



Head Teacher Leadership Programme

# Head Teacher's Handbook



## Acknowledgement

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This document is issued for and can only be relied upon by the party which commissioned it to the extent set out in the terms and conditions of the commission. These materials were produced with UKaid technical assistance from DFID under ESSPIN.

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# 1

## Introduction to the Head Teacher's Handbook

**Welcome to the Head Teacher Handbook.**

This handbook is designed as a reference for Head Teachers to consult as they carry out their roles and responsibilities. The Handbook will support Head Teachers to lead an effective school with the primary aim of improving teaching and learning in their schools.

The handbook provides guidance on three thematic areas: academic leadership, school leadership and school development planning. The Handbook is designed to accompany the Leadership Workshops and the Head Teacher Video Clips.

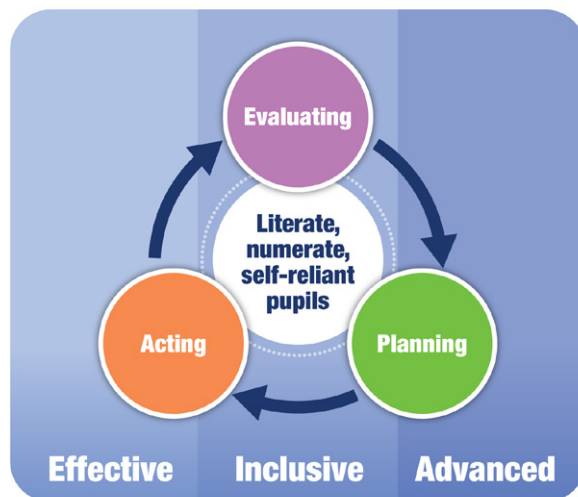
This Handbook is also a valuable resource and reference for School Support Officers (SSOs) to use in their professional discussions with the Head Teacher.



## I am a Head Teacher and I....

...lead the process of developing an effective and inclusive school.

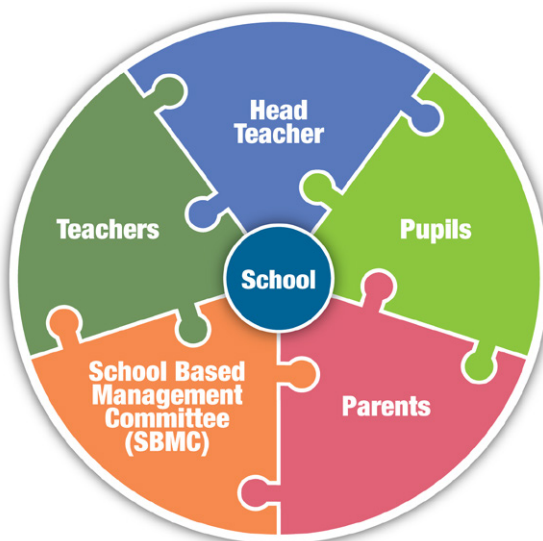
Throughout the year I lead the school improvement cycle to improve learning...



## I work effectively with other stakeholders to improve learning...

All of these people have an interest in how the school is run.

We call them the **main stakeholders**. At times, the wider community including School Support Officers (SSOs), Local Government Education Authority (LGEA) and Parent Teacher Association (PTA) may also be involved.



As the leader of the school I lead the involvement of these **stakeholders**. I remember the principles of adult learning and everything I have learned about managing change.

As a Head Teacher I should always be thinking:

**Who** can add value to this task?

How will I **mentor** them to improve?

How can I best **involve** them?

How will I **monitor** their input?

My aim is to work effectively with others.

<b>Arranging meetings</b> When is the best time for everyone? I make sure I let people know in advance. I communicate my messages clearly.	<b>Providing feedback</b> I encourage people to improve further by giving feedback on what they did well and how they can do things better.	<b>Planning collaboratively</b> I seek agreement and input from different stakeholders. I listen to and respect other people's points of view.
<b>Finances</b> It is essential that one or more people are included for transparency. I work with the SBMC in financial management.	<b>Working effectively with others</b>	
<b>Collecting information</b> Stakeholders know a lot about their school and what is really happening inside. They have many ideas about how to improve. It makes sense to get their feedback.	<b>Writing documents</b> I think carefully about language used. For example 'I will' or 'We will' not 'You must'. I make it professional not commanding.	<b>Communicating progress and reporting</b> Stakeholders are keen to learn about the school's progress. I keep them updated and plan carefully how I will inform them.
		<b>Professional development</b> The Head Teacher can't do everything alone. Sometimes a senior teacher could observe an extra lesson or demonstrate how to teach or mentor a teacher as well.

