



# Leadership for learning: A headteacher's professional companion



May 2019

**Leadership for learning:  
A headteacher's professional companion**

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## Foreword


Rwanda Education Board (REB) is honoured to present *Leadership for learning: a headteacher's professional companion*, developed in partnership with the UKAid-funded Building Learning Foundations (BLF) Programme. It is a compilation of questions that were frequently asked by primary school head teachers about the concept of Leadership for Learning during sessions of professional learning communities (PLCs) and answers to as well as practical guidelines for addressing such questions.


The head teacher's companion can be used as a guiding tool to primary school head teachers as they carry out their day to day duties in leading and managing learning and teaching in their schools, as well as when working with other head teachers through PLCs. It will serve as a useful reference during sessions of structured coaching of other head teachers in the spirit of collective moral purpose of improving not only their own schools but other schools as well.

More specifically, this head teacher's companion will help address key questions about how effective school leadership can facilitate learning for all. It addresses questions about how head teachers can lead learning, drive school improvement and promote inclusion through collaboration within their schools and with other schools. It also provides useful insights on how leadership for learning can support teaching practice and improvement of learning outcomes by embracing best school leadership and teaching practices. Finally, it provides guidance on how both head teachers and teachers can collaboratively improve their English language skills without attending formal training.

Lastly, note that the companion addresses frequently asked questions that were gathered from Rwandan primary school head teachers by its developers. So, it can be used as a head teachers' handbook to help answer questions that arise as they lead and manage teaching and learning in their schools.

I urge every head teacher to make maximum use of this companion to improve their competence in leading and managing learning and teaching for purposes of enabling every student in their school learn to the best of their ability.

  
**Dr. NDAYAMBAJE Irénée**  
Director General  
Rwanda Education Board



## Acknowledgements

First and foremost, thank you to all the Rwandan headteachers who contributed their ideas about the questions that needed addressing in this Companion. Your 'frequently asked questions' (FAQs) have been included in the book. After all, it is **your** Companion.

Thank you also to the many people who participated in the development of the Companion; they are too many to mention by name here but all have been acknowledged and thanked individually by the BLF management. In overview, they were:

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## Abbreviations

BLF	Building Learning Foundations	PLC	professional learning community
CBC	Competence-Based Curriculum	PTA	parents'-teachers' association
CoP	community of practice	Q	question
CPD	continuous professional development	REB	Rwanda Education Board
DCC	District CPD Committee	SBM	School-Based Mentor
DEO	District Education Officer	SCC	Sector CPD Committee
DFID	Department for International Development (UK)	SEN	special educational needs
DoS	Director of Studies	SEO	Sector Education Officer
DTA	District Teaching Adviser (BLF role)	SES	Sector Executive Secretary
ECMs	Essential Classroom Materials	SGA	School General Assembly
ESSP	Education Sector Strategic Plan	SGAC	School General Assembly Committee
GROW	goal, reality, options, will	SIP	school improvement planning (or plan)
HT	head teacher	SLA	School Leadership Adviser (BLF role)
ICT	Information communication technology	SLF	Sector Learning Facilitator (BLF role)
IE	inclusive education	SMART	specific, measurable, achievable, relevant, time-bound
IEP	individual education plan	SSL	School Subject Leader
IT	information technology	SSP	school strategic plan
L4L	leadership for learning	SSR	school self-review
LLL	Local Leader of Learning	UNCRC	United Nations Convention on the Rights of the Child
LP	learning partner	UR-CE	University of Rwanda's College of Education
MBWA	management by walking around	VVOB	Flemish Association for Development Cooperation and Technical Assistance
MINEDUC	Ministry of Education		
NGO	non-governmental organisation		
NLL	National Leader of Learning		
P	Primary		
PD	professional development		

## What is my *Leadership for learning companion*?

This is **your** book to answer **your** questions.


We asked headteacher focus groups to tell us what questions occurred to them when they thought about the concept of *leadership for learning*. This book aims to address these frequently asked questions (FAQs), providing you, the headteacher, with practical guidance to lead successful learning in your school.

The Leadership for Learning (L4L) Companion also aims to direct you towards existing resources; there are many useful manuals and guides produced by REB and other NGOs that can help answer your questions.

The L4L Companion makes useful suggestions. Please remember, however, that you will use your professional judgement and wisdom too. You may use ideas here and adapt them for your school or sector.

Other school leaders or aspiring headteachers may find the Companion useful, too. Feel free to share it with them!

Leading learning can be about leadership **of** learning and leadership **for** learning. Both terms are used in this context. They mean that the headteacher models, leads, engages with and oversees **all** learning in the school – of pupils, teachers and even the wider school community.



Leading learning is about making a difference to learning outcomes and placing learning for all at the heart of all decisions.

## How do I make best use of my L4L Companion?

You are encouraged to use the Companion as a reference book – something to dip in and out of as you seek answers to questions that arise as you go about your daily tasks. It is not something you would read once from cover to cover.

You can find your way around your Companion in two ways:

1. Use the index of key words and phrases at the back of the Companion to find what you need, for example:

*homework*

or

*English improvement*

or

*identifying powerful learning-focused objectives in your SIP*

Go to the page indicated.

2. Think of a question you have, for example:

*How can I support teachers to effectively manage large class sizes?*

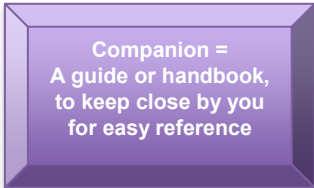
or

*What are my responsibilities regarding safeguarding and child protection?*

or

*How can I support pupils to improve their behaviour and learn better?*

All the questions addressed in the Companion are found in the table of contents on p. 3-4; look for your question there (or one like it) and go to the page indicated.



Companion =  
A guide or handbook,  
to keep close by you  
for easy reference

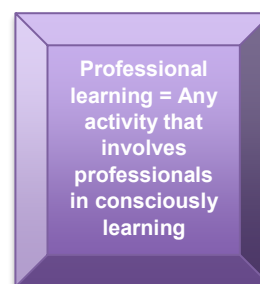




## SECTION ONE: Leading and planning for success

This section addresses questions about the ways you lead your school so that it is strongly focused on learning for all. You will also find ideas and guidance about how you can show effective leadership for learning. It has been shown over and over again that headteachers who lead, model and engage in professional learning can have a strong impact on pupil learning and achievement.

Each question in the box below is addressed in this section through a combination of practical suggestions and ideas for you to consider.



MAIN QUESTIONS IN SECTION ONE	ADDRESSES RWANDA SL STANDARD(S) #
1. How can my leadership for learning support our school's improvement and success?	1 & 3
2. How can I create a whole school vision and mission focused on learning?	1 & 3
3. How can I promote a whole school culture of learning?	1 & 3
4. How can I drive school improvement?	1
5. How can I ensure effective inclusion throughout our school?	1, 2 & 3
6. How can I increase pupil retention and attendance?	1, 2, 3 & 5
7. What are my responsibilities regarding safeguarding and child protection?	1, 2, 3 & 5

### 1. How can my leadership for learning support our school's improvement and success?

#### 1.1 What does effective leadership for learning involve?

Strong leadership for learning in education is efficient and effective. Strong leadership is not about being “the boss” or simply managing the school (although management is part of leadership). Leadership for learning is about building a strong team of people who focus on high quality learning. It is about motivating, supporting and inspiring the team to be the best they can be. Communication is excellent, tasks are delegated and there is a strong sense of pride.

It is generally agreed that strong school leaders for learning in Rwanda, and internationally, have the following characteristics:

➤ They focus relentlessly on improving teaching and learning with the very effective professional development of all staff	➤ They are highly inclusive, having complete regard for the progress and personal development of every pupil
➤ They believe that disadvantage should not be a barrier to success nor should it be an excuse	➤ They have a strong strategic direction for the school, known and shared by all stakeholders, which is regularly reviewed
➤ They use the assessment and tracking of pupils to identify areas for improvement, at whole school, class, subject and individual pupil level	➤ They cultivate a range of partnerships - particularly with parents and the community - to support pupil learning and progress
➤ They work with other school leaders and education officers as partners in driving improvement for all	

Figure 1: Typical characteristics of leaders for learning



#### Thinking about my own leadership style

Read through the list above. Which are your strong characteristics? Which characteristics would you like to develop further? Who might support you from within the school? Could you get ideas from and share practice with other headteachers, too?

## 1.2 How can I demonstrate effective leadership for learning in our school?

Some interesting international research (Robinson, 2008) shows that the following leadership behaviours were very important in effective leadership for learning:

- Establishing goals and expectations
- Planning, coordinating and evaluating teaching and the curriculum ....
- Promoting and participating in professional learning and teacher development
- Ensuring resources are used strategically
- Ensuring an orderly and supportive environment

This research found that **one** of these behaviours made more than twice the difference to learning outcomes, namely: **Promoting and participating in professional learning and teacher development.**

This might involve some of the following practices:

How do I model effective professional learning?	<ul style="list-style-type: none"> <li>• Share examples of when you have learned something new</li> <li>• Be open about what you are learning and show that you value continuous learning</li> </ul>
How do I promote professional learning?	<ul style="list-style-type: none"> <li>• Encourage your teachers to value learning and show that you value their growth</li> <li>• Provide opportunities for teachers to develop, for example through CoPs</li> </ul>
How do I engage in professional learning?	<ul style="list-style-type: none"> <li>• Make the process of school improvement about learning as well as practice</li> <li>• Work with NLLs and LLLs through PLCs and coaching</li> </ul>

Figure 2: Promoting and engaging in professional learning



### Valuing and engaging with teachers' professional development and learning

You might find the following ideas from research and good practice useful:

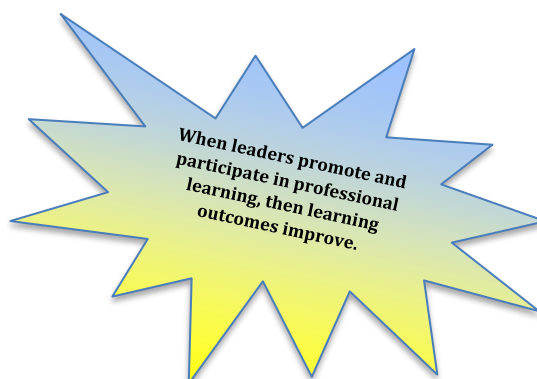
#### Top Tips!

Know what good teaching and learning looks like.	<i>We can learn about effective teaching and learning by reading up-to-date research and working with other headteachers, NLLs and LLLs, and visiting colleagues who have good performance results and particularly effective teachers.</i>
Spend time in the classrooms, observing teachers <u>and</u> learners.	<i>Visiting classes more often for less time is more effective than visiting occasionally for a whole lesson. Don't just focus on the teachers. Ask the children what they are learning, how they are learning it, and so on.</i>
Give effective feedback, with lots of praise and just one or two development points.	<i>Effective feedback is usually specific, honest and kind. Focus on what went well and then provide some development ideas that are very practical and achievable.</i>
Go back to the classroom and observe the progress the teacher and pupils have made and discuss it with the teacher.	<i>Follow up with teachers about their development. When you visit classrooms, you can be very clear that you are working with the teacher in order to help her develop (rather than simply monitoring progress).</i>



### Engaging in my own professional learning

There are many opportunities for you to engage in your own learning – check out the ideas in the diagram below.



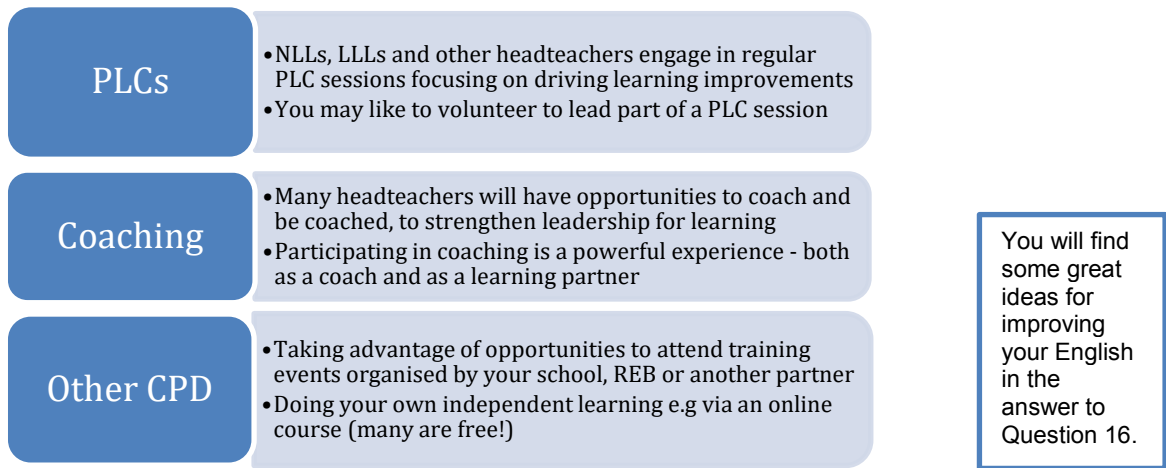


Figure 3: Professional learning opportunities for school leaders

## 2. How can I create a whole school vision and mission focused on learning?

### 2.1 How can I involve everyone in creating and driving a learning vision and mission of the school?

Involving your whole school community in creating the school's vision and mission will inspire everybody and make them feel as though they have a role in supporting the school.



#### Helping stakeholders understand

Have a look at the graphic below to see how you could help stakeholders to stay focused on learning.

You can find more help to develop a vision and mission that engages stakeholders and focuses on learning in the answers to Question 4, especially Q4.3.

The answer to Q10.1 will help you be clear about who your stakeholders are.

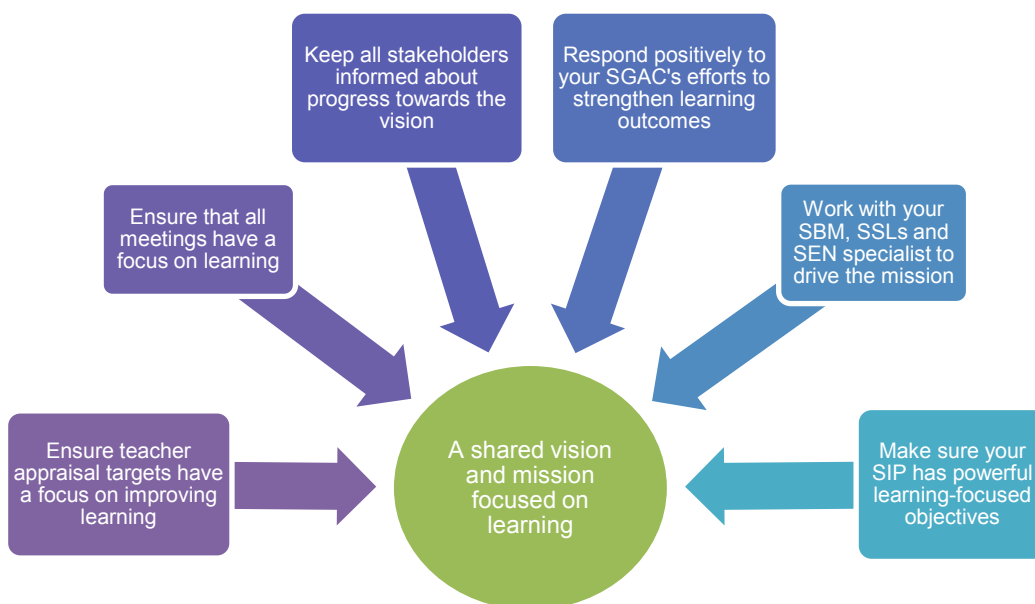


Figure 4: Some examples of how to help stakeholders to stay focused on learning

## A sample of a 'learning' vision and mission

### Our vision

at 'Rwanda Model Primary School' is that all our pupils are able to acquire, demonstrate, and value the knowledge and skills that will support them, as life-long learners, to participate in and contribute to Rwanda and the global world, and that all members of our school community practise the core values of the school, namely respect, tolerance & inclusion, and excellence.

### Our mission

is to provide:

- highly effective teachers, focused on improving learning outcomes, through their commitment to ongoing professional development, quality teaching, evidence-based practices, coaching and mentoring and collaboration;
- differentiated learning programmes aligned to year-level content and achievement standards informed by the curriculum;
- a quality inclusive learning environment that is responsive to student voice;
- enriching, engaging resources;
- opportunities for community and parents to participate in learning and decision-making partnerships.

The *vision* describes how you see your school in the future; it expresses your values and goals.

The *mission* describes how you will make your vision real – what you will do to achieve your goals and demonstrate your values.

## 2.2 How can I ensure our school vision and mission are visible in the daily life of the school?



To help everybody understand and demonstrate the school values and ethos as they are expressed in the vision and mission you could:

1. Discuss practical examples of behaviour in staff, community and parent meetings;
2. Have weekly active and interactive school assemblies illustrating these values;
3. Ensure that your behaviour policy rewards these behaviours;
4. Refer to the vision and mission in all school planning and evaluation;
5. Help everybody (teachers, parents, local community, pupils) to remember their part in implementation by displaying the vision and mission (in English and Kinyarwanda) e.g. on the school notice boards.

### Top tip!

A school in Bugesera has written its vision and mission on the front and back walls of the school so that the whole community can read them!

## 3. How can I promote a whole-school culture of learning?

### 3.1 What does a strong culture of learning involve?

Here is one example of a school with a strong culture of learning:

The school is driven by the deep belief that every pupil is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between stakeholders (teachers, pupils, parents and local leaders). There is a strong culture of mutual trust and support among teachers and school leaders. Parents and other community members are treated as partners in the promotion of pupil learning and well-being. The school works hard to maintain a learning environment that is safe, respectful, tolerant, and inclusive.



