them?

Chart 6.4 Pupil progress chart

(Fill in with local names)

Pupil	Term 1 Literacy score	Term 3 Literacy score	Progress
	35	43	+8
	65	72	+7
	48	54	+6
	57	62	+5
	59	63	+4
	75	79	+4
	63	66	+3
	55	59	+3
	28	30	+2
	77	80	+2
	16	18	+2
	69	70	+1
	51	52	+1
	65	66	+1
	33	34	+1
	65	66	+1
	33	33	0
	67	67	0
	58	58	0
	45	44	-1

Leadership 6

Raising achievement of all pupils

Session 7 Taking our learning back to school (school based tasks)

90 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Explain what they as Head Teachers will do upon their return to school.
- Plan a staff meeting to share key points on assessment.
- Describe ways to best support teachers with assessment.

Materials

Chart 7.1	Learning outcomes	Introduction
Chart 7.2	The teaching cycle	Activity 1
Chart 7.3	Teaching cycle descriptions	Activity 1
Chart 7.4	Planning a teachers' meeting	Activity 2
Chart 7.5	Supporting teachers	Activity 3

Activity outline

Introduction		5 minutes
Activity 1	The teaching cycle	20 minutes
Activity 2	Preparing a PDM on assessment	40 minutes
Activity 3	Supporting teachers	20 minutes
Summary		5 minutes

Read and discuss these notes with your co-facilitator before the session

This is the last session on assessment. It reviews everything that has been learned so far and looks at assessment in the cycle of teaching. Head Teachers should know that it is their responsibility to support teachers with assessment. By the end of this session Head Teachers should know what they will go back to their schools and **do**.

Look at the session notes and agree where and how the following key messages are covered:

- Expectations of Head Teachers after the workshop has been completed.
- Effective ways of supporting teachers with assessment.
- Support for Head Teachers when they are back in school.

If you are not sure of anything ask the State School Improvement Team (SSIT) member who is going to visit you and make sure you have arranged your visit date with them.

Introduction

5 minutes

1. Welcome all participants.
2. Share **Chart 7.1 Learning outcomes** and go through them.

Activity 1 The teaching cycle

20 minutes

1. Show participants **Chart 7.2 The teaching cycle** with the headings on separate A4 sheets taped on the wall, in the wrong order.
2. Explain that there is a cycle that effective teachers follow before, during, and after the lesson.
3. Ask them to look at the separate heading sheets and decide which they think would be the first step a teacher takes before the lesson begins.
4. Agree that it is **prepare learning outcomes and lesson plan**. Ask a volunteer to tape the first heading at the top of the circle at step 1.
5. Ask pairs to decide the order in which the other steps would follow.
6. After a few minutes ask a volunteer to tape the second heading at the next step of the cycle. Ask if all are in agreement. Continue with the headings for step 3 and step 4.
7. Explain that this is a cycle since the **evaluate and reflect** step leads back to the first step.
8. Show participants **Chart 7.3 Teaching cycle descriptions**. Ask pairs to decide which box describes each step. Give them a few minutes to discuss this.
9. After a few minutes get feedback. (*Step 1 is box B, step 2 is box D, step 3 is box A and step 4 is box C.*) Ask if there are any questions about each step of the cycle.
10. Explain that there is also one more step that is part of the teaching and learning process. Remind them that it is important to report on pupil's progress. Ask **Who should schools be reporting progress to?**
11. Discuss that for individual pupils they should be reporting to parents and also discussing progress with the pupils themselves as well as helping the SSO to complete the School Report that lets the LGEA and SUBEB know about general pupil progress in the school.
12. Remind participants that it is the Head Teacher, the leader of the school, who guides the teachers to carry out this cycle of teaching each day.