## Head Teacher's roadmap

This roadmap provides a guide for Head Teachers. Each school is individual and the situation in each school can change. Use this as a guide and arrange activities to best suit you and your school.

### Every year I...

- Conduct a School self-evaluation (SSE)
- Lead the School development plan process (SDP)
- Review school policies
- Check and sign the end-of-year Statement of expenditure

### Every term I...

- Write a timetable for professional development meetings (PDMs)
- Write a timetable for lesson observations and pre-lesson observations
- Carry out at least two professional development meetings (PDM)
- Hold a staff meeting and agree the school focus this term
- Hold a community meeting
- Meet the local traditional and religious leaders to mobilize their support for persuading parents who have not enrolled their children in school
- Check schedule of SBMC meetings and talk with SBMC
- Provide feedback to stakeholders on school progress and address any new issues and ideas
- Submit a School report to my SSO

### Every month I...

- Check school finance records against bank statement

### Every week I...

- Support teachers with their lessons and assessments
- Check all pupil enrolment and attendance registers and follow up for their enrolment and regular attendance in partnership with pupils and SBMC
- Monitor implementation of school policies
- Monitor progress in activities in school development plan
- Collect evidence of impact
- Talk to my SBMC Chair about progress with the school improvement cycle

### Every day I...

- Make sure school opens on time
- Monitor the teacher attendance register
- Lead or attend the school assembly
- Walk around the school to check lessons start on time, teachers are in classrooms and learning is taking place.
- Carry out a pre-observation meeting with a class teacher
- Carry out lesson observation
- Give lesson observation feedback to class teachers
- Talk with teachers and check how they are progressing with the latest professional development focus
- Talk with pupils informally about school and their learning
- Talk with parents informally about school and their children's' learning
- Act on what I hear and see



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## Improving teaching and learning

# How to support teachers to use the lesson plans

**In my school, lesson plans help teachers teach better and pupils learn more. I know whether my teachers are using lesson plans. I make sure all learners benefit from the relevant lesson plans and other available resources.**

## As the Head Teacher, my responsibilities are to:

- ✓ Match the lesson timetable to the lesson plan booklets
- ✓ Ensure lesson plan booklets are available and used by the teachers
- ✓ Support teachers to interpret and use the content of the lesson plans effectively
- ✓ Make sure teachers are teaching to the learning outcomes

## Who else is directly involved?

Teachers

Senior teachers

## When does it happen?

Teachers use the lesson plans every day so I should be ready to support them every day.

## What are the steps?

- 1 Whenever a new teaching resource arrives in school I make sure I am familiar with how to use it.
- 2 I hold a meeting to introduce the lesson plans (or any new resource) and then make sure they are distributed to all the relevant teachers.
- 3 I hold a PDM on any area of the lesson plan that teachers find difficult. (For example lesson plan structure, instructional language, learning outcome benchmarks).
- 4 I walk around school and check that teachers are using the lesson plans in their lessons.
- 5 I observe teachers using the lesson plans and provide feedback.
- 6 I identify if further support is needed and I'm ready to help my teachers.
- 7 I arrange opportunities for teachers to share their knowledge and ideas on lesson plans with one another.
- 8 I discuss informally with teachers and act on what I hear.
- 9 I discuss informally with pupils and act on what I hear.

### What to look for when observing teachers...

#### How effectively is the teacher:

- Teaching to the learning outcomes?
- Following the lesson structure – introduction, main activity, plenary?
- Keeping to time?
- Using group and pair work?
- Using teaching aids?
- Using assessment?

Remember the lesson plan guides the teacher they should own it and be able to adapt it to the needs of all their pupils.

### How to give teachers more support...

- In the pre-observation meeting go through the lesson plan together and discuss how to use it.
- Hold fortnightly meetings on using the lesson plans.
- Arrange for teachers to observe another teacher using the lesson plan.
- Arrange an informal meeting where they can discuss any challenges they are having.