Read through the description above and **reflect on your own school's strengths and areas for development**. For example:

Which areas are your strongest? Why do think that is? How will you strengthen them further? What areas might you improve? What practical steps could you take? Who could support you?

Top tip!

To make the most of resources, it is possible to link the school priorities to spending. You could use this checklist to make sure the school's budget is focused on improving teaching and learning:

Item	% of total budget
Scholastic materials e.g. books, pens, manila cards, markers	
Teaching aids	
Teachers' CPD opportunities	



**To strengthen the learning culture in your school**, you could also try out some of the ideas in the table below.

Many of these are explained in more detail elsewhere in the Companion. Use your keyword index!

How school leaders develop a strong learning culture	What can I try? For example, you could:
They promote and maintain an environment with high expectations and believe that all pupils can learn successfully.	<b>Conduct a school assembly about your belief that <u>all</u> pupils <u>can</u> learn.</b>
They ensure that the staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.	<b>Discuss how all staff (you included) can model and strengthen positive and caring relationships; find examples of good practice and share them with all staff in staff meetings.</b>
They view parents and families as integral members of the school community and partners in pupil learning.	<b>Invite parents in to a meeting focusing on creating a learning culture.</b>
They place a high priority on pupil and staff well-being and have processes in place to provide both academic and non-academic support to address individual needs.	<b>Listen to individual needs and try to meet them through practical solutions, counselling, etc.</b>
They ensure that staff create a stimulating physical environment that supports and encourages learning.	<b>Appoint a small group of teachers to take responsibility for refreshing the environment so that it reflects the importance of learning.</b>
They ensure that the school promotes a culture of inquiry and innovation, where creative exploration and independent learning are also valued.	<b>Acknowledge pupil and staff success publicly and individually – including non-academic achievements.</b>
They ensure that all pupils and staff have an obvious sense of belonging, all parents are welcome, and all stakeholders speak highly of the school.	<b>Discuss parent and wider school community engagement in PLCs and share what has worked well.</b>

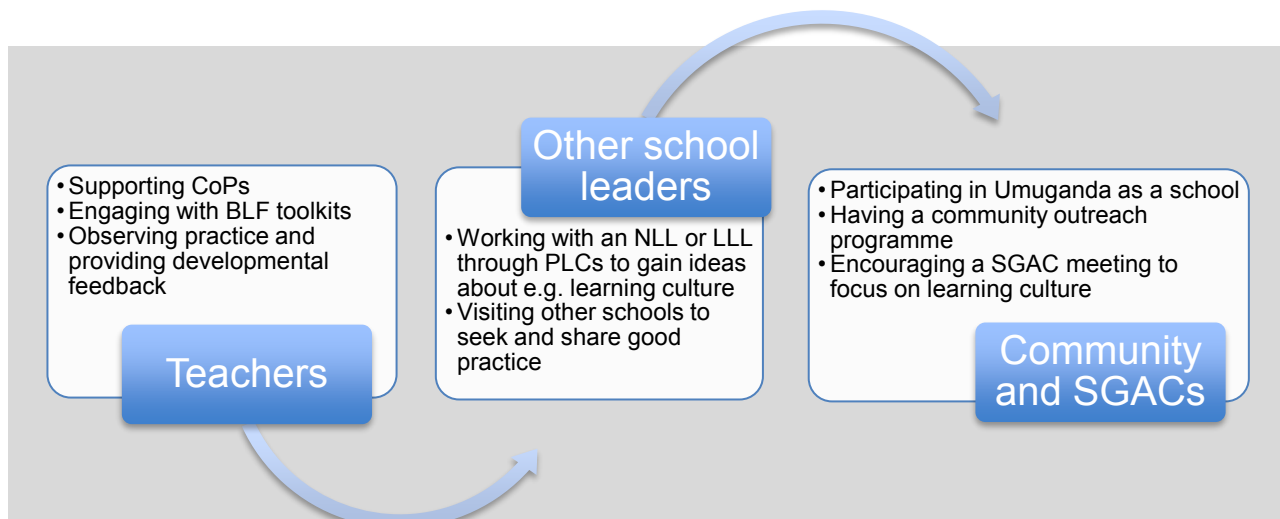
Figure 5: Ideas for strengthening the learning culture in your school

### 3.2 How can I work with other school leaders, teachers, pupils and the SGAC to create a culture of learning?



**Pupils benefit when the whole community values and models learning.**

Here are some things to try:



**Figure 6: Working with others to promote a culture of learning**

There are also many education partners to work with in Rwandan education.

You are likely to work with a number of NGOs, for example Save the Children or VVOB. You are likely to collaborate with church and community groups. You might even partner with private sector organisations. You will of course work with education officers from REB, too.

**Community of practice (CoP) = a group of teachers sharing best practices, experiences and challenges**

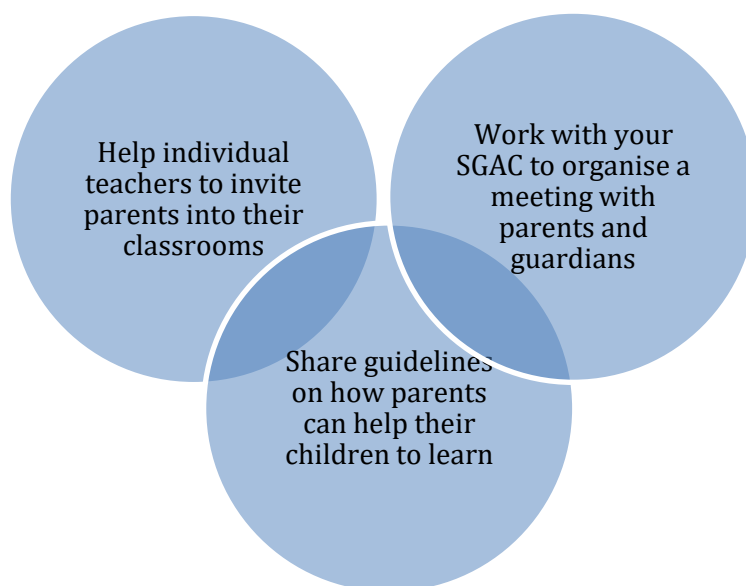


**Share your ideas with your school's partners about leading learning in your school and invite your partners to support in the best ways they can.**

### 3.3 How can we get more parents and guardians engaged in their children's learning?

In 2018, BLF undertook some research into stakeholder views of school leadership in primary schools in Rwanda, and the challenge most frequently identified by pupils was, "Our parents are not interested in our learning". Children in 53% of the surveyed sample of schools confirmed this. 28% of the focus groups said this bothered them a lot; in the case of P5 pupils, this figure was 33%. That is 1 in 3 pupils!

This is clearly a challenge that leaders of learning must address. But how? Here are three things that you might try:



You will find detailed guidance for these activities on the next 3 pages.



## Holding a meeting with parents and guardians about their children's learning

The guidelines in the box below will help you.<sup>1</sup>

### Holding a meeting with parents about learning

#### Inviting parents

Invite all parents and guardians in the usual way to a meeting where they can discuss how parents and teachers can work together to support children's learning at school and in the home.

#### Possible agenda

1. Thank the parents for attending
2. Introductions
3. Explain the purpose of the meeting:
  - (a) Explain the benefits of parents being involved in their children's learning:
    - Children learn better when their parents show an interest and encourage them
    - Learners will achieve more when their parents are involved
    - Any concerns that learners, teachers or parents have can be discussed and addressed more easily
  - (b) Explain the role that parents can play. Parents can:
    - observe their children's lessons so that they understand how lessons are organised and the kind of work learners are expected to do
    - sit down with their children when they get home from school and ask them what they have learned at school that day.
    - set a time every day for their children to do their homework without disturbance and observe them do their homework.
    - sign homework to show they have seen their child do it.
    - tell the teacher if there is anything bothering their child, e.g. bullying or stealing by other children, worry about not understanding what they are taught, fear of tests and exams ...
4. Ask parents to give any suggestions or explain any concerns they have and record these on the chalkboard.
5. With parents, make a plan of how they will support and encourage their children:
  - when parents can come to observe lessons (set a timetable so that there are no more than five parents observing a lesson at a time)
  - how parents will support their children at home
  - how parents will report their concerns or the concerns of their children
6. Thank the parents for their participation and ask them to share what they have learned with parents who have not come to the meeting.



<sup>1</sup> We borrowed these three ideas for encouraging parents to get more involved in their children's learning from the Zambia Education Management Toolkit 3: Stakeholder engagement (Ministry of General Education, Lusaka, October 2017, with support from UKAid)



Sharing guidelines on how parents can help their children to learn – perhaps in the same meeting

Keep guidelines simple and written in Kinyarwanda. Here are some ideas:

## Guidelines for parents on how to help their children at home and at school

1. **Make sure your child attends school every day and has the basic materials for learning.**
2. **Children do better at school when parents take an interest in what they learn, what they do and what they worry about.**

Ask your child about their day at school every day.

- ❖ How was school today?
- ❖ What did you learn at school today?
- ❖ What did you like most? Why?
- ❖ Who did you play with?

3. **Homework is an important part of children's learning.**

Ask your child about his/her homework.

- ❖ What homework do you have today?
- ❖ Is that something you learned at school today?
- ❖ Tell me about it.

4. **Learn about what your child does at school.**

Ask your child's teacher if you can visit the class.

Ask your child's teacher:

- ❖ What does my child do well?
- ❖ What does my child find difficult?
- ❖ How can I help my child?

5. **Attend school meetings.**

There are many types of meetings at school that will help you learn about and support your child's learning e.g.:

- ❖ School General Assembly meetings
- ❖ School General Assembly Committee meetings – volunteer to be a parent representative
- ❖ Individual parent-teacher meetings



## Encouraging and helping teachers to invite their pupils' parents into the classroom

Call a staff meeting and ask teachers to reflect on the following questions:

- Could you invite small groups of parents into your classroom to observe a lesson?
- What would be the benefits of doing this?
- When would the parents come?
- What would they be coming to see?
- Which teacher would feel confident enough to do this?
- Who would lead a discussion with the parents afterwards?

If you decide to try out this idea, the guidelines on the next page may help you.



## Helping parents understand how their children learn in the classroom

Each teacher can invite small groups of parents to come and watch/listen to lessons in their child's class. S/he chooses a lesson that takes place directly before a break or at the end of the day so that the learners leave the class after the lesson. The teacher should prepare very well for this lesson and make sure the lesson plan has clear objectives, uses a range of activities and includes opportunities for formative assessment.

The procedure below has worked well for other teachers.

- 1 The teacher prepares the classroom so that the will parents sit at the back of the classroom where they can see the learners, but the learners cannot see them unless they turn around.
- 2 The teacher explains to the parents that they should not talk or disturb the learners during the lesson. Tell the parents the topic of the lesson they will watch.
- 3 The teacher tells the learners that some of their parents are coming to watch their lessons.
- 4 Parents should come into the class once all the learners are sitting quietly. They should walk to the back and sit down.
- 5 The teacher welcomes the parents and thanks them for coming. S/he asks them to observe the different types of activities the learners do and the way in which the learners work with one another.
- 6 The teacher teaches the lesson using a learner-centred approach which includes group work or pair work; the teacher should also use a range of open-ended questions.
- 7 Teacher concludes the lesson as usual and the learners are sent out.
- 8 The teacher discusses the lesson with the parents. The teacher explains the objective of the lesson and gives her/his view of how well the learners achieved the objective. The teacher asks the parents about the lesson:
  - what they liked about the lesson;
  - what they didn't like;
  - what they saw the children doing;
  - what they think the children learned.

The teacher should take the opportunity to explain the importance of:

- having clear objectives for every lessons;
  - open-ended questions where learners have to predict, give opinions, imagine etc.;
  - group work or pair work where learners have to complete a task;
  - formative assessment.
- 9 Discuss with parents how they can use some of the ideas they observed in the classroom with their children at home, e.g. asking open questions, letting the children complete tasks independently, helping them to work collaboratively with older or younger siblings.
  - 10 Thank the parents for their participation. Tell them that if they have any questions or concerns about their child's learning they should come and see you anytime at the end of the school day or other appropriate time. Encourage parents to come to PTA meetings and other meetings at the school to participate in school decision-making and school activities.



### 3.4 How can I ensure purposeful meetings that involve professional learning?

A meeting in the school context is a gathering of any two or more key stakeholders who have a common purpose, namely to communicate and find a way to move forward. When we learn we move forward. Therefore, the best meetings involve some good professional learning behaviour from all participants.

Here are some examples of groups in our schools that hold meetings that are centred on learning as well as planning and action:

- School-based communities of practice (CoPs) for English and Mathematics teachers of P1-P3
- Headteachers' professional learning communities (PLCs) in the districts and sectors
- School General Assembly Committees (SGACs) in individual schools

Over the page you will find some guidance for improving the meetings you lead and attend.



## Strengthening meetings

Try following the guidance below when you manage your next meeting.

### Before

- Decide on the learning focus of the meeting;
- Define the meeting outcomes i.e. what you hope to achieve;
- Create a meeting agenda that leads to meeting outcomes;
- Send out all information to participants in advance.



### During

- Appoint a note-taker;
- Discuss and agree a shared understanding of the outcomes and the agenda; be explicit about the learning focus;
- Work through the agenda, adjusting in real time as needed and ensuring everyone is involved; document as you go;
- Notice any strong collective learning moments during the meeting and point them out to others: "I think we just learnt something really important there ...";
- Summarise the key learning points;
- Detail the next tasks (or action points), assign owners and deadlines to tasks, and set the date for the next meeting.



### After

- Finalise the record of the key points from the meeting, noting what the participants have learnt (use the word learning where possible);
- Share the notes of the meeting, and invite feedback;
- File the meeting record carefully.

Figure 7: The meeting process

## Remember!



Groups that can work effectively together do not 'just happen'. Work needs to be done to support their functioning.

Moon, J. (2001) *Short courses and workshops: Improving the impact of learning, training and professional development* London: Kogan Page



Use your best communication skills!



## Making a record of the meeting

You can find a reporting template for PLCs specifically in the response to Q11.4.

Try using this template for recording key points from a meeting. It can be used for most types of meeting.

**Name of meeting** \_\_\_\_\_

The meeting was held on (date) \_\_\_\_\_ in (place) \_\_\_\_\_, from (start time) \_\_\_\_ to (closing time) \_\_\_\_\_.

Chair: (name) \_\_\_\_\_ Secretary: (name) \_\_\_\_\_

**Agenda:**

1. Agree a secretary for the meeting
2. Discuss and confirm the agenda and agree the outcomes desired of the meeting
3. Main item 1: \_\_\_\_\_
4. Main item 2: \_\_\_\_\_
5. Main item 3: \_\_\_\_\_
6. Agree the date, time and venue of the next meeting

**Checklist of the main outcomes of the meeting:**

Outcomes (added while agreeing the agenda)	✓/✗
1.	
2.	
3.	
4.	

**Record of the main agreements reached at the meeting:**

Agreed actions	Who responsible	By when

Anything else that the participants would like to note from this meeting e.g. lessons learned

## 4. How can I drive school improvement?

An effective school improvement model asks three questions to which we need to know how to find answers:

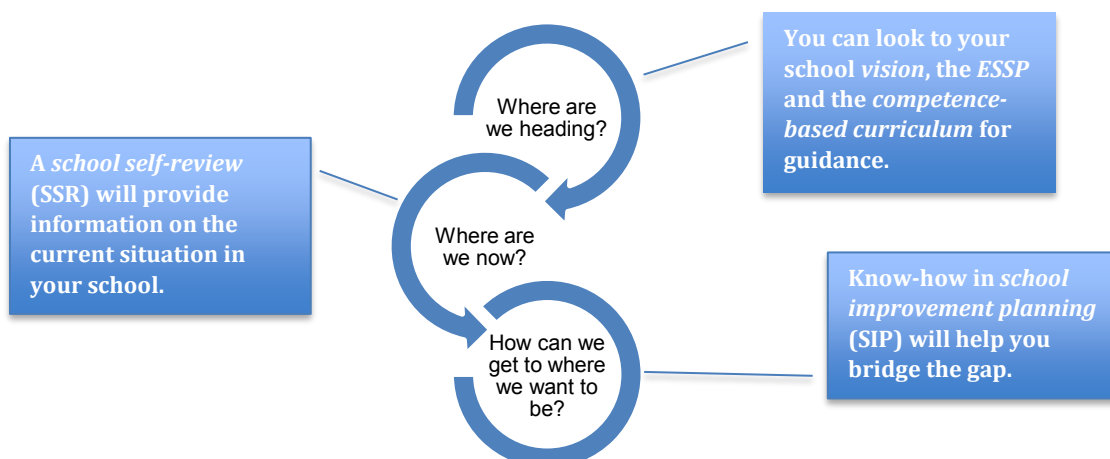


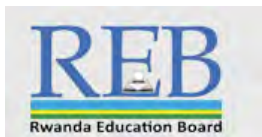
Figure 8: Key school improvement questions and the necessary know-how

## 4.1 School improvement: How can we work out where we are heading?

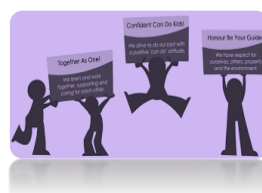
To answer this question, you will refer to your school vision as well as the wider goals for Rwanda and its education system, which you will find in the ESSP. You will also refer to the education and curriculum standards that have been shared by REB.



What are the country's goals?



What are the standards we need to meet?



What is our school vision?

Alice: Which way should I go?  
 Cat: It depends on where you are going.  
 Alice: I don't know where I'm going.  
 Cat: Then it doesn't matter which way you go.  
 From *Alice in Wonderland* by Lewis Carroll (1872)

## 4.2 School improvement: How can we clarify where we are now?

The process of school self-review (SSR) is very important in determining what the current reality is in your school. The information you collect from your SSR will help you to identify priorities and objectives.