Activity 2 Preparing a PDM on assessment

40 minutes

1. Ask participants how they will share their learning on assessment with the teachers in their school. Agree that it is through professional development meetings (PDMs).
2. Ask the participants to work in groups and spend 30 minutes planning a professional development meeting (PDM) on assessment.
3. Remind them of the structure of the meetings by showing them **Chart 7.4 Planning a teachers' meeting**. Stress the importance of being very clear about the purpose of the meeting.
4. Give them the 30 minutes to work on their plan. This is not easy, so go round and give the groups as much help as you can. (Look for groups that are developing good outlines so they can share with the rest of the group. Note those who are struggling, so that you will be able to give them extra help with this during your school visits.)
5. After 30 minutes, ask one or two groups to share their outlines with everyone.

Activity 3 Supporting teachers

20 minutes

1. Explain that teachers will need support with their assessment.
2. It is the Head Teachers' role to support their teachers, mentoring rather than monitoring. Ask participants what the difference between mentoring and monitoring is. Agree that mentoring is a supportive and encouraging role, while monitoring is an observing and reporting role.
3. It is important that teachers feel that they are supported, and encouraged to learn from their mistakes, and to improve their performance.
4. Remind participants that both the language and body language chosen when offering support must be non-threatening.
5. Ask groups to discuss ways in which they can offer their teachers support.
6. After 10 minutes display **Chart 7.5 Supporting teachers** with the points covered up. Take feedback from the groups and reveal the points as they are mentioned. You can add any good points that participants mention to the chart.
7. Ask participants to reflect on their learning about continuous assessment in schools:
 - What they might do differently now.
 - How they can support and encourage their teachers in school.
 - What the challenges might they face and how can they overcome them.

8. After five minutes, ask participants to share their reflections with a partner. Then take one or two responses from the whole group.
9. Thank participants for their hard work and wish them luck with their assessments in school. Remind them that the SSO will be able to support them.