**For more on supporting teachers to use lesson plans see your notes on Leadership 5 Sessions 2, 3, 4 and 5, speak to your SSO and watch the video clip.**

# How to carry out a lesson observation

**In my school I carry out lesson observations. I know what makes an effective lesson. I mentor teachers to help them improve teaching and learning.**

**As the Head Teacher, my responsibilities are to:**

- ✓ Establish a school system for lesson observations
- ✓ Carry out lesson observations and give feedback to teachers

**Who else is directly involved?**

Teachers

Senior teachers

**When does it happen?**

At the start of the term I put together a timetable of lesson observations. I observe every teacher at least once each term and give feedback after every observation.

**What are the steps?**

- 1 I make sure all teachers understand and agree the purpose of a lesson observation.
- 2 I set up a timetable for all the lesson observations in my school (including dates for the pre-observation meeting).
- 3 I decide on the focus of each observation with each teacher.
- 4 I hold a pre-observation meeting with the teacher to prepare for the lesson (the aim is to observe the teacher doing well).
- 5 I go to the classroom before the lesson starts.
- 6 I observe what the teacher and the pupils are doing and take notes.
- 7 I thank the teacher and leave the classroom at the end of the lesson.
- 8 I write up my two stars and a wish report.
- 9 I give feedback to the teacher as soon as possible after the lesson.
- 10 Now I complete the lesson observation record.
- 11 I discuss progress with my SSO.

**Remember to observe what the pupils are doing in the lesson as well as what the teacher is doing...**

- How well is the teacher using the lesson plan?
- How many different pupils answer the questions?
- Are all the pupils listening?
- Is the teacher supporting all pupils to do the work?
- Are pupils discussing the work together in pairs or groups?
- Are pupils achieving the learning outcomes?

Make sure you look at some work samples.

**How to give feedback after the lesson observation...**

**Aim to make feedback clear and supportive.**

Use phrases such as:

- What do you think about...?
- I liked the way you...
- Perhaps you could try...
- Is there another way to ... ?



For more on lesson observations see your notes on Leadership 6 Sessions 6, 7, 8, speak to your SSO and watch the video clip. Look at the elements of child-centred learning in Appendix 1 and the principles of adult learning in Appendix 2. You can also see the two stars and a wish report in Appendix 3 and the lesson observation record in Appendix 4.



# How to lead a professional development meeting

**In my school I lead the professional development of my teachers. I identify teaching and learning topics that my teachers need support with and we work together to improve their skills.**

## As the Head Teacher, my responsibilities are to:

- ✓ Promote professional development amongst teachers in my school
- ✓ Establish a school system for professional development meetings
- ✓ Lead professional development meetings

## Who else is directly involved?

**Teachers**

## When does it happen?

I hold at least two professional development meetings each term.

## What are the steps?

### Before the meeting

- 1 I make a timetable of meetings.
- 2 I agree and communicate the dates and topics of the meetings with all teachers.
- 3 For each meeting I create a meeting outline with three key messages.
- 4 I make any charts for the meeting.

### During the meeting

- 1 I start promptly and keep time. The meeting is no more than one hour.
- 2 I apply the principles of adult learning.
- 3 I deliver the key messages from my outline.
- 4 I thank all teachers and explain clearly what I want them to do as a result of attending the professional development meeting.

### After the meeting

- 1 I go and see the learning in practice.
- 2 I identify any areas where teachers might need more support.
- 3 I plan different ways to support teachers to develop further.
- 4 I share feedback with teachers. Next time we meet I discuss the improvements I have seen and especially any ways it has improved pupil learning.

#### How to choose your meeting topics...

Throughout the Leadership workshops you will be given topics to deliver. You may find there are more that you want to deliver and that is ok. When choosing your own topic make sure the topic is relevant to teachers, specific and realistic for them to achieve. Most of all it should have a clear link to your goal – it must help improve learning.

#### How to follow up with your teachers...

Make sure you have explained clearly what you want the teachers to do differently. You may choose to do one or more of the following:

- Lesson observations
- Walking around schools and talking to teachers
- Identify teachers who need more support
- Pair teachers to mentor one another
- Ask a strong teacher to demonstrate to others

Remember to give positive feedback to teachers and praise them when you see improvements.