You will find a lot of useful guidance in REB's (draft) *School Improvement Planning Trainee Manual* (2018), which many headteachers have access to.

Sections 2.2, 2.3, 2.4, and 2.5 focus on gathering information to inform a school self-review and identifying priorities from this process.

Also, NLLs and LLLs have learned a lot about school improvement planning from their UR-CE certificate course in Leadership for Learning – share this through your PLC!

**Below you will find some more ideas to help you develop a SIP that is focused on learning.**



You might use the following sources of information to carry out an SSR that is focused on learning: You will also work together with other headteachers through PLCs and through coaching to carry out good SSRs:

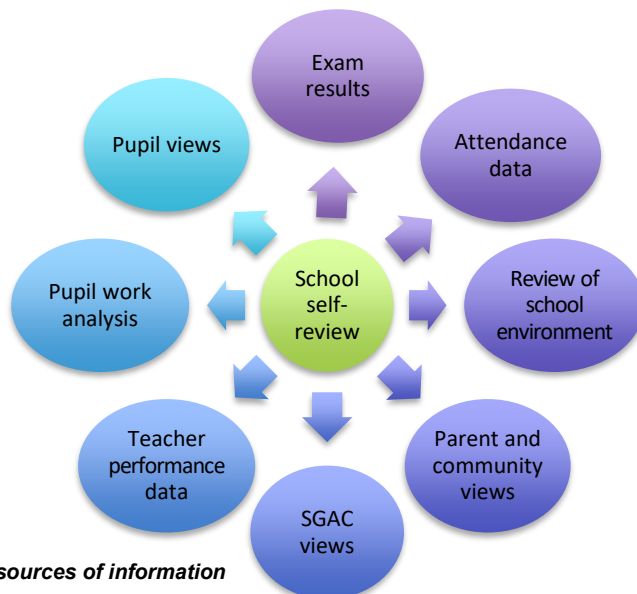


Figure 9: School self-review – sources of information

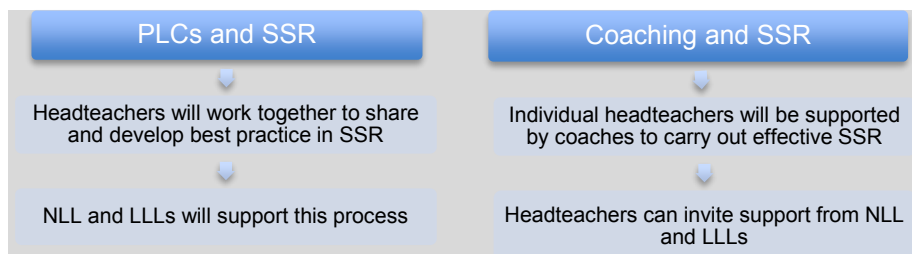


Figure 10: Sources of support to conduct a good School Self Review (SSR)

### 4.3 School improvement: How can we identify powerful learning-focused objectives?

Some of the areas you might focus on in your SIP – that have a major impact on learning – are:

- Strengthening the learning environment e.g. fencing, school-greening, safe play areas, desks, garbage disposal, access to water for drinking and hand-washing, toilets
- Improving our readiness for looking after children who are sick
- Improving communication (notice board, suggestion box, displaying pupils' work, celebrating success)
- Improving pupil records: individual learning profiles, serious incident register
- Improving teachers' working environment: space for individual and team work



In research conducted by BLF in late 2018 into stakeholder views of school leadership practices in Rwanda, all of the above were identified as needing attention in many schools.

Incidentally, the third highest ranked challenge as far as pupils are concerned was: *The school environment (compound, classroom and toilets) is not clean and conducive for learning.* 45% of pupils in the sample of schools said this is true of their school, and 20% say it 'bothers them a lot'. The seventh highest ranked challenge for pupils was: *No one from the school staff takes care of pupils who are sick.* 35% of pupils in the sample of schools said this is true of their school, and 21% say it 'bothers them a lot' (rising to 29% for older girls).

Remember that it will be useful for you to uncover the root causes of some issues to help you think of strong objectives related to improving learning – as you are guided to do by the diagram in fig.11, which is extracted from REB's SIP Trainee Manual (2018).

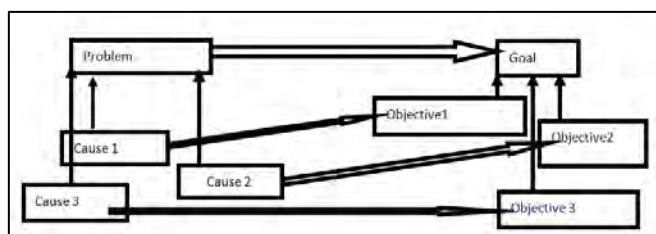


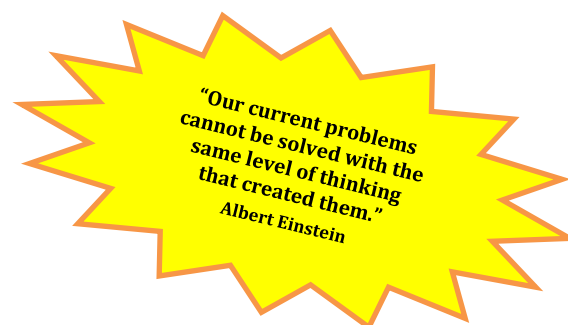
Figure 11: Choosing objectives (from REB SIP Trainee Manual)

Here are two tools to help you identify powerful learning-focused objectives.

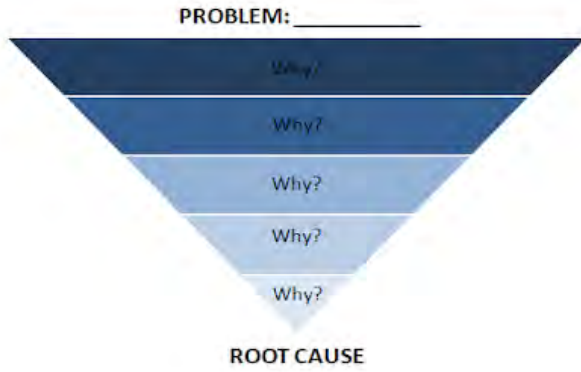


#### Asking the 5 whys

Having identified a challenge in your school self-review, try to get to the root cause using the methodology below. This will help you find the right solution – or at least the right way forward.

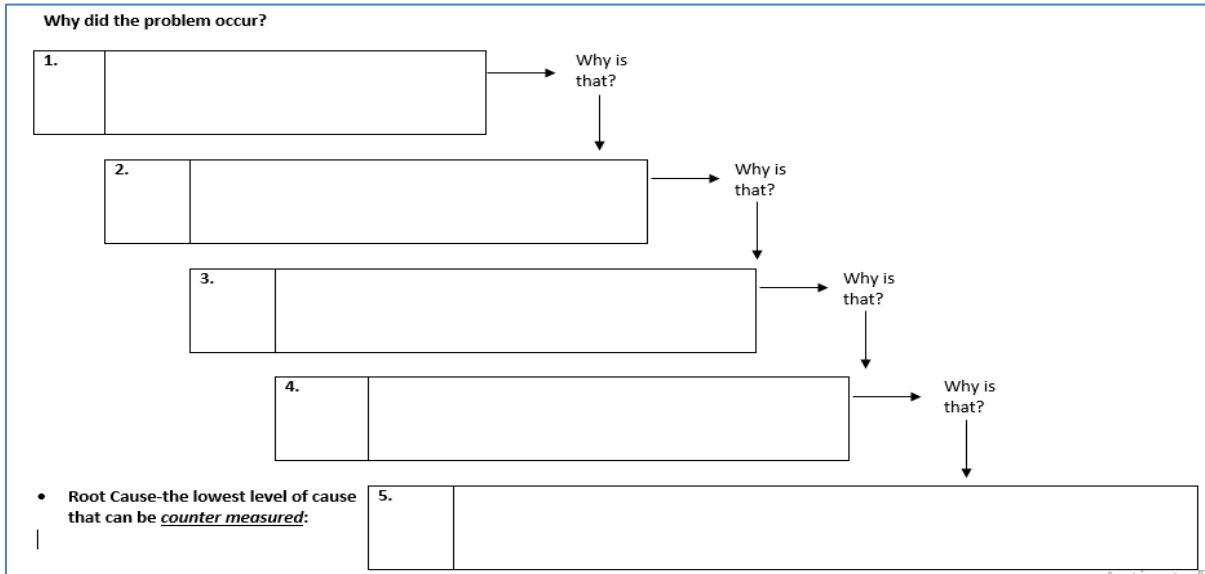


**The 5 Whys: Getting to the Root of the Matter**



**Procedure**

- Step 1. State the issue you have identified as a strategic challenge to work on.
- Step 2. Start asking “why” related to the challenge. Like an inquisitive toddler, keep asking why in response to each suggested cause.
- Step 3. Ask as many “whys” as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final “why” because it logically does not make sense to ask why again.



**Figure 12: The ‘root cause analysis’ approach to identifying priorities**

**Here’s an example of using the 5 whys methodology:**

We have noticed that older girl pupils regularly absent themselves from school for an hour or more in the middle of the day, and so miss classes. (= **PROBLEM**)

*Why do girl pupils absent themselves from school for an hour or more?*

Because they are going home to use the toilet.

*Why are they going home to use the toilet?*

Because they don’t want to use the school toilets.

*Why don’t they want to use the school toilets?*

Because the toilets are dirty.

*Why are the school toilets dirty?*

Because they are cleaned very rarely.

*Why are the toilets cleaned very rarely?*

Because we don’t have cleaning materials.

*Why don’t we have any cleaning materials?*

Because we have not included them in our budget or SIP. (= **ROOT CAUSE**)

**So, to ensure that girls stay in school all day and do not miss classes, we will need to include the purchase of cleaning materials in our SIP as well as other actions e.g. drawing up a cleaning roster!**

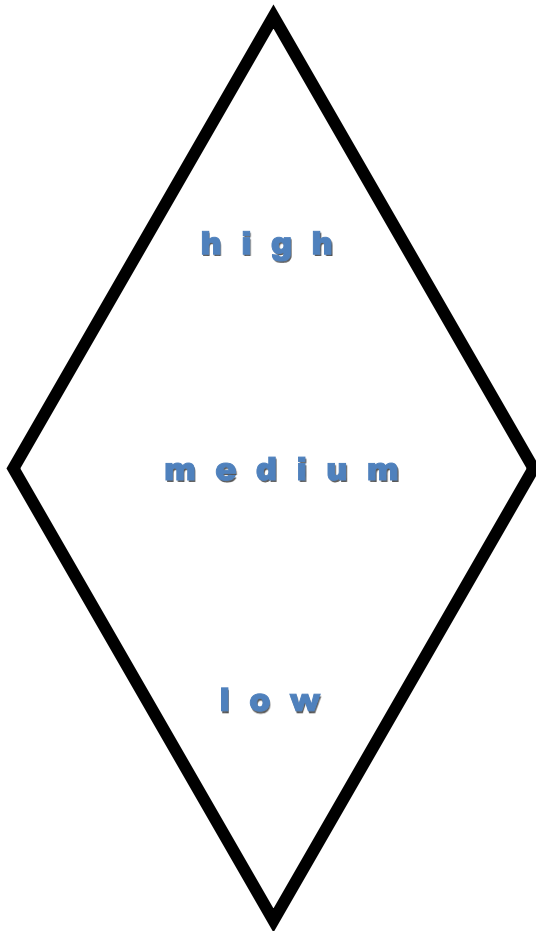
NB: It took 6 whys to be able to work out a solution in this case.



### Using the priority diamond

When you have many challenges, here's a way of working out your priorities in a collaborative manner.

### The priority diamond



#### Instructions

Draw a diamond on a piece of A4 paper – like the one opposite.

Tear up a sheet of paper into small pieces. Using as many of the pieces as necessary, write one challenge on each piece e.g. bullying, no fence, too few classrooms, teacher absence.

Using the priority diamond, move pieces of paper around the diamond, negotiating with other group members using arguments related to:

- your school vision and mission
- the wider national goals
- improving learning
- the number of stakeholders who raised this as an issue
- feasibility given your resources (people, time, money)

*NB You can add other criteria here!*

When you have finished the first stage, remove from the diamond the pieces of paper which are in the medium and low positions. Use the diamond to further prioritise amongst the high priorities.

### 4.4 School improvement: How can we get to where we want to be?

Once you have identified your goals and identified the current situation in your school, your next steps are:

- Planning
- Doing
- Reviewing

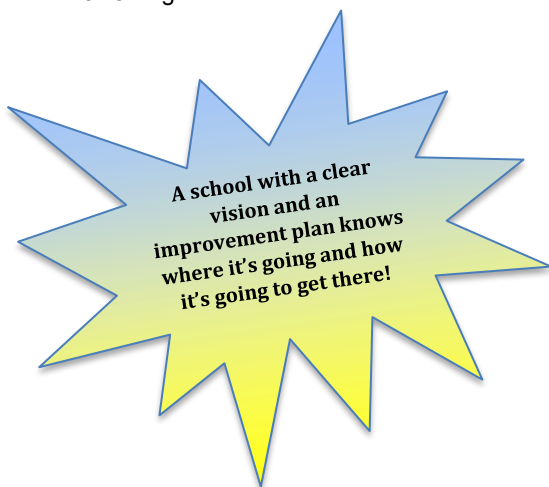


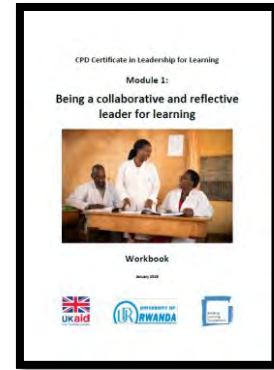
Figure 13: The improvement cycle



The planning process should lead to a well elaborated action plan which identifies adequately the following items: objectives, outputs, activities, time frame, resources, baseline data, targets, responsible persons.

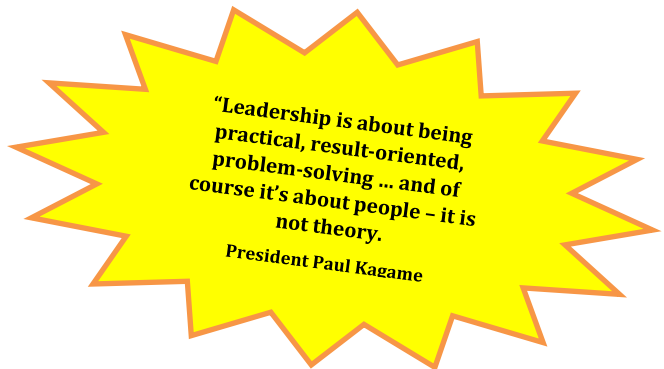
Again, there are lots of useful ideas and resources to support you with improvement planning in the REB SIP manual and the UR-CE Certificate in Leadership for Learning modules.

Two key resources you will find here are examples of completed and blank planning templates.



## 4.5 School improvement: How can we get everyone involved?

Shared responsibility and accountability for the SIP within the whole school community is very important. That sense of shared responsibility starts from a commitment to a shared vision. And it continues through involving the whole school community in the process of agreeing goals, objectives and deciding on actions and roles and responsibilities.



Here are some ideas for sharing responsibility and accountability in practice:

- Create a SIP planning team;
- Ensure the involvement of the SGAC by including one of its members in the SIP planning team – remember that they have a responsibility to work collaboratively but also, importantly, to hold you, the headteacher, to account;
- Ensure all members of the SIP planning team have clear roles and responsibilities – it may be useful to set these out in writing;
- Work with members of your PLC to share your practice and to learn from other schools' experience.

## 4.6 School improvement: How can we keep an eye on progress?

There are two types of review which effective school leaders conduct:

- ongoing **monitoring** – regular follow-ups during implementation to ensure that activities are progressing as planned, and to check whether they are leading towards the desired improvement or whether corrective action is needed;
- backward-looking **evaluation** – an assessment at the end of the implementation period as to whether the desired improvements have been achieved and what the starting point is for the next improvement cycle.

For both types of review, school leaders must have information available on:

- i. how planned activities are being / have been implemented, and
- ii. what effects these are having / have had e.g.
  - changes in test results;
  - changes in observed pupil and teacher behaviours;
  - changes in parental views on their children's experience of school.

This shows us the importance of collecting, analysing and interpreting data.

It is also possible to involve staff, parents and SGAC members in self- and peer-review of progress against objectives. This encourages shared responsibility for achieving outcomes. It also helps to create the learning culture that will drive improvements in the school.



## 5. How can I ensure effective inclusion throughout our school?

### 5.1 How can I oversee inclusive education through the competence-based curriculum?

The introduction of the competence-based curriculum (CBC) represents an important shift in Rwandan education from a mainly knowledge-based curriculum; and from knowledge and skills acquisition to knowledge creation and application.

The extract opposite is taken from REB's 2016 *Guide to Inclusive Education in Pre-primary, Primary and Secondary Education*; it states clearly what the Government of Rwanda and its stakeholders understand by 'inclusive education'.

As a leader of and for learning, how might you ensure that ALL children access the CBC?

#### 1. What is inclusive education?

Inclusive education ensures all learners not only have access to school but that they are provided with equal opportunities within school and a learning environment in which they can achieve their full potential.