Summary

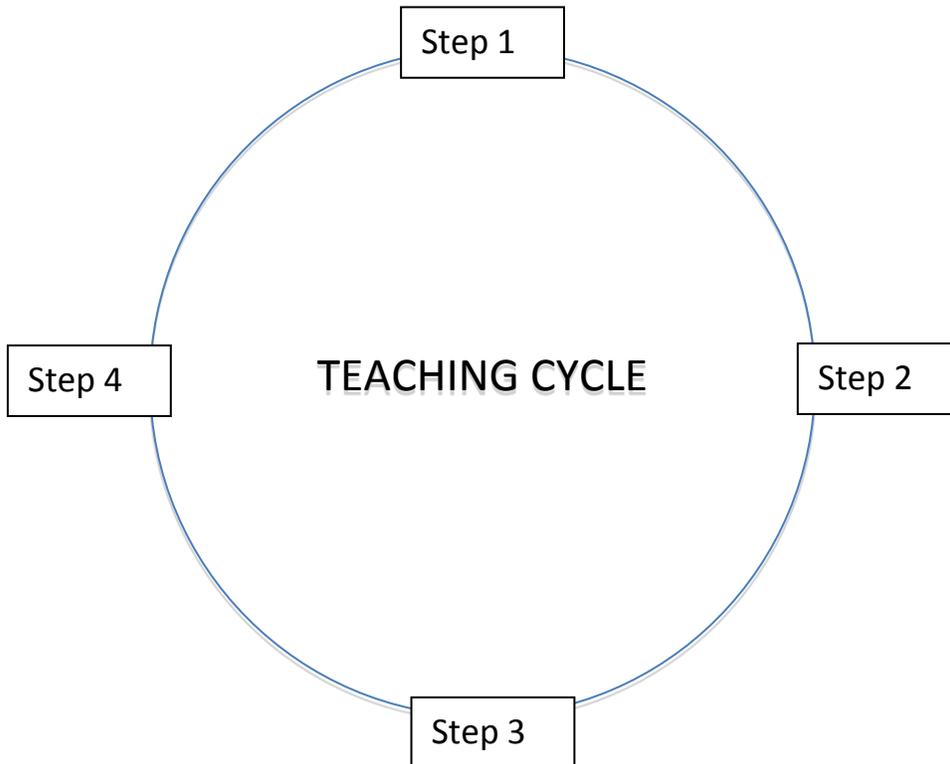
5 minutes

1. Ask participants what they will need to do when they go back to school. Agree that they will:
 - Lead a professional development meeting on assessment.
 - Mentor their teachers to carry out assessment and move pupils forward in their learning.
 - (Some may say that they will review assessment results and look at progress – this will be an extra bonus. It's great if they can do it, but not essential for now!)
2. It is important that Head Teachers understand they will need to work on developing good relationships with their teachers, give constructive feedback and lead their professional development.
3. Review **Chart 7.1 Learning outcomes** checking that participants feel they have been covered.

Materials

Chart 7.1 Learning outcomes

Chart 7.2 The teaching cycle



Headings (*cut into strips and displayed around the room*)

PREPARE LEARNING OUTCOMES AND LESSON PLAN

TEACH AND LET PUPILS PRACTICE

ASSESS TEACHING AND LEARNING

EVALUATE AND REFLECT

Chart 7.3 Teaching cycle descriptions

A

- Observe how pupils participate and show what they know.
- Give them feedback while they are working.
- Check pupils' individual work.
- Give daily and weekly formative assessment to see what they remember.

B

- Be clear what the learning outcomes are – are you teaching facts, skills, understandings or behaviour?
- Plan whole class/group/pair/individual activities based on the outcomes.

C

- Think about how the pupils did during the lesson.
- Make changes to next day's lesson if pupils need more help to improve their understanding of learning outcomes.

D

- Teach in small steps and show examples.
- Give pupils time to try out skills.
- Have pupils work together and help each other.
- Ask open questions.
- Help children who are unsure.
- Give praise for trying.

Chart 7.4 Planning a teachers' meeting (from Leadership 1)

Have you ***agreed*** with your teachers a time that is convenient for them, and made sure they have all been invited?

1. Welcome and purpose of meeting

2. Key information you need to share
 - *(write first key message here)*
 - *(second)*
 - *(third)*

3. **How** will you share this information?

4. What happens next? (What will the teachers commit to do as a result of attending the meeting?)

Chart 7.5 Supporting teachers

- Develop a good relationship with them
- Respect them
- Listen to them
- Ask them what areas they would like support
- Hold a meeting to discuss teaching methods
- Observe them teach
- Celebrate areas of strength
- Provide support in areas of weakness
- Arrange further training
- Arrange for the teacher to observe other teachers to acquire new skills
- Mentor teachers or arrange for a senior teacher to mentor them

Leadership 6

Raising achievement of all pupils

Session 8 Taking our learning forwards

180 minutes

Learning outcomes

By the end of the session all participants will be able to:

- Describe specific changes in their own school and in their leadership.
- Identify support material and networks to use after the workshops.
- Identify personal targets and school targets.
- Continue school improvement in their schools.

Materials

Chart 8.1	Learning outcomes	Introduction
Chart 8.2	Footprints	Activity 1
Chart 8.3	Professional network	Activity 3
Handout 8.1	Head Teacher's needs assessment	Activity 3
Resource	A4 paper (3 sheets per participant)	Activity 1
Resource	Head Teacher Handbook	Activity 5
Resource	Head Teacher video clips	Activity 5
Resource	Standards and criteria for an effective school	

Activity outline

Introduction		15 minutes
Activity 1	Changes in my school	25 minutes
Activity 2	Reflecting on progress towards an effective school	25 minutes
Activity 3	Reflecting on your own development needs	25 minutes
Activity 4	Support networks	30 minutes
Activity 5	Support resources	20 minutes
Activity 6	Practical arrangements	25 minutes
Summary		15 minutes

Read and discuss these notes with your co-facilitator before the session

This is the final session of the Leadership workshop but is not the end of school improvement. After this session, Head Teachers will have to identify needs and work out how to move forward independently. This double session is about preparing them for that change, so they can begin to consider their schools individually and work on actively identifying their schools' needs without the workshops. Make sure this is a positive session, use praise to help participants feel good about the progress they have made so far and help them feel motivated to continue making changes in their leadership.