**For more on leading professional development meetings see your notes on Leadership 1 Session 9, speak to your SSO and watch the video clip. Use the principles of adult learning in Appendix 2.**





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## Improving school leadership

# How to make the school more inclusive

**I am creating an inclusive school. An inclusive school is one that ensures all pupils achieve to the best of their individual ability; to do this all pupils must be enrolled, attend regularly and get to participate in lessons.**

**As the Head Teacher, my responsibilities are to:**

- ✓ Monitor and improve enrolment
- ✓ Monitor and improve attendance
- ✓ Promote inclusive teaching to meet individual pupil's needs

**Who else is directly involved?**

SBMC

PTA and Parents

Teachers

The community served by the school

Pupils

SMO

**When does it happen?**

The needs of all children should be thought about in everything we do – in every lesson we teach, in every plan we write, in every meeting we hold.

## What does being inclusive mean?

Our pupils include children from poor families, boys and girls, ethnic, linguistic and religious minorities, children with special needs, children living in far off areas etc. To ensure all children achieve to the best of their ability means that your school needs to ensure that all the barriers associated with their unique backgrounds are removed. Sometimes this is referred to as meeting the needs of all pupils.

## What are the steps?

- 1 I make sure teachers know about the importance of inclusion.
- 2 I make sure all children's needs are considered in the School self-evaluation, including out-of-school children.
- 3 We include at least one activity in our School development plan which improves access or equity.
- 4 I make sure that all children in the school catchment area enrolled in school. If there are out-of-school children, I work with teachers, students and other community members to ensure these children are enrolled and attend school.
- 5 I monitor attendance registers and together with the SBMC identify interventions to improve attendance.
- 6 I mentor teachers to teach lessons where all pupils are participating in the learning, especially paying attention to their individual differences and their associated challenges.

## How to improve attendance in your school...

- Look for patterns in the attendance register.
- Can you find out the reason for absence or lateness?
- Speak to the pupil or other pupils, see if they can explain.
- Encourage the teacher to meet the parents to discuss.
- When you know the reasons why pupils are not in school, then together with the SBMC plan interventions to support these pupils.

## What does a classroom look like when all children are participating in learning?

- Pupils are working together in small groups
- Lots of different pupils are answering questions
- Easier questions are asked to pupils who find the topic difficult
- Pupils are asking their own questions
- Pupils are helping each other
- The teacher is supporting pupils who need help



**For more on making the school more inclusive see your notes on Leadership 4 Sessions 2,3 and 4, speak to your SSO, speak to the SBMC, look at the SBMC Guidebook and watch the video clip. Look at the elements of child-centred learning in Appendix 1.**



# How to promote learning time

**I know the importance of sufficient learning time for pupil achievement. I try to make sure that every pupil receives as much learning time as possible each day.**

## As the Head Teacher, my responsibilities are to:

- ✓ Ensure my school opens on time and that lessons start and end on time
- ✓ Promote teacher attendance
- ✓ Promote pupil attendance
- ✓ Promote learning time in lessons ensuring time is not wasted on activities which don't contribute to learning.

## Who else is directly involved?

Teachers

Parents

Pupils

SBMC

The community served by the school

## When does it happen?

All children and teachers should be in school and in lessons on time every day. I promote learning time all day, every day.

### Different ideas to improve teacher attendance...

- Speak to teachers who are absent or late to understand why they are not there on time.
- Create a large teacher attendance register and display it in the staff room for all teachers to complete daily and see.
- At the end of each week display an attendance chart where teachers who arrived on time are coloured green, teachers arriving late are coloured orange and teachers who are absent are coloured red.
- Commend the teacher with best attendance and punctuality each month.
- Get a signed agreement to the school policy on promoting learning time
- Hold a staff briefing before school starts and use incentives to ensure staff are there on time.

## What are the steps?

- 1 Firstly, I measure how much learning time is lost in my school in a typical week.
- 2 Then I lead a meeting to share the importance of learning time with teachers and the SBMC. I tell them how much learning time is lost in our school.
- 3 I hold discussions with school stakeholders (pupils, teachers, SBMC) to identify common barriers to learning time (including barriers to teacher attendance, pupil attendance, school opening on time and lessons starting on time).
- 4 Together we discuss actions and strategies to address the barriers and test them out in school.
- 5 Together we develop a school policy on learning time and share it with all stakeholders.
- 6 We lead an assembly for pupils on the importance of learning time and our learning time policy.
- 7 I make sure learning time is considered in the SSE.
- 8 I make sure learning time is considered in the SDP.
- 9 I monitor learning time:
  - Through lesson observations. Does the lesson start on time? Are the children participating in learning?
  - By consulting registers. I follow up on absence and lateness with teachers and the SBMC.
  - By walking around my school. I make sure it starts on time and all pupils and teachers are in the classrooms. I follow up on absence and lateness with teachers and the SBMC.
- 10 I award sanctions and rewards for punctuality and attendance. We celebrate success by awarding most punctual pupils and those with best attendance.
- 11 I remember to review the learning time policy at the end of the year. Hopefully there will be an improvement in learning time.