It has evolved from the idea that education is a basic human right for all children, and is based on the principle that all learners have a right to education irrespective of their individual characteristics or differences:

*Inclusive education is a process that involves the transformation of schools and other centres of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability.<sup>1</sup>*



As a headteacher who leads learning for all learners, you can **provide philosophical guidance, professional development and practical support**:

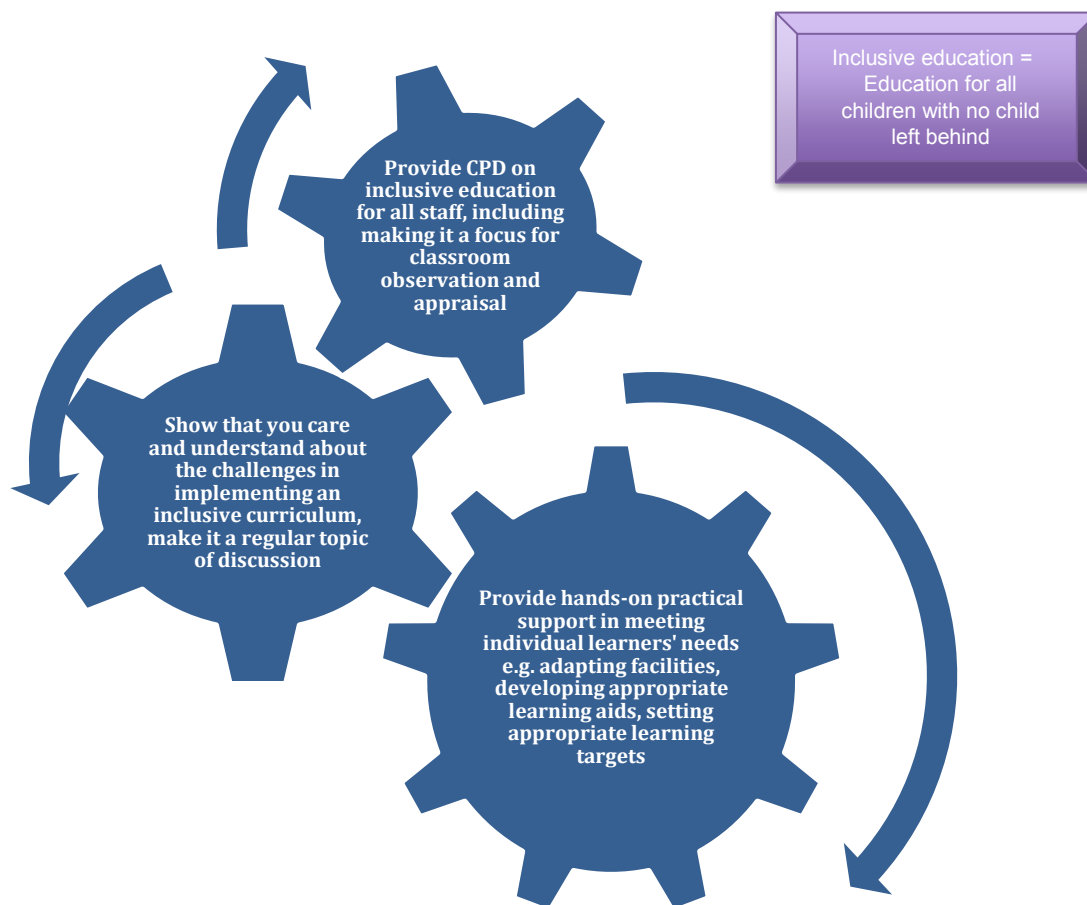


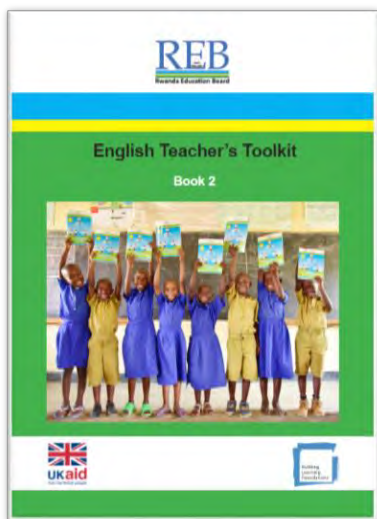
Figure 14: The inclusion 'engine'

The BLF Toolkits for English and Mathematics provide extensive guidance on enabling all children to access the P1-3 curriculum. Look for examples in the BLF toolkits where you see these symbols, for English and Mathematics, respectively.



Unit 3 in Toolkit 2 for both subjects is dedicated to inclusive learning.

In order to support your teachers, familiarise yourself with the content of these units. You will understand good practice and be better able to support your teachers in achieving it.



## Unit 3 Inclusive Learning

**3.0 ★ Learning objectives**

By the end of this unit, you will be able to do the following:

- make teaching and learning more inclusive for **all** pupils
- identify different types of learning difficulties and special educational need
- take actions to help pupils with learning difficulties and special educational need
- support pupils with learning difficulties and special educational need
- pronounce word stress on names of months correctly
- use the guide for identifying and supporting pupils with learning difficulties and SE
- record information about pupils to monitor progress

**Classroom English**

## Umutwe wa 3

### KWIGISHA NTA WUHEJWE

**INYANDIKO IGENEWE KWYIGISHA BURI WESE KU GITI KE**

Uyu mutwe uguhama amahirwe yo gusobanukirwa n'uburyo wakwitwara kugira ngo abanyeshuri bawe bose bagire uruhare mu isomo. Turatangira turebera hamwe impamvu ari ingenzi kwita ku banyeshuri bose n'uburyo byakorwa. Hanyuma turebera hamwe mu buryo burambuye imyitozo n'ibyakorwa kugira ngo abanyeshuri bose bagire uruhare mu myigire. Turaza kugaruka kandi ku buryo twamenya abanyeshuri bafite Ingorane mu myigire yabo n'uburyo twakoresha kugira ngo tubafashe mu ishuri.

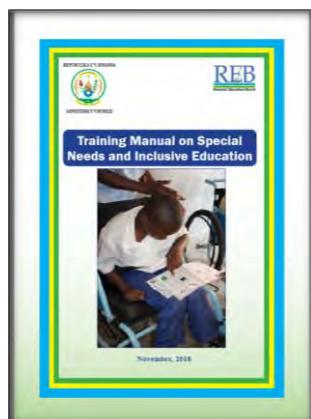
**INTEGO**

**Nyuma y'uyu mutwe uraba ushobora:**

- ✓ Kwigisha mu buryo butagira n'umwe buheza mu ishuri ryawe.
- ✓ Kumenya abanyeshuri bafite Ingorane mu myigire, narimo n'abafite ibyo bagenerwa byihariye.
- ✓ Gufata ingamba zizanywe no gutasha kugabanya ingorane z'abanyeshuri mu ishuri no gutasha abanyeshuri bafite ibyo bagenerwa mu myigire byihariye.



You can also get very valuable guidance on implementing inclusive education from two REB publications that can be found in most if not all schools, namely:



*This was developed with support from Humanity and Inclusion and UNICEF*

From the introduction:

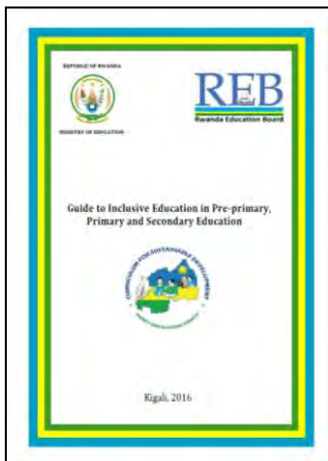
The Manual is structured into four modules as follows:

Module I is on *Basics of Inclusive Education* with emphasis on key concepts on inclusive education, legal framework on inclusive education, principles of inclusive education and inclusive and learning friendly school;

Module II is on *Teaching Learners with Special Educational Needs* with special emphasis on teaching learners with physical difficulties; teaching learners with visual difficulties; teaching learners with hearing difficulties, teaching learners who are deaf-blind; teaching learners with cognitive and developmental delays, teaching learners with specific learning difficulties; teaching learners with communication difficulties; teaching gifted, genius and talented learners; teaching learners with emotional and behavioural disorders; and teaching learners with autism and hyperactivity;

Module III is on *Accessible Teaching and Learning Materials* with emphasis on educational resources to promote learning in an inclusive setting; and making educational resources;

Module IV is on *Inclusive Education Pedagogy in the Classroom* with emphasis on lesson planning, lesson delivery, lesson assessment and teaching basic skills in literacy and numeracy.



This was developed with support from UNICEF.

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Part of this publication is included on the SD card for Toolkit 1, namely pages 8-16 of Chapter 3 *What makes a school inclusive?*

If you don't have these publications in your school, try to borrow them from another member of your PLC.



Here's an example of the kind of help offered in the Guide.


**Bullying** is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others; it can be physical, verbal or emotional.


**What makes a school inclusive? Try out the checklist!**

Tick box A if you strongly agree      Tick box C if you disagree to some extent  
 Tick box B if you agree to some extent      Tick box D if you strongly disagree

**Remember** – all children means ALL children including those with disabilities, special needs or educationally marginalised or vulnerable learners. Really think about the situation in your school and only tick a box in column A if the statement is absolutely true for EVERYONE in the school.

Be honest (no one else is going to see this!) otherwise you will not identify the areas for improvement.

No	Statement	A	B	C	D
1.	Everyone is made to feel equally welcome in our school				
2.	All children from the local community attend our school regardless of their background, ability or economic circumstances				
3.	Corporal and other forms of demeaning punishment <sup>4</sup> are never practised in our school 				
4.	Our teachers use positive discipline and non-punitive behaviour management strategies				
5.	Our learner's attendance is closely monitored and any absences followed up with parents				
6.	Our school promotes the health and well-being of all teachers and learners				
7.	Our school has a strong identity in the local community and we encourage their involvement in school activities				

No	Statement	A	B	C	D
8.	We work in partnership with all parents, keeping them individually informed of their child's progress and actively encourage them to be involved in school life. This includes ensuring the participation of those parents that are reluctant to come to school, or whose child/children are not the higher achievers.				
9.	All teachers and learners treat one another with respect				
10.	Our teachers aim to remove all barriers to learning by creating a physically accessible school environment and providing interventions as required to ensure every learner can participate in all activities				
11.	We provide a range of co-curricular activities and clubs that all our learners are encouraged to participate in according to their interest				
12.	All teachers' expertise is utilised to the full				
13.	We display learners' work and information on current learning to provide a stimulating, literate environment				
14.	Any new learners are given help to settle into this school				
15.	Our teachers work collaboratively to share ideas and to plan and review teaching and learning				
16.	We think all our learners are equally important				
17.	We do not tolerate bullying in any form <sup>5</sup> 				

**And now do this reflective activity:**

**a. How can your school become more inclusive?**

Look again at the statements that you have ticked in column D and C.  
 What does your school need to do to move any ticks in column D to C?  
 What does your school need to do to move any ticks in column C to column B?  
 What does your school need to do to move any ticks in column B to column A?

If you can, work as a group with other teachers or, if not, then individually, to identify 3 areas that you are able to start working on to bring positive change to your school.

Set a time limit for review and assess your progress by answering the statements again. If you feel you have achieved the target set, review your situation again and set new priorities.

Copy the table below and use it to make your plan.

Our school priorities for becoming more inclusive	
Priority action (as identified by the checklist)	Review date
1.	
2.	
3.	

## 5.2 How can I help stakeholders to understand inclusive education?



As a headteacher who leads learning for all learners, you can **help all stakeholders to meet their responsibilities for inclusive education** by doing the following:

- Hold a parents' meeting or SGAC with a focus on inclusive education; explain what the challenges and successes are
- Share the special education needs and inclusive education policy of MINEDUC
- Conduct workshops and seminars for teachers and parents on inclusive education
- Create extracurricular activities with a focus on activities for pupils with special needs or disabilities; take inspiration from the Special Olympics and the Paralympics!
- Ensure the section of your School Improvement Plan about inclusivity is clear and reviewed annually; seek advice from your LLL or NLL with this.



## 5.3 How can I work with development partners in implementing inclusive education?



As a headteacher who leads learning for all learners, you can **work with development partners** in the following ways:

- Identify and contact development partners, for example, local organizations, NGOs, faith-based organizations, international agencies, private sector, and civil society organizations; find out their policies for inclusivity
- Invite the development partners to general parents' meetings to talk to parents about the importance of inclusive education.
- Seek training in proposal writing to look for funding opportunities towards inclusive education activities.
- Share inclusive education reports on SEN children, the girl child, poor pupils etc. with development partners.
- Organise community activities to raise money for implementing inclusive education in the school.
- Request development partners to facilitate workshops and seminars for teachers and parents on inclusive education.

## 5.4 How can I effectively collect, analyse and disseminate data on inclusion and participation?



Dissemination =  
Spreading or communicating  
information (including results)

Here are some ideas you may find useful. You will have your own ideas too!

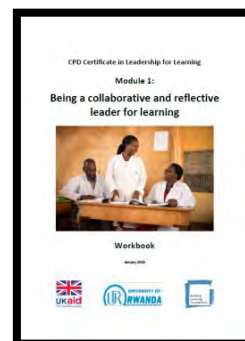
- Work with teachers to develop simple data collection tools on inclusive education
- Put in place updated lists of children with special educational needs
- Form a committee of teachers to collect data
- Involve teachers in data analysis and dissemination to stakeholders including parents and local leaders



Section 2 of the REB SIP Trainee Manual has some excellent tips about collecting data.

Also, the NLLs and LLLs you are working with have plenty of know-how to share on this; they have been learning about collecting and analysing data during their training with UR-CE on *Leadership for Learning*.

This would be an excellent topic for a PLC meeting!

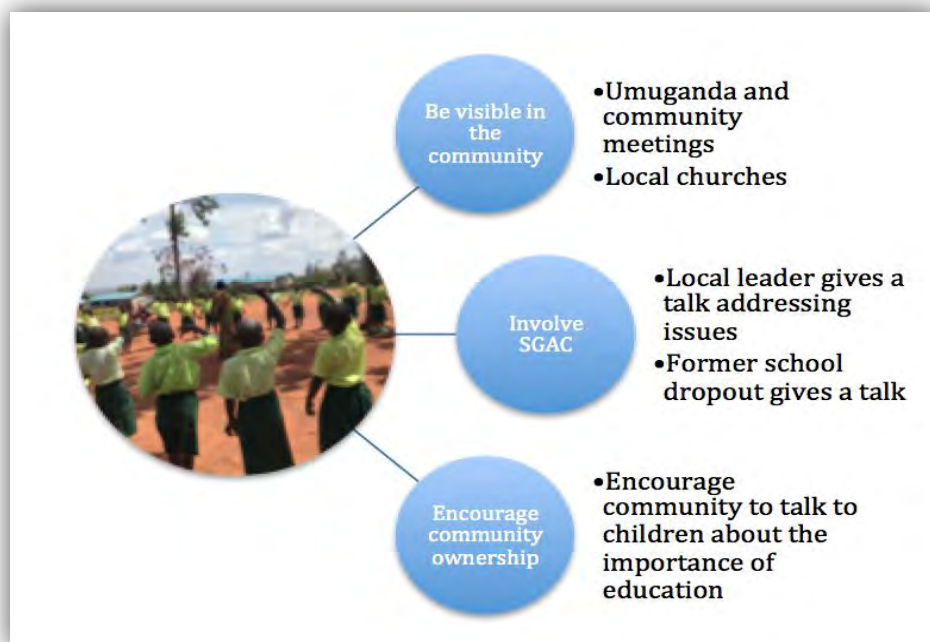


## 6. How can I increase pupil retention and attendance?

### 6.1 How can the local community support pupil retention and attendance?



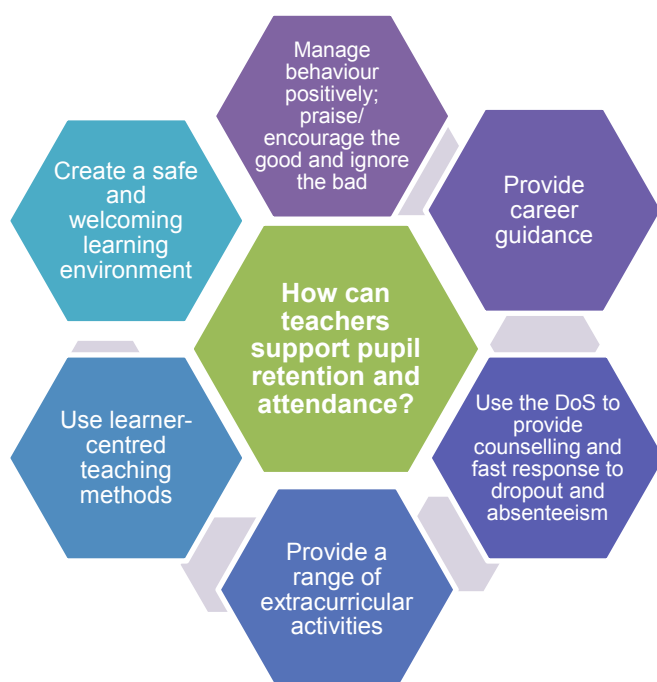
You might find useful guidance in the poster below:



### 6.2 How can teachers support pupil retention and attendance?



Which of the strategies outlined in the diagram below can already be found in your school? Are there any more you would like to try? How will you know if they are making an impact on pupil learning?



A study undertaken by MINEDUC and UNICEF in 2017, 'Understanding Drop-Out and Repetition in Rwanda', found a clear link between disability and drop-out and repetition.

Figure 15: Keys to improving pupil retention and attendance

## 6.3 How can we listen to pupils (and our other partners) and know what they need?

41% of the parents who participated in the research into perceptions of school leadership said that 'in most cases we as parents are not aware of what is happening at school i.e. plans and activities being implemented.' (This could well be contributing to the poor attention some parents pay to their children's learning.) 28% of parents say that this bothers them, 19% a lot (and 22% of mothers / female guardians say it bothers them a lot.)

This would be a great focus for a PLC meeting!



### Improving communication with children and other stakeholders

Try some of the following ideas; and discuss them at your PLC meetings!

- Make a supportive poster for your office door – for pupils, teachers and parents alike
- Set up a suggestions box (25% of schools have one – the rest can learn from this!)
- Use your notice board (45% of schools have one – share your experience please!)
- Try managing by walking around!