Introduction

15 minutes

1. Welcome all the participants to the last session of the workshop.
2. Explain to participants that they have all received the same training up to this date but they all work in different schools with different needs and challenges and they have been able to progress at different rates. Going forward, their work will be individualised and **they** will be leading the change.
3. Make sure that everyone understands that the SSO **school visits will continue**, so Head Teachers will continue to receive support and guidance on a one-to-one basis (and there may still be group workshops organised by LGEAs and SUBEB) but after today there will be no more Leadership workshop sessions.
4. Ask **Who will make sure schools continue to improve?** Agree that it is a joined effort amongst parents, pupils, teachers and the SBMC but the Head Teacher is the leader.
5. Remind participants that change takes time, so not everything will improve straight away. Some things might be more difficult and could take a long time. What is important is that Head Teachers apply what they have learned and persevere towards their goal.
6. Ask participants what the goal is and agree that it is improving learning – developing literate, numerate and self-reliant pupils.

Activity 1 Changes in my school

25 minutes

1. Ask participants to spend three minutes on their own thinking about what has changed in their schools since the Leadership programme began.
2. Hand out **three pieces of A4 paper** to each participant and ask participants to draw a foot on each piece of paper. You can show **Chart 8.2 Footprints** as an example. Tell participants that they are going to write three things, one on each footprint.
3. First ask participants to write something that has improved in their school since the Leadership programme began, something that their school is now **very good** at doing. They should write **one** thing on **one** footprint.
4. When they have finished writing ask participants to come and hang their footprint at the top right of the path on **Chart 8.2**.
5. Now ask participants to think about something they have tried but they still need to improve. Maybe some people can do it but not everyone. Maybe it is working a little bit but not completely. Ask them to write **one** thing on **one** footprint.
6. When they have finished writing ask participants to come and hang their footprint **in the middle** of the path on **Chart 8.2**.
7. Now ask them to think about one thing that they learned in the Leadership training but they have not been able to carry out in school. It is something that they still need more help with. Ask them to write **one** thing on the last footprint.

8. When they have finished writing ask participants to come and put their footprint at the **bottom left** of the path on **Chart 8.2**.
9. Now ask everyone to look at the completed chart. Explain that we are all on a journey of improvement and there are some things we can do very well and others that we are just beginning. Notice that not all issues are the same. Each school is different and each Head Teacher is different. Something one Head Teacher needs help with might be something another school is very good at. (See if you can find an example of the same point both at the bottom of the path and at the top of the path.) Explain that this is why it is important to work together to support one another.
10. Explain that the path does not end. There is always more we can do to improve. Going forward Head Teachers will need to create their own improvement agendas and support networks and that is what they will look at in this session.

Activity 2 Reflecting on progress towards an effective school

30 minutes

1. Ask participants to recall the three standards for an effective school. As they recall them you can show them on flip chart paper and place them on three different corners around the room.
2. Make sure the standards are clearly displayed. Tell the participants which one standard you yourself feel most confident with, move to that corner, and briefly explain why you think you feel most confident with that area (such as it's similar to an area of past experience, or it's something you worked on closely with a colleague or whatever you think has given you that confidence).
3. Tell the participants which of the standards you feel least confident with; move to that corner, and again briefly explain why you think you're least confident with (for example, perhaps you haven't done as much work on that, or you find the ideas in it more complicated, or you've experienced lots of challenges in that area).
4. Ask your co-facilitators to do the same – moving to the standards they feel most and least confident about, and briefly explaining why. It doesn't matter if they choose the same standards as you.
5. Explain that the participants are now going to do the same thing. They won't have to explain why they have moved to a particular place. They just need to listen to the question you ask them and then move to the appropriate corner.
6. Ask all of the participants to stand up. Ask them all to move to the standard which was the main focus for Leadership 6. They should all go to **Teachers deliver competent lessons**.
7. Now tell them that the questions are going to be about their own opinions and they may now start moving to different corners from one another. Remind them that there are no right or wrong answers when it comes to this part of the exercise, and they won't be asked to explain why they have moved where they have.
8. Ask participants to move to the standard that they think their **schools overall have improved in the most**. Tell them to think about it for a few minutes before they move to that corner.