### What is the difference between learning time and non-learning time in lessons?

- Learning time is when pupils are actively thinking about, discussing or working on curriculum content.
- Just because pupils are inside the classroom does not mean that they are necessarily learning.



**For more on promoting learning time see your notes on Leadership 3 Session 6, Leadership 4 Session 5 and Leadership 5 Session 1, speak to your SSO and watch the video clip.**

# How to assess learning

**In my school we assess the learning of all pupils through both formative and summative assessment. I know what pupils should be achieving by the end of the year and I know where to find out what pupils should be achieving by the end of each lesson.**

## As the Head Teacher, my responsibilities are to:

- ✓ Develop a school system for formative and summative assessment
- ✓ Support teachers to use learning outcomes in the lesson plans to know what pupils should be achieving by the end of the lesson
- ✓ Support teachers to use more than one method of assessing learning
- ✓ Review and monitor pupil achievement and progress and take necessary actions to help pupils improve

## Who else is directly involved?

Teachers

Pupils

Senior teachers

## When does it happen?

Assessment takes place in the classroom all the time and is always linked to the learning outcomes for a lesson. Formative assessment activities in the lesson plans take place weekly. Summative assessment takes place at the end of term or school year.

### What should I consider in my school system for assessment?

- Include both formative and summative assessment.
- When and how do teachers administer formative assessment?
- How do we use assessment to improve teaching?
- How do we use an assessment to help pupils improve?
- When and how are assessment results recorded?
- Who are assessment results shared with?

## What are the steps?

- 1 I establish a school system for assessment.
- 2 I share this system and techniques with teachers.
- 3 I mentor teachers to be able to use more than one method of assessment. I help them use the assessments in the lesson plan booklets to assess pupils against learning outcomes.
- 4 I mentor teachers to be able to use findings from assessment to improve teaching and learning.
- 5 I look at assessment results for all classes and look at pupil progress (I try to evaluate teaching and learning against learning outcome benchmarks.)
- 6 I identify any gaps in learning and help create interventions to support the pupil and/or the teacher
- 7 We celebrate both achievement and progress.
- 8 We report both achievement and progress to parents, pupils and stakeholders.

### What does formative assessment look like in the classroom?

The teacher assesses what each pupil can do and what each pupil knows in line with the learning outcomes. They can:

- Observe the pupil
- Use open and closed questioning
- Mark pupils' work
- Ask pupils to demonstrate
- Give a short quiz

The teacher always acts on the information gained in the formative assessment. They might need to revisit a topic, change their teaching style or break down a concept.



**For more on assessing learning see your notes on Leadership 6 Sessions 2, 3, 4, 5 and 6, speak to your SS0, look at the assessment booklet for P1, P2, P3 or the weekly page of the lesson plan booklet for P4, P5, P6 and watch the video clip.**



# How to develop a school policy

**In my school we have policies which provide an agreed way of acting and behaving to make the school a safe and successful place for everyone. I know where our school policies are and what they say.**

## As the Head Teacher, my responsibilities are to:

- ✓ Coordinate writing a school policy document
- ✓ Lead implementation and monitoring of school policies
- ✓ Lead review of school policies

## Who else is directly involved?

Teachers

SBMC

The community served by the school

Pupils

Parents

## When does it happen?

School policies are written in response to an issue, this can be done at any time. As the Head Teacher I decide if it is needed. Implementation and monitoring is ongoing, we do this every day. Every year I lead the review of policy documents in my school.

### When to write a school policy...

Over time, schools might need to develop new policies to establish agreed ways of working on particular issues. Policies might be written on:

- Assessment
- Inclusion
- Positive behaviour
- Keeping girls safe and secure.

Policies can be very useful – but, a few policies which are agreed, understood and followed are better than lots and lots which are ignored.