### Remember!

This is **your** school!

**Never** be afraid to express yourself!

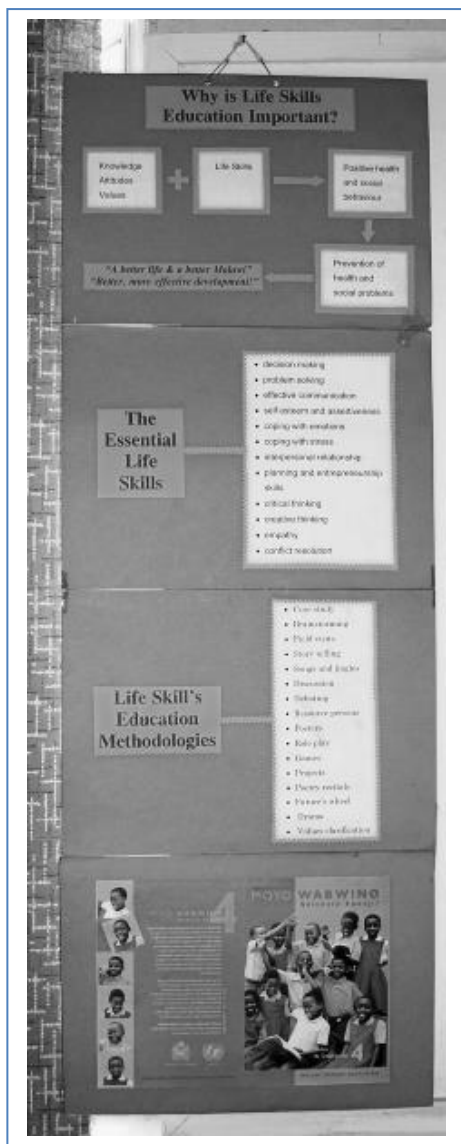
**All** ideas are welcome!



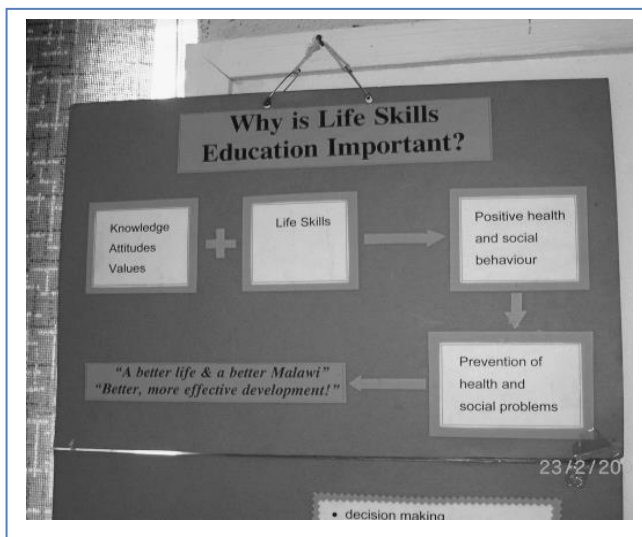
### How to make a portable notice board

If you do not have a notice board in your school, you can make one from low-/no-cost materials – see below. It has the advantage of being portable, which means you can keep it safe in your office when school is closed!

1. Cut A3 size pieces of cardboard from a carton.
2. Join the pieces of cardboard together with sticky tape. Ensure that you can easily fold the display board at the joints.
3. Punch two holes at the top edge of the top piece of cardboard. (Use a hole punch if you have one.)
4. Fix a piece of wood along a wall where you want to hang your notice board.
5. Hammer two nails into the piece of wood, ensuring that the space between the two nails is the same as that between the two holes on the display board. The two holes fit onto the two nails. (If you can only fix one nail, use a piece of string as shown in the photos.)
6. Display your information on the display board with any adhesive you have e.g. prestik, gum or scotch tape.



You can also make classroom display boards this way!



### Management by walking around (MBWA)

This is an approach used by many successful leaders. The head teacher takes time on most days to walk around the school, talking to pupils, teachers and other staff. They are likely to be more engaged and productive if they see you and speak with you frequently than if they don't.

Also, MBWA lets you know exactly what is going on in your school, much more than if you manage from your office. The 'walkabout' is an opportunity for you to ask questions of staff or learners, to find out their thoughts about a wide range of issues affecting their school and lives. And to get ideas!!

It is important that you respect the views of those you talk to and build trust and honesty across the school. It is also important that you are seen to take action when problems are identified, and give feedback on progress to those who raised the problem.

Motivated staff will know that their hard work and attitude is noticed and valued by management; staff who have a poor record of punctuality or behaviour will know that they are being monitored. Therefore, it is important that the MBWA is not only used to identify faults, but also to identify positive behaviours of learners and teachers that can be praised.

However, remember that you are on a fact-finding mission during a walkabout, with the secondary purpose of building rapport. So, if you find that a staff member isn't performing his or her job correctly, don't attempt to change the behaviour on the spot. Instead, make a note of it and address the problem at another time and in another setting.

It's good to vary the times of the walkabout and also the routes you take so that no one can predict when or where you will appear. Once teachers are aware of these walkabouts, they are more likely to be on time to class, stay in their classroom during lesson time, and also stay active in the classroom. Once people are aware that you may suddenly appear at any time in any place around the school, these walks can reduce poor punctuality and poor behaviour of both teachers and learners.

MBWA was first described by Tom Peters and Robert Waterman in their 1982 bestseller *In Search of Excellence*.



Educating is all about knowing how to listen!

### School notices and posters

Install noticeboards in places where they can be seen by all learners, teachers and visitors to the school; there should be a noticeboard in all staff rooms and, ideally, in all classrooms. Consider dedicating one noticeboard to pupils!

Ensure that important information about your school is posted on a noticeboard where it can be read by all stakeholders e.g. a copy of your SIP, the school's progress in improving learning outcomes, and the school rules.

Advertise upcoming school events and timetables for regular co-curricular activities (e.g. sports, clubs, field visits) as well as feedback on the success of those events, and expressions of thanks for people supporting them. Also, post notices about forthcoming meetings e.g. of the School General Assembly and its SGAC. Use text, graphics and photos to ensure the displays are attractive and draw the reader's attention.

Involve learners in making posters for events they participate in.

Update the noticeboards regularly to encourage people to read them; make sure someone is responsible for this.



## 7. What are my responsibilities regarding safeguarding and child protection?

### 7.1 What principles should we follow to protect children?

The UN Convention on the Rights of the Child (UNCRC) outlines 4 principles:

- Non-discrimination: To consider all rights (including the right to protection) apply to all children without exception.
- Best interests of the child: All actions concerning children shall result from taking full account of their best interests.
- Life, survival and development: Every child has the inherent right to life and his/her survival and development must be ensured.
- Respect for the views of the child: All children (their age and abilities considered) have the right to participation in decision making processes that may be relevant in their lives and to influence decisions taken in their regard.

It is the responsibility of all of us to protect children according to these principles, and it is vital that all school leaders and teachers are aware of what they should and shouldn't do.

BLF has worked with REB to produce a poster (see opposite) which is displayed in every primary school, as a useful reminder about our responsibilities for preventing abuse against children. The poster shows important "Dos and Don'ts" – guidelines that protect children. It includes a definition of child abuse, things we must always do to protect children, and things we must never do to children. It also has a reminder about how we should use positive discipline and not harm our pupils with discipline. The poster is printed in both English and Kinyarwanda with the same design.

In case you don't have easy access to the poster, here are the Dos and Don'ts:



#### DOs (things you should always do)

##### I will **always**:

- respect and uphold the rights of the child in all my activities;
- take any report of child abuse seriously and report any incident following the correct procedure;
- advise a child disclosing information of that they should tell me everything they can, but I will not promise to keep it a secret as I might need to inform the correct authorities to help them;
- report any concern related to a child (including suspicions, incidents or allegations) in accordance with BLF incident reporting procedures;
- support individuals who report child abuse incidents and bring such information to the attention of the relevant authority dealing with child safeguarding;
- ensure that taking images of children and recording them (audio and video) is done in accordance with BLF's child protection and safeguarding policy;
- ensure that the use of the images of children does not put the child at risk of being identified or located;
- strive to be a role model for child safeguarding and protection by preventing and responding to any form of child abuse and displaying high standards of professional behaviour at all times;
- treat children in a manner which is respectful of their rights, with integrity and dignity, and considering their best interests without any discrimination;
- create and maintain an environment which prevents the abuse and exploitation of children;
- cooperate fully and confidentially in any investigation of concerns or allegations of abuse against children.

#### DON'Ts (things you should never do)

##### I will **never**:

- use language, make suggestions or offer advice that is inappropriate, offensive or abusive to children;
- spend excessive time alone with children and will ensure visibility to others when interacting with children;
- tolerate any physical and/or verbal contact with children that is sexually provocative;
- develop physical/sexual relationships with children or relationships which could in any way be deemed exploitative or abusive;
- have a child/children (with whom I am working or any other child outside my family) stay overnight at my home;
- take images (including videos and photographs) or interview children, their parents, teachers or guardians, or members of their communities, without their written consent;
- condone or participate in behaviour towards children which is illegal, exploitative, abusive or unsafe;
- slap, hit, inflict physical or emotional harm, or abuse children in any other way;
- act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse;
- hire children as 'house help';
- use BLF assets to access, view, create, download, or distribute sexually abusive images of children;
- jeopardise the consortium's reputation or position, whether during or after business of working hours.



### Other things to promote within a school setting

**I will always promote the well-being of children and take appropriate action to minimise risks to them by:**

- (I) sharing with teachers and school authorities the BLF commitment to safeguarding and protecting children;
- (II) sharing information and my personal conviction with teachers and school authorities that corporal and humiliating punishments (including striking children) are not good ways of disciplining children and are forbidden in all forms;
- (III) promoting positive discipline among teachers by insisting on the use of alternatives to physical and humiliating punishments, such as:
  - praising and rewarding students in a variety of simple ways e.g. praise a pupil in front her/his classmates or other teachers, award special certificates to children who perform well or show a particularly good behaviour, or list their achievements on notice boards;
  - write positive comments in a child's exercise book;
  - withdrawing something a child has come to value (deny them wants and not needs);
  - trying to find appropriate punishments e.g. writing on walls is punished by cleaning the walls;
  - involving children in making the school rules;
  - asking a child to write a statement describing the negative effects of their behaviour.

You can find useful detailed guidance in managing pupil behaviour through positive discipline in the response to Question 14.

## 7.1 What concerns about children should be reported, and how?

All concerns relating to abuse against children must be reported, including disclosures by children, suspicions, and allegations and complaints against staff, associates and visitors.

Reports should be made as follows:

- Teachers or other school staff inform their head teacher;
- The head teacher reports to their SEO;
- The SEO informs the SES and together they manage the case and inform the parent;
- The SEO informs the BLF safeguarding focal person in addition to anyone else they are required to inform.



## SECTION TWO: Working together for success

This section addresses questions about how you can lead learning, drive school improvement and promote inclusivity through collaboration within your school, with other schools and with the wider school community.



Each question in the box below is addressed in this section through a combination of practical suggestions and ideas for you to consider.

MAIN QUESTIONS IN SECTION TWO	ADDRESSES RWANDA SL STANDARD(S) #
8. How can I encourage collaboration for learning within my school?	1, 2 & 3
9. How can I encourage collaboration to make my school inclusive?	1, 2, 3 & 5
10. How can I encourage collaboration with the wider community and other stakeholders, for learning?	1, 2 & 5
11. How can I encourage collaboration between schools and between school leaders?	1, 2, 3 & 5

### 8. How can I encourage collaboration for learning within my school?

#### 8.1 How can I share leadership in my school?

There is no doubt that school leaders have a very important role in ensuring pupils' success in learning, but the school leaders alone cannot achieve this task. Leadership roles can be distributed and shared to the other members of the community so that they can help effectively plan, implement and monitor school improvements.

Shared leadership is a feature of modern leadership based on trust, collective decision making, inspired communal acceptance of responsibilities, and increased performance of all participants.

You, the headteacher, assume the overall responsibility. You are the person with the most accountability, too.

*"Shared leadership is more than an ideal. It is a commitment to becoming a real community of leaders with mutual accountability, vision, goals, trust, blame and rewards."*

*Dr Bill Donahue*



## Sharing leadership

Experiment with the two ideas below; you can discuss the results in your PLC meetings.

- Involve the DoS ... and give her or him some specific responsibilities for raising the quality of pupil learning;
- Involve the SBM... to encourage teachers to take more responsibility for leading learning in their classes.

An example of good practice in a Rwandan school:

A headteacher discussed with his DoS and SBM that his P1 English teacher did not appear to be very motivated to encourage learners to use English. After some questioning, he decided the teacher is highly qualified and has a good knowledge of English, but she is shy and does not like to speak English in front of others. The headteacher asked the DoS and SBM to plan an intervention to support the teacher. They developed some SMART targets with her and provided her with both support and some challenge to achieve the targets. One target involved being observed and supported in a few lessons a month by the SBM and discussing feedback to help her gain confidence. The DoS and SBM worked well together and the teacher felt she was well supported.

## 8.2 How can I support teachers to work together for improved learning?

Your first priority is to **plan for structured time for CPD within the timetable**. MINEDUC is developing guidance to all schools on how to do this. In the meantime, this would make a great topic for a PLC meeting!

Next, decide what type of CPD you will provide. The main types are:

- Induction for new teachers;
- Peer-observation and reflection;
- Lesson study and reflection;
- Pedagogical meetings of teachers who are teaching the same subject or the same grade level.

BLF encourages the establishment of communities of practice (CoPs), very much in line with the fourth type of CPD mentioned above. English and Mathematics teachers in P1-P3 in the same school meet once a month to evaluate and consolidate their learning from completing the Toolkit units. In addition, they might

- observe each other and talk about what they have seen;
- coach each other (see the example in the box below);
- video themselves (or each other) teaching, after which they review the recording and reflect on the learning and teaching processes;
- make classroom materials together.

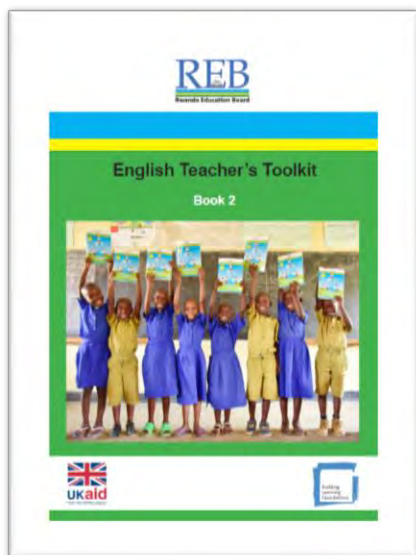


### Another example of good practice in a Rwandan school:

Callixte, a teacher of Mathematics in P1, found his pupils were not making progress at the rate to be expected. He discussed his concern with a colleague who asked Callixte what methodologies he used. Callixte invited the colleague to come and observe part of a lesson. As the colleague asked questions about what happened in the lesson, Callixte came to realise that it would be helpful to provide the pupils with different materials such as sticks, stones etc to learn to count with. He therefore introduced these types of materials in his classes and found his learners' understanding and performance improved.

A CoP is formed by a group of professionals sharing something in common e.g. they are all P1-P3 Mathematics teachers, who meet regularly, perhaps weekly for a few hours, to help each other improve their practice by various means – contemplating new ideas, solving problems together, co-planning, sharing materials and lesson ideas, watching teaching videos, micro-teaching, making teaching aids, working through the BLF toolkits, improving their own Mathematics and English, and many more!

There are many excellent ideas for CoP meetings in the BLF toolkits.



**2**

### Ideas for Communities of Practice Meetings

**I Warmer: time connectors**

- Work in pairs. You are going to describe each other's daily routine.
- One teacher starts with First, I....., the other teacher must then complete the daily routine with other time connectors e.g. then, next, after that, and finally .
- The first teacher confirms if the teacher was correct or not
- Switch places, and the other teacher starts with First, I...

**II Reflection**

A. Think about a lesson you taught before.

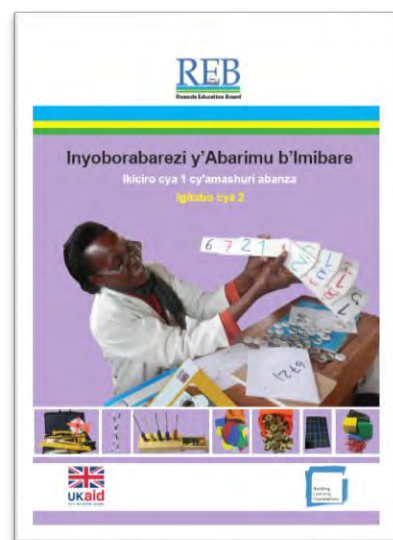
- Describe what you and the pupils did in the lesson.  
First, I asked the pupils what we learned before.  
Then, I wrote the learning objectives on the board.  
Next,....