9. Now ask participants to move to the standard they **personally feel most confident** with. Give them time to do this, and draw the attention of the group to the idea that different participants are in different corners.
10. Ask participants to move to the standard they personally **feel least confident** with. Once everyone has moved, again briefly draw the attention of the group to the distribution of people around the room.
11. Thank participants and ask them to move back to their seats. Explain that they have just carried out a **self-reflection**. They have thought about where they feel confident and where they feel least confident. Agree that self-reflection is important for improvement. As professionals we need to think about what we are good at and where we need to improve.

Activity 3 Reflecting on your own development needs

30 minutes

1. Give out **Handout 8.1 Head Teacher's needs assessment** – one to each participant. Read through the document, making sure that everyone understands that the statements at the bottom are the standards for an effective school.
2. Ask who they think is supposed to fill this in and agree that it's the Head Teachers, with SSO support.
3. Ask '**Why will it be useful for Head Teachers and SSOs?**' Give pairs about two minutes to discuss this and then take feedback. They may suggest a range of useful ideas, but make sure they include that:
 - It helps Head Teachers be reflective about what they're doing. Evaluating their work as well as just doing it.
 - It can be a guide for the Head Teacher and the SSO detailing how Head Teachers are feeling and what they might need encouragement and support with in future visits.
4. Explain that as well as giving the Head Teachers the chance to think about how well they're personally doing, it can be useful for the mentor (in this case the SSO) to think about the Head Teacher's strengths and needs. The SSO might want to have a go at filling in the form about the Head Teacher.
5. Ask why it is useful for the SSO to fill in the form about the Head Teacher. Again, give pairs about two minutes to discuss and take feedback. They might suggest a range of useful ideas, but ensure that they're clear that:
 - An outside observer can often have different views on what we're good at, and this might be a useful document to compare with the Head teacher's own opinion of how they're doing.
 - It's important to have other people's views as well as our own.
 - The SSO works with lots of Head Teachers and has experience across different schools. They can apply this understanding.
6. Explain that the purpose of this document therefore is to help the Head Teachers improve their performance, by getting a clear picture of what their strengths and weaknesses are **based on their own perceptions**. This can then be looked at with support of the SSO's wider experience.

If they see things differently it doesn't mean that one is right and the other wrong, but when understanding performance two heads are better than one.

7. Give the Head Teachers about 15 minutes to think about and begin to complete their self-assessment. Make sure they understand that the actions referred to in the second half of the handout are the Head Teacher's own actions to promote the development of that standard.
8. Tell them that they should not rush this. They can complete it when they get back to school; and that you will discuss it with them on your next visit. Go round and check that they have all understood and support if necessary.
9. After about 15 minutes thank them for their hard work, and tell them to keep it safe!