## What are the steps?

### Planning

- 1 I identify an aim the school has to make the school more effective and inclusive. (This could be promoting learning time, keeping girls safe, encouraging positive discipline and behaviour).
- 2 I meet with the teachers (this could be during a PDM). I share the aim with teachers and discuss with teachers what issues there are to achieving the aim.
- 3 Together with the teachers we agree what we will do and how we will behave to achieve the aim.
- 4 I write down the issues and agreed actions and way of behaving from the discussion.
- 5 I meet with the SBMC. I share the aim, the teachers' issues and agreed actions and way of behaving. We discuss and identify any more issues and agreed ways of behaving and acting.
- 6 I meet with pupils, parents and the wider community and discuss the aim, issues, actions and agreed way of behaving with them, getting their input.
- 7 I write all of the ideas up into a policy, including a date by which it will be reviewed. I can use the template in Appendix 5.
- 8 I make sure everyone understands and agrees to the statements and actions in the policy.
- 9 I share the policy with all stakeholders.

### Implementing and monitoring

- 1 The policy shows clearly the actions and who will implement the different actions. As Head Teacher I oversee this and make sure everyone is carrying out their agreed actions.
- 2 If something is not working I might need to follow up or revise it.
- 3 I review the policy once a year.

### Where to share your policy...

Notice board, SBMC meetings, school assembly, PTA meeting, parents day, print a copy for pupils to take home.



**For more on developing a school policy see your notes on Leadership 5 Session 1, speak to your SSO. You can also use the policy form in Appendix 5.**



4

Improving planning



# How to conduct a school self-evaluation

**In my school I lead the school self-evaluation in order to evaluate our school against the standards and criteria for an effective school and move our school closer to its goal of producing literate, numerate, self-reliant pupils. I know what we are doing well and what we need to improve.**

## As the Head Teacher, my responsibilities are to:

- ✓ Understand the school self-evaluation process
- ✓ Lead the school self-evaluation in a timely manner
- ✓ Encourage all stakeholders to play their part in the school self-evaluation
- ✓ Write and share the school self-evaluation report

## Who else is directly involved?

A successful school self-evaluation brings together the views of a wide range of people with interest in the school. I should include:

SBMC

Teachers

Pupils

Parents

## When does it happen?

School self-evaluation is ongoing but at the start of the school year the Head Teacher works with the SBMC to put together a simple report about what is going well and what needs to improve.

## What are the steps?

- 1 I make sure all stakeholders understand the aim of the school self-evaluation and that they know what is going to happen.
- 2 We agree who will be involved directly in the school self-evaluation and what they will do.
- 3 We collect evidence about school improvement.
- 4 I write the school self-evaluation report.
- 5 We share the school self-evaluation report with stakeholders.
- 6 The school self-evaluation is used to inform the school development plan.

### How to write and share the SSE...

Speak to your SBMC Chairman and review the SBMC guidebook. The SSE is conducted together with the SBMC - they can help you.

### How to collect evidence about school improvement...

The evidence you collect in school could be things people say, things you can see and things in records.

You and your team should be collecting evidence to demonstrate each of the Standards and criteria for an effective school.



For more on SSE see your notes on Leadership 1 Session 7, Leadership 4 Sessions 6, 7, speak to your SSO and watch the video clip. You can see an example SSE form in Appendix 6.

# How to plan effectively

**Planning is important in my job. I plan my own work and I plan for school improvement. I identify and prioritise activities that improve learning of all pupils. I know how to get from where we are now to where we want to be.**

## As the Head Teacher, my responsibilities are to:

- ✓ Plan to improve learning
- ✓ Lead the School development plan (SDP) process

## Who else is directly involved?

Teachers

SBMC

The community served by the school

Pupils

LGEA

## When does it happen?

Throughout the year I plan to improve learning. At the start of each school year I lead the development of a new School development plan.

### How to prioritise...

The SSE shows me the areas that we need to improve in our school. We cannot improve all of them at once. Together with the school community we choose the actions that will have the biggest impact on learning and that are achievable.

## What are the steps?

- 1 We agree our goal for school development. It is focused on improving learning.
- 2 Together with stakeholders we review the School self-evaluation to understand what we do well and what we need to do better.
- 3 We write our findings in a record of the school's needs.
- 4 Together with the school community we agree and record four or five key priorities for action over the next year. These can include all elements that contribute to making a school effective and inclusive.
- 5 Together with the SBMC we write an outline plan for tackling the priorities.
- 6 Then we identify specific actions, costs and people responsible for each activity in the outline plan. This is the School development plan.
- 7 I ensure agreement and together with the SBMC we share the SDP widely.
- 8 We monitor progress throughout the year and report to main stakeholders and the wider community.
- 9 We collect evidence of impact on pupil learning and evaluate performance at the end of the year.
- 10 The SDP is a cycle. It begins again in the next school year.