**1**

### IMBATA Y'IKIGANIRO KIGAMIJE GUSHYIRA MU BIKORWA IBYZIWE MU MUTWE WA 1

**UMUTWE W'IKIGANIRO: GUHANGA NO GUKORESHA IMFASHANYIGISHO ZA ECM**  
 ⌚ Igihe cyose hamwe: Iminota 70

IMVO N'IMVANO Y'IKIGANIRO	
<b>Intego</b>	<p><b>Ablabirye iki kiganiro:</b></p> <ul style="list-style-type: none"> <li>Bazimenyereza imikoreshereze y'Imfashanyigisho za ECM zatanze.</li> <li>Bazaganira ku buryo izi mfashanyigisho zakoreshe mu buryo bunoze.</li> <li>Bazagerageza umwitozo bakoresheje imipfundikizo y'amacupu n'imbaho z'ibara banategure indi myitozo.</li> <li>Bazaganira ku mfashanyigisho bakoze bakanazikoresha, berekane uko bazikoresheje.</li> <li>Bazatahura Ingorane zo guhanga no gukoresha Imfashanyigisho za ECM hanyuma bashakire hamwe ibisubizo bishoboka.</li> </ul>



**Consider what you might do, as a headteacher, to support CoPs in your school.**

Your role is to oversee the CoPs and to show your commitment in as many ways as you can. For example:

- Provide time and space for the teachers to meet regularly and in a conducive environment. It is REB policy that all teachers have two hours per week 'free' for CPD, which you can make possible by careful planning and by providing some teaching cover yourself.
- Help get the CoPs started by encouraging collaboration with professionals who support your school. For example, on the next page you can see how one SBM worked with the BLF SLF to learn how to manage CoPs.
- Ensure that teachers have appropriate resources e.g. paper and glue.
- You may also like to attend some CoPs yourself. (However, please do so as a fellow teacher – it is important that you enable teachers to take and retain ownership and responsibility for the success of these sessions.)
- Follow up on action points and challenges experienced in CoP meetings.



Perhaps the photos on the next page will inspire you!

A BLF Sector Learning Facilitator (SLF) models a CoP meeting. He works closely with the SBM, planning and managing the meeting together.



The SBM takes the next CoP meeting. It is well prepared and well led.



After this strong modelling, all teachers take it in turns to lead CoP meetings.

Top tip!

A school in Kayonza has a CoP Book where they keep a record of all CoP meetings: dates, participants, work achieved, action points. Great idea!!

### 8.3 How can I make teacher appraisal a collaborative learning opportunity, too?

Teaching is a complex profession, and mastery requires continuous reflection on one's practice. This requires awareness of what one actually does in the classroom and an internal conversation about the effectiveness of that behaviour. Collaboration – partnership – with another professional, provides the means to learn to notice and reflect on what one does. Providing this collaboration – and enabling these partnerships between teachers – is one of the most important roles of school leaders.

Teachers who feel supported, coached and mentored on how to improve pupils' learning are more likely to be engaged in the performance appraisal process. And when teachers feel valued, their teaching usually improves.

It is of course important to remember that you have the overall responsibility when a teacher's practice is not good enough. However, involving teachers in the appraisal process is more likely to drive improvement.

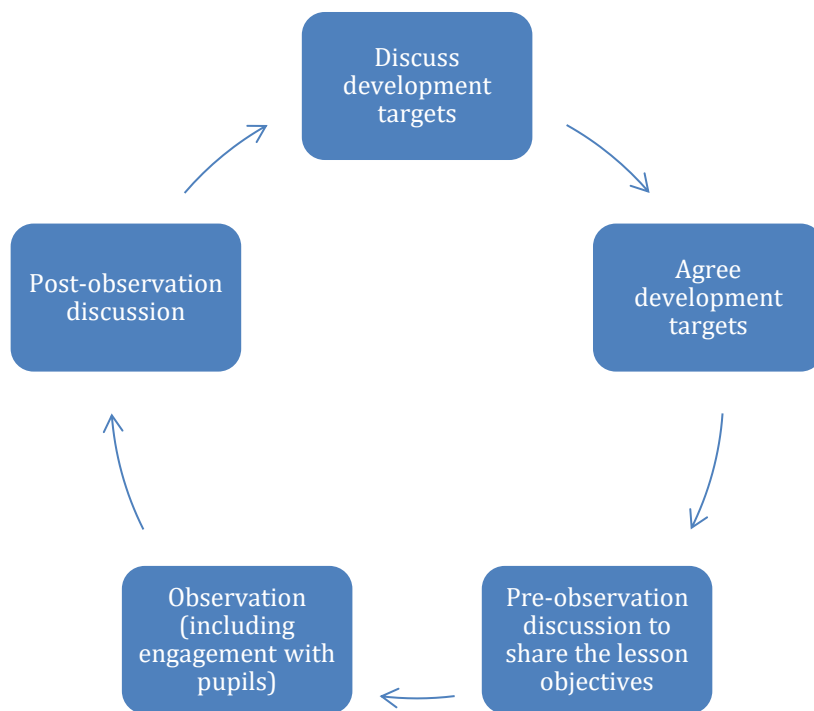
Teachers who are trusted to support other teachers' professional learning are also more likely to feel engaged in and share responsibility / accountability for the quality of education provided by the school.

**Performance appraisal is most effective when the process is teacher-centred, teacher-initiated, self-directed and collaborative.**

Providing feedback to teachers on their teaching performance, and helping them to reflect on it, can be informal and regular / ongoing. It can also be formal i.e. an annual appraisal.

Annual appraisal works best to improve teaching and learning when it is collaborative and reflective. You might want to:

- discuss appropriate targets with your teachers
- ask them what professional development opportunities will support them
- ensure that teachers can work together (in pairs for example) to address their targets through observation, coaching and sharing good practice.



**Figure 16: Involving teachers in the appraisal process**

You can find detailed guidance on supporting teachers' professional learning in Section 3 of the Companion.

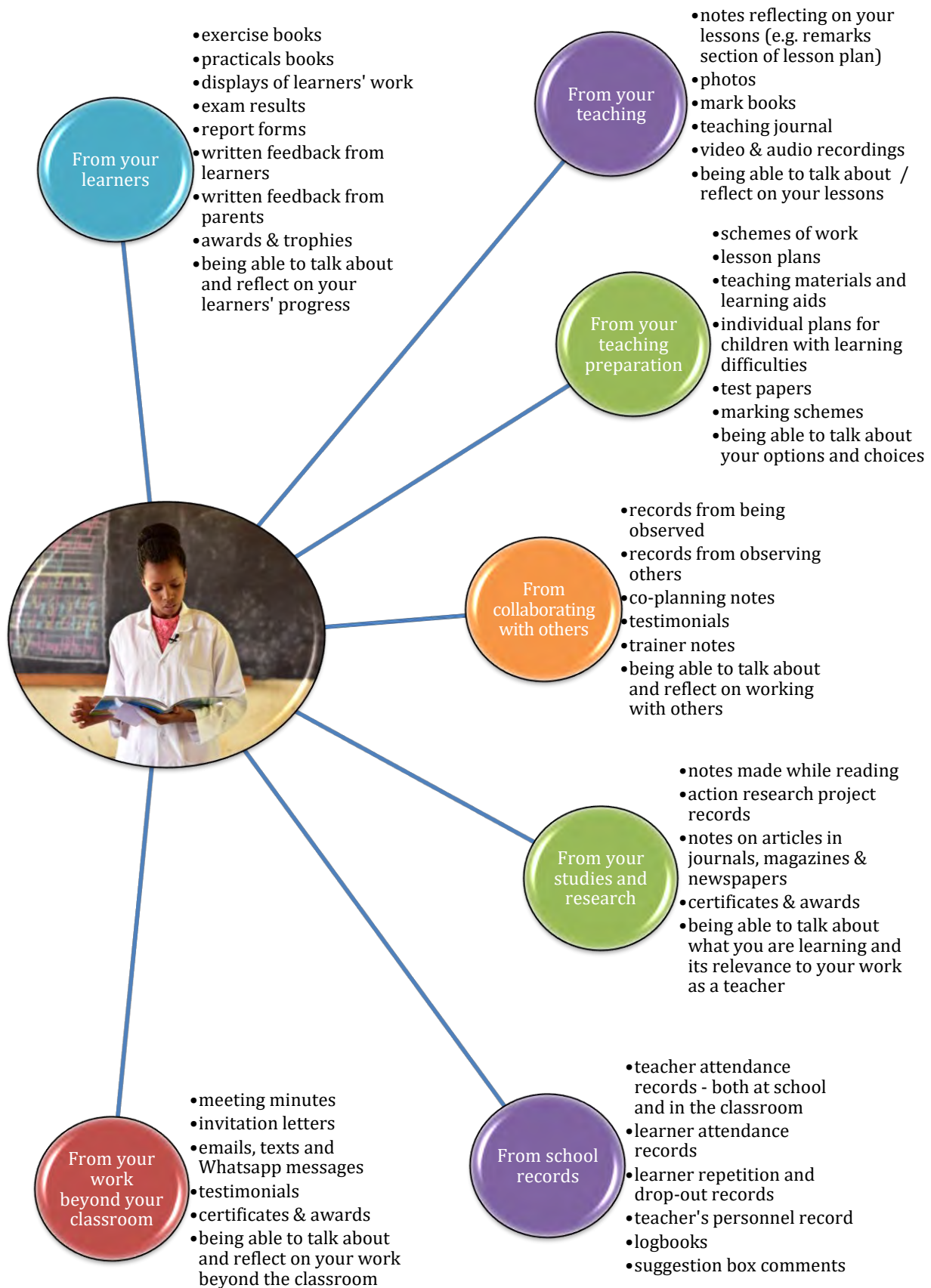


### Looking for evidence of performance in multiple places

Teachers can show you evidence of their performance in a number of ways. Try discussing the diagram on the next page with your staff, and challenge them to share their learning with you.

Note that the list of evidence types is not exhaustive! You can no doubt add many more.





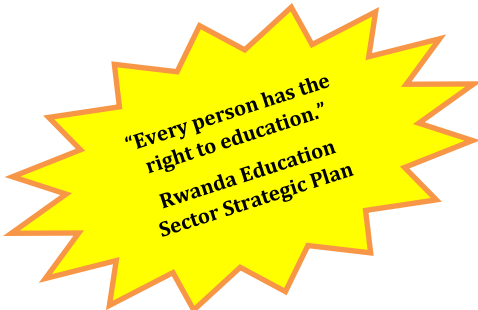
**Figure 17: Evidence types to inform teacher performance appraisal<sup>2</sup>**

<sup>2</sup> We adapted this from a diagram in the Teacher Appraisal and Development (TAD) Manual produced by the Kenyan Teaching Service Commission in 2013 with support from UKAid.

## 9. How can I encourage collaboration to make my school inclusive?

### 9.1 What are my obligations as a leader of learning to ensure my school is inclusive?

Rwanda's commitment to the education of disadvantaged children is well highlighted in MINEDUC's 2013/14-2017/18 Education Sector Strategic Plan (ESSP) for basic education as a cross-cutting issue.



"Every person has the right to education."  
Rwanda Education Sector Strategic Plan

One of the challenges schools face is ensuring that all pupils, including children with disabilities and other vulnerable children, are treated equally and have the same learning opportunities. We know that in practice some pupils are disadvantaged and even actively discriminated against. As a result, children with disabilities or other vulnerabilities are often hidden away and not allowed to integrate in the community or participate in learning activities.

Some disabilities may be visible such as total or partial blindness, deafness or missing limbs. Some disabilities are hidden. Some pupils have difficulty controlling their behaviour or who struggle to learn at the same speed as their peers. Most pupils with disabilities have average or even above average intelligence, but have difficulty showing it or learning in the same way. The disability could for example show in test results. Their test results may be lower than the average test scores due to the fact that they need additional support or a different approach to learn.


It is very important that you, as a leader of learning for all, work with teachers to identify pupils with special needs and find ways to accommodate those needs – and to celebrate what **all** children can offer.

### 9.2 Who can I collaborate with to ensure my school is inclusive?

At the Global Disability Summit in July 2018, the Government of Rwanda made several commitments on disability and inclusive education. One of the main goals is to build the capacity of teachers and staff. The commitments made in this area are as follows:

#### **Capacity building: teachers and staff**

1. By end-2020, at least 500 Sector- and District-level Education Officers will be trained and facilitated to monitor and assess Special Needs Education provision in schools.
2. By end-2019, we will develop a plan to roll-out the Guide to Inclusive Education for Mainstream Teachers (REB, 2016) nationwide. By end-2020, at least one teacher in every primary and secondary school in Rwanda will have been trained to use the guide and deliver training on it to other school staff.
3. By end-2020, inclusive education will be made a compulsory component of curricula offered by all accredited teacher training institutions.



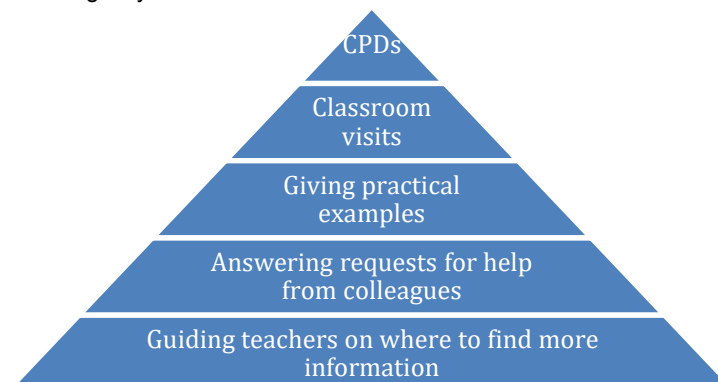
Who is the SEN specialist in your school?

Using the know-how of the trained SEN teacher in your school can be a great asset. They can help colleagues and parents to ensure that your school plays its part in Rwanda meeting its commitments in full.

One teacher from each school has attended a five-day REB course which covered the following:

- Introduction to inclusive education
- Differentiation of the curriculum
- Accessible, inclusive and friendly learning environment
- Inclusive pedagogical tools commonly used in Rwanda
- Educational assessment and use of IEPs

The SEN specialists have learned to share their knowledge in the following ways:







**Meet with your SEN teacher and try the following:**

- Discuss practical ways in which they can share their expertise within the wider school community;
- Ask her/him what support she/he might require from you or other colleagues in order to improve inclusive practice;
- Make a concrete plan!

N.B. If the teacher who attended the five-day REB course has either left the school or has not been active as a result of the training consider selecting another teacher who is showing interest in inclusion and taking actions to support children with SEN

### 9.3 How can I make sure no one is left behind?

It is important that schools identify pupils with special needs and find ways to accommodate those needs, and BLF's 2018 research into perceptions of school leadership tells us that many schools are achieving great things in this respect.

However, 45% of the parents who participated in the research into perceptions of school leadership said that 'Our school doesn't have mechanisms and infrastructure to help children with learning barriers.' 37% of parents say that this bothers them, 28% a lot (and 31% of fathers / male guardians say it bothers them a lot.)

Teachers in 65% of the sample of schools participating in the same research said that 'The school doesn't take care of children with disability and with special educational needs.' 58% of teachers say that this bothers them, 51% a lot, rising to 62% in the case of female teachers. So, at least half of the headteachers reading this Companion have much work to do.



REB, in partnership with the Building Learning Foundations programme, has produced a **Guide for identifying and helping children with learning difficulties and special educational needs (SEN)**, which is being distributed to all P1-P3 English and Mathematics teachers as part of the BLF toolkits.

**The guide will help teachers to:**

- identify individual children who are struggling with their learning and/or have a particular barrier to their learning (such as a child with a visual or hearing impairment)
- link up with parents to share information
- categorise the learning difficulty
- select classroom strategies related to the difficulty to help the learning of child
- regularly review the impact of the classroom strategies on the child's participation and learning in lessons
- adopt, refine or change strategies depending on the impact on the child.

**Part of the form that teachers would use to record information about a child's learning difficulty**

Ifishi y'umunyeshuri igaragaza ingorane n'ibyo agomba kugenerwa byihariye mu myigire (SEN)		
Igice cya 1: Umwironoro w'ibanze, amasuzuma n'imenesha		
Akarere		
Ishuri		
Izina ry'umunyeshuri		
Umwaka yigamo (Shyira akamenyetso ahakwiye)		
Umwaka wa 1 w'amashuri abanza	Umwaka wa 4 w'amashuri abanza	
Umwaka wa 2 w'amashuri abanza	Umwaka wa 5 w'amashuri abanza	
Umwaka wa 3 w'amashuri abanza	Umwaka wa 6 w'amashuri abanza	
Impamvu y'impungenge ya mbere n'itariki		
Ikiciro k'ingorane mu myigire n'ibintu byihariye umunyeshuri agomba kugenerwa(SEN)	Akamenyetso	Itariki
A. Ingorane zirebana n'ingingo z'umubiri cyangwa ibyumviro:		
Ingorane zo kumva		
Ingorane zo kubona		
Ingorane mu kunyeganyeza umubiri		
Ingorane zo guhuza ibikorwa by'ibiganza n'amaso		
B. Ingorane mu bumenyi no mu myigire:		

**An example of information in the guide: indicators of hearing difficulty and actions teachers could take in the class to support learning**

A. INGORANE ZIREBANA N'IBYUMVIRO CYANGWA INGINGO Z'UMUBIRI	
<p><b>Niba ubonye umunyeshuri:</b></p> <ul style="list-style-type: none"> <li>• Adakurikiza amabwiriza ako kanya ahubwo agategereza kurebana ku bandi meze agakora nk'ibyo bakoze;</li> <li>• Atajya akunda kuvuga mu ishuri, adasubiza;</li> <li>• Asubiza ibihabanye n'ikibazo yabajijwe;</li> <li>• Ahora agusaba gusubiramo amabwiriza utanze;</li> <li>• Ahengeka umutwe awerekeza aho jwi rituruka;</li> <li>• Adashobora gukurikiza injyana mu ghe muriramba;</li> <li>• Adashobora gutahura amajwi y'inyuguti n'imibare mwize;</li> <li>• Atamenya kugenzura ingano y'jwi asohora – hari ubwo asohora jwi rinini cyane cyangwa rito cyane;</li> <li>• Yifashisha cyane ibimenyetso mu kuganira n'abandi;</li> <li>• Adakunda kuganira n'abandi banyeshuri yisanzuye;</li> <li>ashobora kuba afite ingorane mu kumva.</li> </ul>	<p><b>Kumva</b></p>
<p><b>Ushobora:</b></p> <ul style="list-style-type: none"> <li>• Gusaba ababyeyi be kujya kumusuzumisha kugira ngo harebwe koko niba afite iki kibazo kirebana no kumva;</li> <li>• Kwifashisha ibintu abanyeshuri bashobora kubona – ibimenyetso, amafoto, amashusho, ibintu bifatika, myandiko mu ghe uri kuvugana n'abanyeshuri bawe;</li> <li>• Kwicaza umunyeshuri aho ashobora kukubona kandi akanabona bagenzi be;</li> <li>• Gukora ku buryo umunyeshuri aba akubona mu maso mu ghe urimo kuvuga kandi ukamuhanga amaso mu ghe urimo gutanga amabwiriza;</li> </ul>	

The guide also has forms for teachers to record all important information about the child's difficulty, meetings with parents and other agencies, and actions tried to help the child and impact on their learning.