Activity 4 Support networks

30 minutes

1. Ask participants to get a clean page in their notebook.
2. Tell them to think back to last weekend and write a list of everyone they communicated with, for example, husband, wife, sister, religious leader, market teller.
3. After a few minutes ask them to stop writing. Now ask them to write down next to that person, the way in which they communicated with them. Did they see them face to face? Did they write an email or a sms? Did they comment on social media?
4. After a few minutes ask participants to compare their list with a partner.
5. Get participants back together and agree that some people on the list will be very close to them, for example their daughter. Others will be people they don't know very well, like someone who sold them airtime. However all of these people are in our **personal network**.
6. Explain that Head Teachers also have a **professional network**, but we don't always use our professional network.
7. Ask participants to discuss in their group who is in their professional network and can work with them to improve their school. Which people do they communicate with and collaborate with? These can be people inside school and people outside of school. They might be people you speak to every day or people you speak to now and again.
8. Display **Chart 8.3 Professional network** with the points covered up. Ask each group, one by one, to name a person they identified in their professional network. As the points are mentioned, reveal them on the chart. Explain that this is individual and each Head Teacher's professional network will be different.
9. Explain that just like the Head Teachers communicate in different ways with their personal networks they will communicate in different ways in their professional networks. The important thing is to remember who is available in their network and to communicate with members both to get support and to share ideas of ways to improve.
10. Ask participants in their groups to take on the role of one person in the network. Give each group one newspaper. Explain to groups that they have four minutes to build a model school in

their groups. They can use the newspaper and anything else lying on their table. They have to be quick as they only have four minutes.

11. After four minutes call stop. Go round the groups and ask everyone to look at the buildings. If you have time you can vote for a favourite.
12. Ask participants if they could have done that activity on their own. Agree that it would have been a bit difficult. It is better to work together to build the school than to work alone!

Activity 5 Support resources

10 minutes

1. If your State has support resources you can give them out in this activity. Please note that **they may not be available in every State**. If you have alternative resources you can give them out now as well. (If you don't have any resources for Head Teachers then move to the next activity).
2. Give each participant a copy of the **Handbook**.
3. Tell participants that this is a guide to help remind them what they have learned in the Leadership training. Give participants five minutes to look at the Handbook and discuss it with a partner.
4. Explain that this is their own copy they should look after it and use it alongside their daily work.
5. Ask participants to find the Roadmap. Ask participants to tell you what it is and check that they understand and agree with what it says.
6. Ask participants to find the page **How to deliver a professional development meeting**. Check participants understand and are familiar with what it says. Explain there are lots of pages set out like this, as a reminder of how to do different parts of the Head Teacher's job.
7. Ask participants to find the 'School Development Plan Template'. Ask participants to explain what this section is. Agree that they are all useful templates.
8. If you need to explain any more of the Handbook, do it now. Then tell participants that you can help them use it when you visit them in school.
9. Remind participants that they saw video clips throughout the training and now they will receive a copy of these video clips to refer back to whenever they are unsure. You can show participants the video clip 'My Typical Day' or something similar.
10. Give each participant a memory stick with **video clips**.
11. Make sure participants know how to access the video clips and watch the videos.

Activity 6 Practical arrangements

25 minutes

1. Break into small groups and work with your group of Head Teachers. First you will discuss your school based tasks from Leadership 6. Discuss with them how and when they are going to schedule in their professional development meeting back in school, and allow them to share any concerns with you. Try to answer their questions, and agree what type of help you will be able to offer them.

2. Agree dates when you will make your visit to each of your schools.
3. Try also to agree the main purpose and outline of this visit. Make sure you agree what you will be looking at and supporting with on the visit.
4. Now discuss how you will work going forwards. Explain that you will still visit schools; at least once a week and you will have a specific focus each time you visit. You will agree the focus at the end of a previous visit. Together you will continue supporting schools to improve around the Standards and criteria for an effective school.

Summary

15 minutes

1. Review **Chart 8.1 Learning outcomes**. Agree what has been achieved.
2. Ask participants to recall what the goal of the leadership training is. Agree that it is to develop literate, numerate, self-reliant pupils. Agree that there is a lot involved in helping **all** pupils achieve. Ask participants to suggest some of the things they have done. For example assessment, using lesson plans, PDMs, SDPs, promoting learning time, managing finances. Agree that all of this work is so that we can develop literate, numerate, self-reliant children in our community. Ask participants to think carefully of one success story about a child or group of children in their school.
3. Give each participant a piece of paper. Ask participants to write this example on their piece of paper. They should only write a few sentences to explain it and it should be specific. Remind them to write clearly and large enough for everyone to read.
4. Move around the participants and check that they are writing. If they are really struggling, you may need to offer support or suggestions. Try and get them to write specific examples. For example not just **improved learning** – which child improved learning and how? Are they able to do something now that they couldn't before or did they get a high test score? Is there a pupil who now attends school every day?
5. Now ask participants to come and display their example at the front. Invite participants to move around and look at the examples.
6. After five minutes ask participants to sit back in their seats. Point to the examples on display. Explain that because of their hard work, pupils are learning more in school and these are all of the successful examples. Sometimes the work might seem hard and progress might be slow but it is important to keep trying because there are children who benefit from our hard work.
7. Congratulate participants on their achievements to date and wish them well in their ongoing leadership.
8. You might like to celebrate success by giving out certificates or taking a group photo.