### How to plan to improve learning...

Actions should always aim to improve learning for pupils in my school. Example activities might address the following learning issues:

- Promoting learning time.
- Helping teachers to teach better.
- Helping all pupils enrol and attend school regularly.
- Helping raise achievement in literacy and numeracy.
- Making the school an inclusive and safe learning environment.



For more see your notes on Leadership 2 Sessions 2, 3 and 4, speak to the SBMC, consult the SBMC Guidebook, speak to your SS0 and watch the video clip. You can see example record of school needs, outline plan and school development plan in the Appendices 7, 8 and 9.



# How to manage school finances

**In my school the Head Teacher and SBMC are looking after the school funds and must always make the best use of the funds that are available. I am accountable and transparent in all I do.**

## As the Head Teacher, my responsibilities are to:

- ✓ Spend school funds in an accountable and transparent way
- ✓ Maintain and report clear, timely and unambiguous financial records
- ✓ Act as a signatory to the school bank account

## Who else is directly involved?

**SBMC finance sub-committee**

**Treasurer** (appointed from SBMC)

**Three Signatories to the bank account**  
(SBMC chairperson, Head Teacher, Treasurer)

## When does it happen?

Every month I carry out a financial records check. At the end-of the year funds are retired through the Statement of expenditure.

### What to look for in the monthly financial check...

When I receive the school bank statement I reconcile the bank statement with the cheque book and the cash book.

Monitor that receipts or payment vouchers are on file for every expenditure.

## What are the steps?

### Getting started:

- 1 Set up a finance sub-committee in the SBMC.
- 2 Appoint a Treasurer.
- 3 Open a bank account in the school's name and assign three signatories.

### Spending school funds:

- 1 Attend SBMC meeting to agree decisions to complete an activity from SDP which requires funds.
- 2 Act as a signatory to the school bank account and sign cheques as required with SBMC.

### Recording and reporting transactions:

- 1 Carry out a monthly check of financial records. Reconcile the bank statement with the school bank book and the cash book. Check that receipts or payment vouchers are on file for every expenditure.
- 2 Check and sign the end-of-year Statement of expenditure.

### Making sure you are transparent and accountable...

School funds do not belong to any individual they belong to the school. The Head Teacher and SBMC have responsibility to make sure that they are kept securely, spent wisely and recorded properly.

- Is the activity written in the SDP?
- Has decision to spend money been agreed with the SBMC?
- Have several suppliers been asked for quotes?
- Have at least two people been involved in the transaction and recorded it?
- Are accurate accounts available to the community?



For more on managing finances see your notes and handouts from Leadership 2 Session 4, Leadership 2 Session 5 and Leadership 4 Session 8, see the SBMC Guidebook, speak to your SBMC and speak to your SSO. You can see an example Statement of expenditure form in Appendix 10.



5

## Standards and criteria for an effective school



# Standards and criteria for an effective school

## 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



## Key terms with definitions and acronyms

# Key terms with definitions and acronyms

**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.

**Summative assessment** Is usually carried out in an exam at the end of term or the end of year. It evaluates pupils' learning and usually awards a grade.



## 7

## Appendices



## Appendix 1 Child-centred learning

This diagram is a reminder of some of the key elements involved in child-centred learning.



The Head Teacher should support teachers to apply these elements.

## Appendix 2 Principles of adult learning

### Principles of adult learning

Have some choice and control in the learning experience

Share and make use of their experience

Actively participate (with others) in their own learning

Be respected as people with pride and experience

Learn in an emotionally non-threatening, safe environment

The Head Teacher should use these principles when working with other adults, especially teachers, parents and the SBMC.

## Appendix 3 Lesson observation two stars and a wish

The Head Teacher can use this template to give feedback to teachers and record their two stars and a wish after a lesson observation.

Name of Observer	
Name of Teacher	
Date	Age of pupils
Subject	
Lesson learning outcomes	

What two things did the teacher do very well in this lesson?

Stars for the Teacher	Examples:
★	
★	

What would you have done differently if you were the teacher?