When your teachers use the record forms, information about children can be easily passed on from one teacher to another, for example, when a child moves up to a new year group. (It is important that the records are kept in a folder or file in a secure place where all relevant staff can access them.) You will also be able to get a lot of useful data about children with learning difficulties/SEN in your school, such as:

- How many children have been identified?
- How many children are getting specific help from their teachers?
- How many teachers are identifying and taking actions to help children with learning difficulties/SEN? (In the current ESSP this will be monitored.)



Make sure you have read and understood the Guide, and can **implement the guidance provided there.**

You could read through this quite short and practical guide to fully understand it and then support and monitor your teachers' use of the guide, including in the following ways:

- Such data could be used as part of school self-review processes to inform planning and to monitor progress in relation to inclusive education objectives in school plans. Remember that one of the government's disability commitments is that by the end of 2020, every school in Rwanda will include inclusive education actions in their Annual Plan and Performance Contract.
- As children's learning difficulties often cut across more than one subject it is important that teachers work together to agree how to support their learning and share information. You could see whether they are doing this and also whether they are helping each other to help children with difficulties/SEN. Are they regularly discussing the use of the guide in CoPs? Is your SBM helping? What about the DoSs and any SSLs? Have they read the short guide?



- Are P1-P3 English and Mathematics teachers sharing their actions and learnings with other teachers in the school? The information in the guide will be useful for all teachers and builds on information in the MINEDUC/REB *Guide to Inclusive Education in Pre-primary, Primary and Secondary Education*. You should already have a copy of that guide in your school.
- You could also see whether one teacher is making very good progress with identification and learning of children with learning difficulties/SEN. Could that teacher help other teachers in the school? Another aim of the ESSP is that every school has at least one teacher competent in inclusive education who can support other teachers.

## 9.4 How can I lead collaboration with parents whose children have special needs (including gifted and talented)?

As a leader for learning you need to ensure that all pupils, including children with disabilities and other vulnerable children, are treated equally and have the same learning opportunities as others. Collaborating with parents is key to enable children to learn to their full potential. But how can you do that?



Try **collaborating with parents** in the following ways:

- Raise parents' (and children's) awareness on the importance of inclusion. Display messages of equity and inclusion in the school and classroom.
- Advise parents on ways they can support boys and girls (including children with disabilities) in their learning.
- Invite parents of pupils who always have lower test scores to discuss the needs of the pupil.
- Ensure that teachers of children with special needs meet regularly with parents to discuss the child's progress, needs, and how to best support the pupil.
- Make sure support for the family is provided.
- Seek further guidance from your sector office or partners.

Creating a good relationship with all parents is always a big part of the job as headteacher. Raising awareness in the community, with parents and pupils is the first step in making your school inclusive.

You can find further help to strengthen inclusion in your school in the answers to Questions 9 and 12.

## 10. How can I encourage collaboration with the wider community and other stakeholders, for learning?

The community and other stakeholders have a big role to play in improving the learning outcomes of the learners. Learners come from the community and go back to the same community at the end of their day in school. Here we have to remember that learning does not end at school, it continues even at home and outside the school; hence the importance of the community and other stakeholders in the learning of pupils.

### 10.1 Who are our school's stakeholders?



#### Being clear about who our stakeholders are

You can find help on getting parents and guardians more engaged in their children's learning in the response to Q3.3.

Our stakeholders are those groups or individuals who have an interest in the success of our school and its pupils. Stakeholders can be from within or outside the school, or they may have 'one leg in the school and one outside' e.g. the SGAC members.

Check out the diagram below and add any other stakeholders you are working with (two circles are provided but feel free to add more!).

Does this give you ideas about any stakeholders that you could start working with?

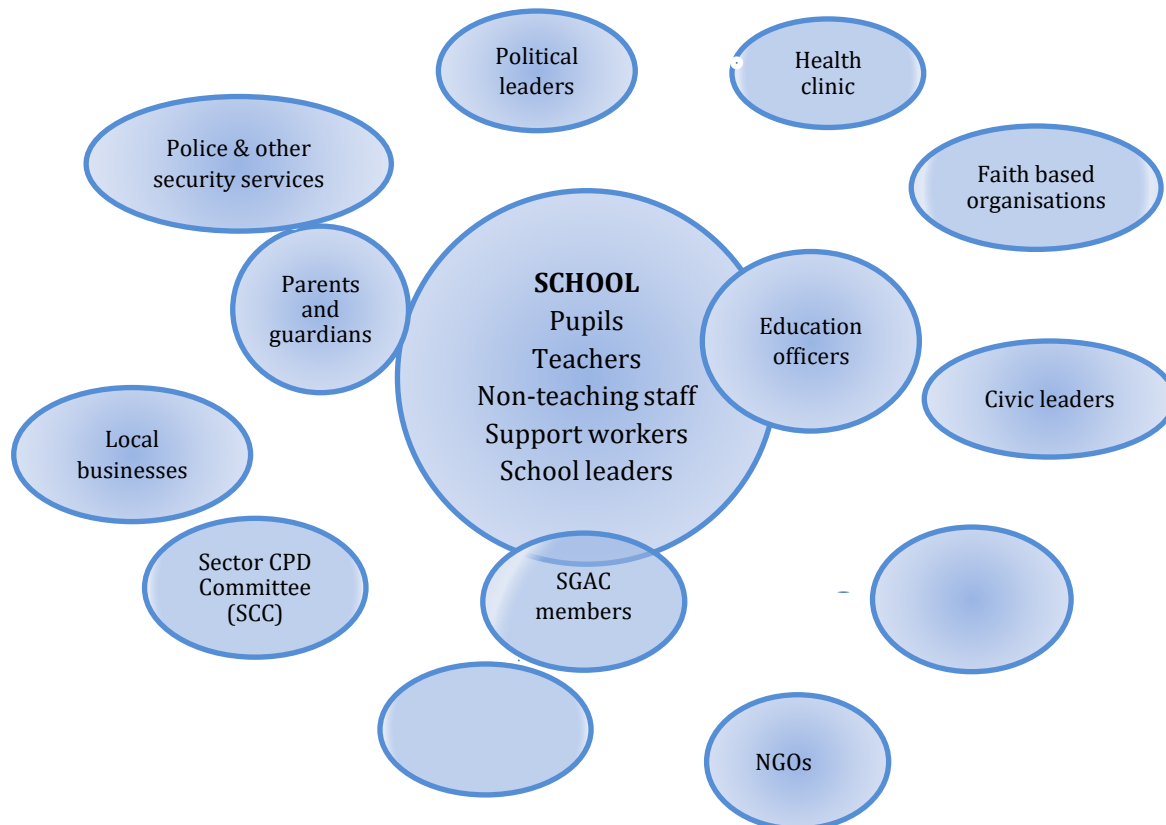


Figure 18: School stakeholders mini-mapping

## 10.2 What are the benefits of engaging closely with stakeholders?



### Being clear about the benefits of stakeholder engagement

Consider the list below. There is space for you to add some more reasons for working closely with the wider school community.

Engaging with stakeholders will likely lead to the following benefits:

- Stakeholders provide greater cooperation and support when they know what's happening in school and are part of the decision-making process.
- Challenges can be identified and addressed more easily when schools, parents and the local community work together.
- Parents bring skills and experience which complement teachers' and school leaders' expertise.
- Getting to know each other can help parents and teachers understand each other's challenges and frustrations.
- The performance and behaviour of learners improves when they get encouragement and guidance at home that is consistent with the approach adopted by school staff.
- Teachers are better able to meet individual learning needs when they are familiar with the home environment of their pupils.
- Engaged parents and other stakeholders are more likely to volunteer in the school e.g. listening to children read (literate parents), helping children learn how to stay safe (police), helping children play more sports in their free time (talented sporty parents), helping children to develop basic financial literacy / money management skills (local business leaders), becoming members of the SGAC and playing a governance role in the school (parents educated to S6), helping renovate and maintain school buildings (craftsmen and women).
- Parents and other members of the wider community can help the school build up their resources for teaching and learning.
- 
- 

In the research BLF conducted into stakeholder views of school leadership practices in Rwanda, the seventh highest ranked challenge from teachers' perspective was: *Relations between teachers and parents are not good*. Teachers in 43% of the sample of schools said this is true of their school, and 35% said it 'bothers them', 29% 'a lot'.



### Read the good practice example in the box below.

Is this something you have tried? Is it something you could try again? Might you involve your DoS or SBM or strongest teachers?



An example of good practice in a Rwandan school:

In one school, the headteacher worked hard to ensure that the school was not seen as an island but rather part of the wider community. She worked hard to encourage the view that both parents and teachers seek effective ways of developing each child's potential.

She wanted to help parents understand what teachers were trying to achieve and shared some of the challenges of this. She then invited parents to a meeting to provide any insights into their children and help address challenges. After this she invited a selection of parents to meet with some teachers. She was also keen that teachers understand what challenges parents and families might be facing.

The headteacher found that the process of teacher and parents simply getting to know each other cleared up such frustrations as the way a teacher handles discipline or why a parent is unhappy with the amount of homework being assigned to her child. Parents had a better idea of what their child's day is like, which improved family communication. It also built and improved the relationships between parents and teachers. The teachers gained a better understanding of individual family dynamics, cultural background and challenges a family faces as well as their strengths. Parents developed a better understanding of the teacher's expectations and the challenging dynamics that teachers may face in class. Parents also learned to appreciate the values and discipline code of the school.

As a result of this trust building, more parents volunteered at the school. Younger children are often excited to see their parents in a volunteer role, and it may help to give them a positive outlook on school.

## 10.3 How can the school engage the community in its work and resources?

Leaders of learning can engage the community in the following ways:

- Involve parents and the wider community in **planning for school improvement**.



Figure 19: Rationale for engaging stakeholders in the SIP process

- Encourage parents to be **more involved in their children's learning**.  
You can find detailed advice on this in the response to Q3.3.
- Encourage parents and members of the wider community to **volunteer** in the school e.g. listen to children reading, help with making resources.  
See the response to Q9.6 as well as Q3.3. for ideas about this.
- Encourage parents to contribute to the **collection of no-cost resources** to be used for making locally made essential classroom materials. They can also contribute to the collection of resources that can serve as storage e.g. a plastic bottle where their children can store counters like small stones and beans that they can use daily in their Mathematics lessons.  
You can find more information about low- and no-cost resources in the response to Q12.4.
- Encourage a **lively and active parents'-teachers' association** (PTA).
- Engage with your **SCC on matters related to CPD**; think about how you could support its effective functioning.

Always bear in mind that some parents experience barriers to engaging with schools. These include some parents with disabilities and those who fear involvement because of their own lack of education or because of their own bad school experience.

### Working with a PTA



Research and case studies show that schools where parents are closely involved tend to have better teachers, perform better and generally there is better discipline and accountability. In Rwanda, the parents'-teachers' association provides a forum for this collaboration, where parents and teachers can meet to reflect on performance – academic, social, welfare, cultural and ethical – and find ways of improving it.

In order to help the school realise its purpose, the PTA can make parents aware of the cost of running their school and get them involved in meeting some of these costs by paying a certain amount of money, on top of the normal school fees. The money collected from the parents is then used to supplement teachers' salaries, buy textbooks, produce teaching materials and take care of emergencies.

In many schools throughout the country, parents and teachers have worked together to improve the lives of their children by providing a good water supply, sports facilities, medical facilities, etc. which have contributed a great deal to enhancing the living standards of the children as well as their health and happiness.

And, as importantly, through PTA meetings, parents are able to understand the learning process and the contribution that they can make to this.

**Always bear in mind in your work with parents** that some of them experience barriers to engaging with schools. These include some parents with disabilities and those who fear involvement because of their own lack of education or because of their own bad school experience.

## 10.4 How can my school support the wider community?

It is important to remember that engagement is a 2-way street! The community provides services which can strengthen and support school, children and their learning. At the same time, the school has different assets that can assist the community in return. The more your school does for the wider community, the more stakeholders will be willing to support you and your school, and share a sense of ownership for its work and resources.



### Reflecting on the quality of your school's collaboration with your community

What was it like in the past? What kind of relationship would you like in the future? How can you strike a good balance?

You might like to do this exercise with colleagues in your school or other headteachers through your PLC.

Did you consider the following?

- Attending community meetings;
- Participating as a school in community works or events;
- Visiting children and their parents at home, when they are absent;
- Field visits e.g. to parents' workplaces;
- Opening the school's doors and allowing community groups the use of school facilities e.g. for meetings and celebrations.

## 10.5 How can the school work with other partners?

Engaging other partners can support the school to function more effectively. They can provide various resources and activities that can be beneficial to the school and contribute to the learning of children.



Consider the ideas below and answer these questions:

- Which of the ideas have you tried?
  - Which practices might you try?
  - How will you know what success looks like?
- Remember to relate your success criteria to improved pupil learning and outcomes!



Figure 20: Other potential partners of schools

Encouraging these potential partners to:

- provide tools and materials to support school projects, such as building new classrooms and toilets, and providing a good water supply;
- provide technical support through CPD e.g. an IT company can provide a workshop to teachers on how to use IT while teaching;
- help collect low- or no-cost resources for use in teaching and learning e.g. used cardboard boxes, empty rice sacks, empty plastic bottles of all sizes, rolls of scotch tape;
- give financial support e.g. for the regular functioning of the SGAC;
- offer skills and labour for maintenance and rehabilitation of the learning environment.

## 11. How can I encourage collaboration between schools and between school leaders?

### 11.1 How can my engagement with PLCs help develop my leadership for learning?

Professional learning community = a group of head teachers who meet to focus on a specific area of school leadership practice; they will share ideas and expertise with each other to improve learner outcomes and raise school standards

A PLC is run by head teachers for head teachers.

By being part of a Professional Learning Community (PLC) you can share ideas and expertise with other school leaders. A PLC is a group of school leaders who work together and in collaboration to focus on improving teachers' practice and pupils' learning outcomes. PLCs can be developed at sector and district levels. For the BLF initiative, PLCs are learning networks created by headteachers for headteachers, which have the following characteristics:

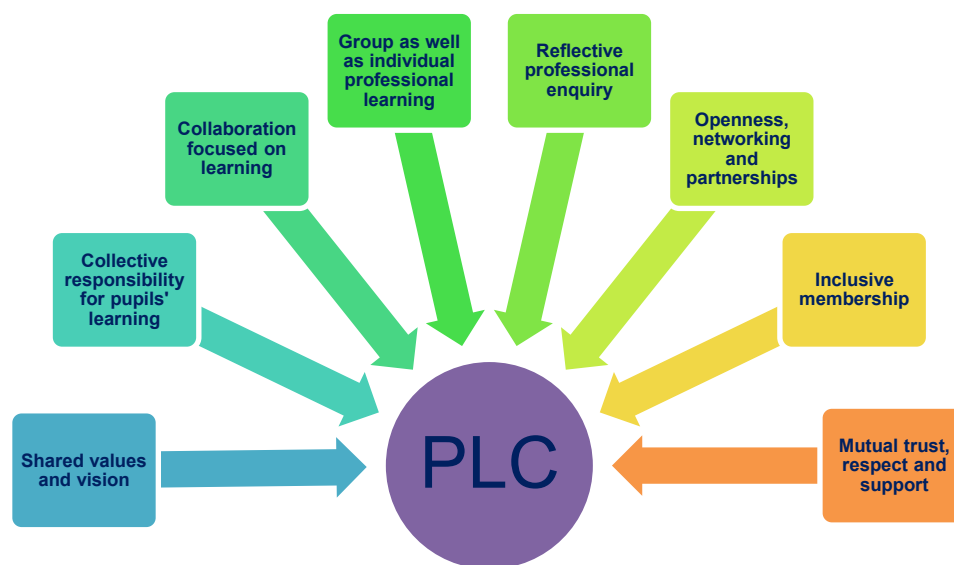


Figure 21: Characteristics of a PLC

By working together and in collaboration, you can find ways of improving **your** school. By sharing your expertise and ideas, you can help other leaders to improve **their** schools, too. In addition, PLCs can help you to fulfil your shared moral purpose **AND** they are cost effective.

By ...	<ul style="list-style-type: none"> <li>➤ increasing teachers' motivation,</li> <li>➤ bringing new ideas on how to improve your school, and</li> <li>➤ taking action on issues affecting teaching and learning,</li> </ul>	you can ...	improve learners' outcomes and raise school standards.
	<ul style="list-style-type: none"> <li>➤ encouraging participation in conversations about learning,</li> <li>➤ learning from others,</li> <li>➤ taking collective responsibility for pupils' learning, and</li> <li>➤ working in collaboration,</li> </ul>		develop professionalism in your school.
	<ul style="list-style-type: none"> <li>➤ using reflection to challenge thinking on school improvement, and</li> <li>➤ sharing leadership best practice and ideas with other headteachers,</li> </ul>		strengthen your leadership skills.
	<ul style="list-style-type: none"> <li>➤ creating networks with other schools, and</li> <li>➤ forming partnership with local organisations, the community and the education authorities,</li> </ul>		establish a collaborative culture between schools in your District.