Materials

Chart 8.1 Learning outcomes

Chart 8.2 Footprints

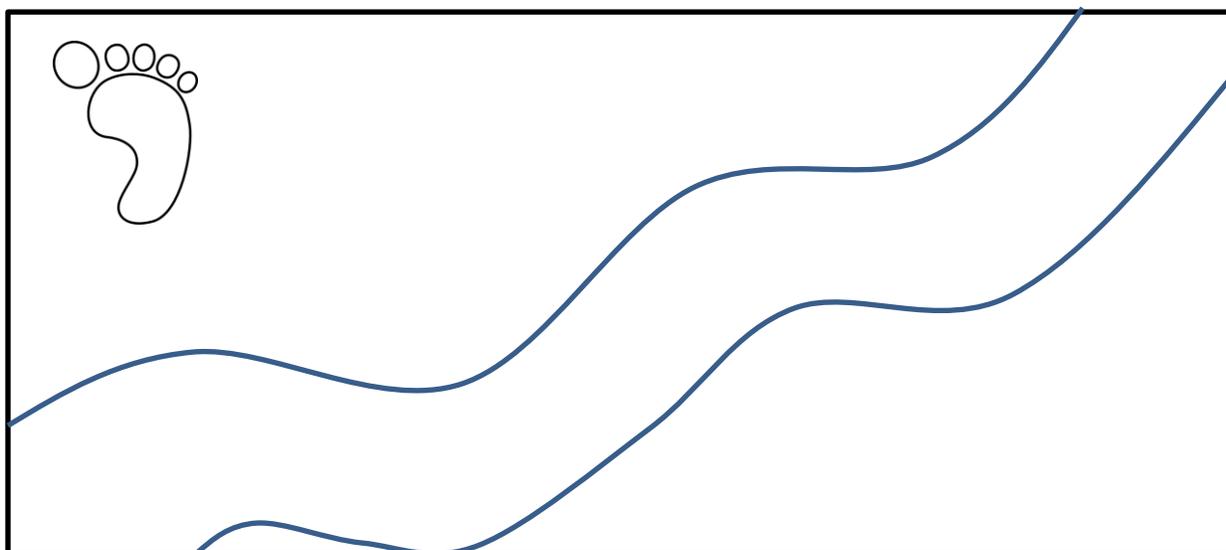


Chart 8.3 Professional network

- Teachers in school
- SSO
- Head Teachers from the Leadership training
- Other Head Teachers
- Teachers from other schools (old colleagues)
- SBMC
- Parents
- Pupils
- SMO
- SSIT

Handout 8.1 Head Teacher's needs assessment

Which standard do you feel most confident explaining to someone else?

Which standard do you feel least confident explaining to someone else?

How many actions **that you as HT can do** can you think of for each of the standards?

Put a number '1' next to the standard you can think of most actions for. Put a number '2' next to the standard you can think of the next most actions for and a '3' next to the standard you can think of the least actions for.

- Teachers delivering a competent lesson _____
- Head Teacher operating effectively _____
- School uses a School Development Plan _____

Congratulations

.....

On completing the Leadership Workshops for Head Teachers
You can now use your skills and knowledge to continue
improving learning in your school.

Signed:.....

Date:.....

School Support Officer