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?	Y	N
Did the teacher use more than one teaching aid?	Y	N
Did the teacher use different ways of grouping the children?	Y	N
Did the teacher use activities to help pupils achieve the learning outcomes?	Y	N
Can the teacher explain what the pupils should be learning this year?	Y	N
<b>Was the lesson effective? (meeting all five above)</b>	<b>Y</b>	<b>N</b>
Did the teacher encourage all pupils to participate during the lesson?	Y	N
Does the teacher use more than one method to assess learning?	Y	N
<b>Was the lesson inclusive? (meeting all seven above)</b>	<b>Y</b>	<b>N</b>
Did the teacher encourage the pupils to learn from their peers?	Y	N
Did the teacher show evidence of planning in response to the learning needs of some individual pupils?	Y	N
<b>Was the lesson advanced? (meeting all nine above)</b>	<b>Y</b>	<b>N</b>

Appendix 4
School self-evaluation

The Head Teacher can use this template to record all the lesson observations of all teachers.

Date of observation and feedback	Name of teacher observed	1/ Used praise throughout the lesson?	2/ Used teaching aids?	3/ Organised learners in different ways?	4/ Could explain lesson objectives?	5/ Could explain what pupils should know by the end of the year?	Met all criteria 1-5? (an effective lesson)	6/ Encouraged all pupils to take part in the lesson?	7/ Used more than one method to assess learning during lesson?	Met all criteria 1-7? (an inclusive lesson)	8/ Encouraged pupils to learn from peers?	9/ Showed evidence of planning in response to some pupils' learning needs?	Met all criteria 1-9? (an advanced lesson)

Number of teachers observed:

- 1. using praise:
- 2. using more than one teaching aid:
- 3. organising learners in different ways:
- 4. using clear lesson outcomes:
- 5. explained what their pupils should achieve by the end of the year: \_\_\_\_\_
- 6. encouraging all pupils to take part in lesson activities: \_\_\_\_\_
- 7. observed using more than one method to assess learning: \_\_\_\_\_
- 8. encouraging pupils to learn from peers: \_\_\_\_\_
- 9. showing evidence of planning in response to learning needs: \_\_\_\_\_

- Total number of teachers in the school: \_\_\_\_\_
- Total number of teachers observed this term: \_\_\_\_\_
- Were more than half the teachers observed this term? Yes No
- Number of teachers observed delivering an effective lesson this term: \_\_\_\_\_
- Were more than half the teachers observed delivering an effective lesson this term? Yes No
- Number of teachers observed delivering an inclusive lesson this term: \_\_\_\_\_
- Were more than half the teachers observed delivering an inclusive lesson this term? Yes No
- Number of teachers observed delivering an advanced lesson this term: \_\_\_\_\_
- Were more than half the teachers observed delivering an advanced lesson this term? Yes No

Appendix 5
School policy pro-forma

The Head Teacher can use this template to create 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:	



Appendix 6
Lesson observation record

Factors influencing pupil achievement in our school

	Strengths	Weaknesses
What the school record tells us		
What the pupils say		
What the parents say		
What the teachers say		

The Head Teacher and SBMC can use this template for summarising school strengths and weaknesses as part of the School self-evaluation. This is also included in the SBMC Guidebook.

Appendix 7
Recording the school's needs

In order to improve pupil achievement the school needs more/greater/improved....

Levels of pupil enrolment and attendance	
Quality of lessons	
Communications between school and community	
Pupil welfare	

The Head Teacher and SBMCs can use this template to record suggested strategies for school development. This is also included in the SBMC Guidebook.

## Appendix 8

### Outline plan for tackling priorities

	Where are we going? Our agreed strategies	What is the impact on pupil achievement?	How will we get there? (activities)	How will we know when we have got there? (indicators)
Priority 1				
Priority 2				
Priority 3				
Priority 4				
Priority 5				

**This table can be used by the Head Teacher and SBMC for broad school development planning according to agreed priorities. This is also included in the SBMC Guidebook.**

## Appendix 9

### School development plan

School Year \_\_\_\_\_ Name of School \_\_\_\_\_  
 EMIS Code \_\_\_\_\_ Enrollment: 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							

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. Headteacher.....

2. SBMC Chairman.....



# Appendix 10

## Statement of expenditure

This template will assist the SBMC and Head Teacher with retirement of funds at the end of the school year.

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			