Figure 22: Rationale for committing to your PLC

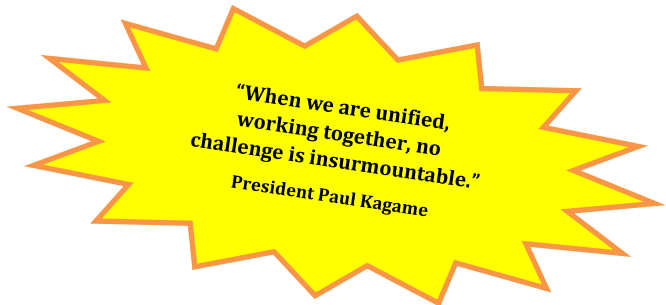


We know how powerful it is when we share our experiences and challenges with other people and hear about what they have done in a similar situation. It helps us think about things in a different way and to try new solutions to the issues we face.

The Professional Learning Community supports this **collaborative style of learning**. The PLCs will focus on practical experiences and support that will help you develop your school leadership skills and help your learners to succeed.

### **A PLC success story**

Mbabazi was a pupil in P4 but had erratic attendance and, when she did attend, was frequently late. Because of this her teachers often shouted at her, harassed and punished her. She was never given a chance to explain that she could not manage to collect the water every morning as she was required and get to school on time as it was a long way from her home, so she finally dropped out of school. The head teacher organised a PLC with the teachers in the school and during one of these meetings they discussed the need to understand the background of their pupils and to know for example, who lived a long distance from school, which families were having difficulties, which pupils had difficulties in learning and why. After this meeting, a teacher went to visit Mbabazi's parents and they decided that she could draw water in the afternoon when she attended school in the morning shift and draw water in the morning when she attended the afternoon shift. Mbabazi returned to school and thereafter attended regularly and on time.



**"When we are unified,  
working together, no  
challenge is insurmountable."  
President Paul Kagame**



**Let's look at some case studies.**

There are already some good examples of how teachers across schools in Rwanda are using collaborative learning to support improvement in their schools. Can you identify with the challenges these teachers faced? What steps did they take to share their learning with others?

#### **Case study 1**

*In one sector, all head teachers meet in one school in turn and carry out class observations. They then feed back to the teachers and then to the head teacher about what they have found. Each head teacher finds this useful because:*

- *It helps the head teachers share their ideas and learn from each other;*
- *It helps the head teachers agree on what is a good standard of lesson;*
- *If you see something good, you try it out in your own school;*
- *If you see something less useful you think how you could do it differently. You share your ideas with the head teachers from other schools.*

#### **Case study 2**

*A head teacher was concerned that some parents did not appear to support their children's learning. She decided to arrange a meeting for parents to come into the school and share ideas for supporting learning with the teachers. This meeting was useful as parents understood better what was expected of them to support their child's learning. The teachers understood better how to talk to the parents and gain their support. The head teacher shared her learning with the school nearby, who had similar problems.*



## 11.2 How are PLCs organised?

### District PLCs

- For LLLs in the district
- Facilitated by NLLs
- Held once a term
- Used to plan and prepare sector PLCs
- Other key stakeholders (e.g. DDE/DEO) may attend as appropriate
- Key training points (from CPD course) are discussed



### Sector PLCs

- For all head teachers in one sector
- Facilitated by LLLs
- Held once a month
- SEOs are encouraged to attend
- Used to share learning from their training (the CPD course)

The PLCs will be scheduled carefully. They may be held in each school in turn so that head teachers can learn from each other's context.

There will only be a single PLC per sector, so if PLCs have already been established, these will continue and develop in line with the model above.

## 11.3 What is my role in the PLC?

### As NLL you will:

- Facilitate 3 District PLCs per year (1 per term);
- Focus on strategic change and improvement across schools within the district;
- Share research and evidence that relates to the improvement priorities agreed with LLLs.

### As LLL you will:

- Take part in 3 District PLCs;
- Facilitate a monthly sector PLC for head teachers in your sector, sharing your new knowledge and skills (gained from the District PLC);
- Work with the headteachers to focus on effective school improvement planning as well as other improvement priorities.

### As a head teacher you will:

- Be an active participant in the PLCs, sharing your skills, knowledge and experience;
- Share your learning through CPD in your own school.

## 11.4 What will be discussed in PLCs?



The PLCs enable you to share your leadership practices and challenges with others beyond your own school, so it's important to discuss a topic that maximises this collaborative learning opportunity. There will be a balance between pre-selected guidance on key aspects of leadership for learning and responding to the individual learning needs that you as headteachers have identified.

The model on the next page shows how the focus areas for the PLCs will be selected.

## The professional learning community

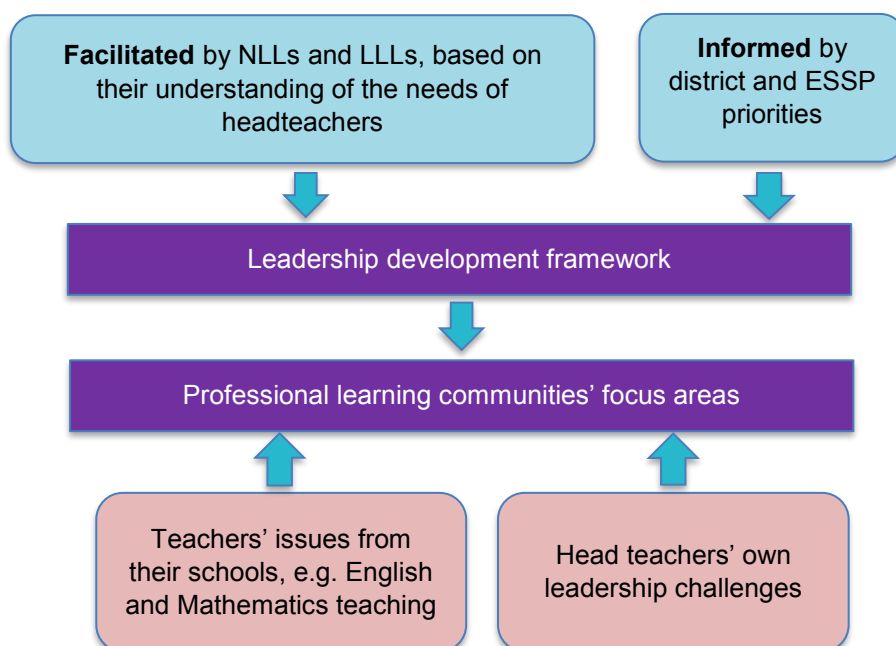


Figure 23: Selecting focus areas for PLCs' attention



Let's look at an example of how this will work.

What are your thoughts and ideas about these areas of focus?



### Example: School improvement planning

1. The LLL delivers some content on effective school improvement planning, including sharing their practice in developing their own School Improvement Plan (SIP) and how they ensured that it prioritised the improvement of learning outcomes.
2. Each head teacher is tasked with further developing a draft of their own SIP.
3. These SIPs are then peer reviewed through sector PLCs.

#### Some possible topics for PLCs:

How can we plan for structured time for CPD within the timetable, currently set at 2 hours per teacher per week?

How can we facilitate teachers' access to a variety of CPD opportunities?

How can we improve our English and help other teachers to improve theirs?

How can we make sure that the children in our care are protected?

How can we address challenges related to pupil behaviour in a positive, safeguarding way?

How can we become more self-reflective leaders?

How can we improve the way we do data collection and analysis, and use it to drive improved outcomes?

How can we help new teachers catch up on missed BLF toolkit work?

How can we strengthen our PLC, making it more effective?

How can we improve the learning of children with learning difficulties/SEN?

How can we address the challenge of inequitable treatment of boys and girls, which bothers 29% of P5 girls a lot?

How can we support our local CPD Committees – at district level (DCCs) and at sector level (SCCs)?

How can we get parents more interested in their children's learning, a challenge which 53% of schools are facing?

In fact, your PLC could use any of the FAQs in this Companion as a focus! You will never run out of ideas! 😊

**Here is a typical meeting agenda for each of the two types of PLC:**

- Draft agenda for district-level PLCs**
1. Prompt arrival and start – Nominate a notetaker for the meeting who will distribute the notes to all participants afterwards
  2. Feedback on sector PLCs and coaching. What went well, challenges and solutions (1 hour)
  3. Agree topics for 3 sector PLCs and set dates (15 mins)
    - In 3 groups, plan the content for one PLC and how it could be delivered (30 mins)
    - Share planning for each PLC (30 mins)
  4. Discussion of a district level priority **or** discussion of LLL concerns **or** school tour **or** another topic/activity of the NLLs' choosing (relevant to *Leadership for Learning* or BLF) (1 hour)
  5. Any other business (15 mins)
  6. Agree date of next meeting, conclusion and depart

- Draft agenda for sector-level PLCs**
1. Prompt arrival and start - Nominate a notetaker for the meeting who will distribute the notes to all participants afterwards
  2. Feedback on actions from the last PLC (about 30 mins)
  3. Discussion of the main topic (about 1 hour)
  4. Discussion of COPS and or implementation of BLF toolkits – what is going well, challenges and solutions (30 mins)
  5. Agree actions for all headteachers to undertake in their school related to the main topic or CoPs, to be discussed at the next meeting (about 30 mins)
  6. Discussion of local (sector level) concerns **or** lesson observation (to be discussed after but only the HT of the school should give feedback) **or** school tour (up to 1 hour, as time allows)
  7. Any other business (about 15 mins)
  8. Agree date of next meeting, conclusion and depart

**And here is the format commonly used to report on the PLC meeting:**

<b>Professional Learning Community (PLC) record</b>		
<i>district level PLC / sector level PLC (please circle)</i>		
District:	Sector:	
Venue:	Date:	Time:
Facilitator's name:		
Names of other BLF participants (SLA/DTA/SLF):		
Number of district education officials:	Number of NLLs/LLNs/HTs:	Others:
Number of HTs in sector (for sector PLC only):		
Apologies received from:		
<u>Agenda/main topics covered</u>		
<u>Main discussion points:</u>		
<u>Agreements/Action points:</u>		
<u>Areas for development. (How could the PLC be better?)</u>		
<u>Agenda items for the next time:</u>		
Date, time and place of <u>next</u> meeting:		
Record completed by:	Role:	

## 11.5 How can I be an active member of the PLC and work in collaboration with other school leaders?



Reflect on your readiness for being a member of your professional learning community.

Ask yourself the questions below. If you answer 'no' or 'don't know' to any of the questions below, talk to your LLL, NLL or SLA about your concerns.

	yes/no/don't know
Am I clear about my role and responsibilities at the PLC?	
Am I ready to discuss my ideas?	
Am I willing to be challenged on my ideas?	
Am I prepared to respect other people's views if they are different from mine? How will I demonstrate this?	
Can I keep an open mind and consider new ideas I haven't thought about before? How will I do this?	
How will I take new ideas back to my school?	



Other professional learning activities to support your engagement in PLCs

Which of the activities below are you willing to try?

### 1. Engaging in learning conversations

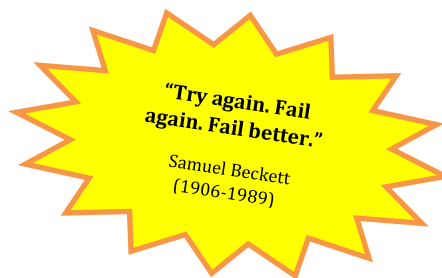
A learning conversation is "how educators make meaning together and jointly come up with new insights (thinking) and knowledge. These conversations lead to intentional change to enhance practice and pupil learning". Stoll (2012).

### 2. Using coaching skills

See the responses to Qs 10.6 and 10.7 for more information about this.

### 3. Adopting the following effective learning behaviours and attitudes:

- I stay focused and engaged
- I am willing to try out new ideas and learn new skills
- I am open, honest and kind
- I take ownership of my own progress
- I recognise that not all my solutions will succeed, and I am willing to learn from my failures



### 4. Practising self-reflection

Ask yourself honest, specific (and kind!) questions

### 5. Creating and strengthening learning networks

A network is a group of school leaders that come together with the purpose of engaging in conversations about improving teaching and learning within your school and amongst other schools in your District. This could be described as a less formal version of a PLC.

### 6. Taking part in the creation of new knowledge and sharing examples of good practice in your school and with other school leaders

### 7. Developing relationships with external stakeholders, including NGOs, local organisations, communities and the education authorities

## 11.6 How can I ensure that my PLC engagement is effective?



Evaluate your PLC and your engagement in it.

Ask yourself the following questions and take some responsibility for ensuring that the PLC is working as well as it can.

	My reflections
To what extent is it helping us to set the school strategic direction?	
To what extent has collaboration within the school and with other schools improved?	
How is it influencing attitudes towards being collectively responsible for pupils' learning?	
How is it contributing to the development of leadership capacity in my and other schools?	
To what extent is it helping to develop a culture of collective knowledge creation and learning?	
How is it helping me to become a reflective professional?	
How is it contributing to improvement in my school? What is the impact on pupils' learning outcomes and teachers' motivation?	
In what way is it helping me to be an effective leader?	
How is it encouraging networking and partnership creation?	
To what extent is it promoting inclusive, trustful, respectful and supportive relationships?	
How is it helping me to lead learning and manage the school as an organisation?	
Do I ensure that the tasks agreed are completed?	

## 11.7 How can coaching help me develop my leadership role?



Coaching is used in schools and organisations across the world to help people develop and improve in their role. Originally inspired by sports coaching, it helps people to improve their performance. Successful coaching can bring about **major changes in thinking and behaviours** and be truly **transformational**. A coach can be an **agent of change**, supporting and challenging others to grow in their schools. Coaching also helps you to develop yourself and your own skills.

*Headteacher Gatete's colleague was not sure how to support a pupil who was struggling with reading and often didn't attend school.*

*Gatete gave a few quick ideas on what to do but things did not improve.*

*Gatete realised that next time he could listen carefully to his teacher and could use great questions to help her think about what she could do. She might then be able to solve the issue herself.*



By using coaching skills such as **great questioning**, **deep listening** and **keeping an open and curious mind**, you will help develop a group of high-performing head teachers, national and local leaders of learning (NLLs and LLLs), and the teachers working in your own school. This will build leadership skills in schools across Rwanda, impacting on pupil performance in a positive and sustainable way.

**Coaching means:**

- Using **great (insightful) questions** to help the learning partner (LP) to think differently
- **Suspending our judgement** and instinct to give advice or jump in with solutions
- Establishing a **rapport** with the LP
- Respecting the LP's **confidentiality**

**Coaching does NOT mean:**

- Showing others that we know more than they do
- Telling or instructing others what to do
- Undermining other people's thoughts and ideas

**Insightful** = to have a deep understanding of a person or problem and to see what other people don't yet see

**Rapport** = when you get on well with another person and understand each other's feelings and ideas



**Assessing your own coaching skills and understanding**

A good starting point to develop effective coaching skills is to assess our own skills and understanding. In the table below are some key principles of coaching, or ideal coaching behaviours. Use these principles as a reference point and consider whether you do this now. (Use the scale in the box opposite to give yourself a score.) How could you develop these behaviours? Later, once you've held more coaching conversations, you can refer back to this table and see if you are developing in the way you expected. What are you now doing differently?

Score by asking yourself if the statement is true about you ...  
 4 = Yes, definitely!  
 3 = Yes, but ...  
 2 = Yes and no / so-so  
 1 = No, but ...  
 0 = Definitely not!

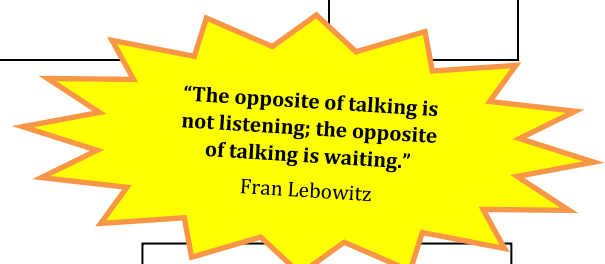
Coaching principle: When I'm working with colleagues ...	Do I do this? 0-1-2-3-4	What can I do to improve?	After 3 months of coaching, do I do this now? 0-1-2-3-4
1. I can suspend my judgement and accept that there are no "right" or "wrong" responses to my questions			
2. I am good at asking great questions to help people think in a different way			

Coaching principle: When I'm working with colleagues ...	Do I do this? 0-1-2-3-4	What can I do to improve?	After 3 months of coaching, do I do this now? 0-1-2-3-4
3. I remain objective and non-directive when communicating with others			
4. I listen attentively to others and do not interrupt them			
5. I am open to learning about myself and am willing to be changed by the conversations			
6. I believe in respectful, mutual relationships with colleagues			



### Becoming an effective learning partner

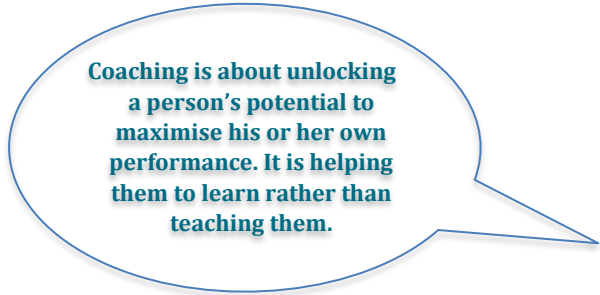
As a learning partner (LP), what principles and behaviours should you focus on? In the diagram below, you will find some key behaviours shown by people who benefit from coaching. Use these as a reference point and consider whether you do this now. (Use the scale in the box opposite to give yourself a score.) Once you have had more conversations with your coach, refer back to this table. What are you doing differently?



Score by asking yourself if the statement is true about you ...  
 4 = Yes, definitely!  
 3 = Yes, but ...  
 2 = Yes and no / so-so  
 1 = No, but ...  
 0 = Definitely not!

LP behaviour: When I'm working with my coach ...	Do I do this? 0-1-2-3-4	What can I do to improve?	After 3 months of coaching, do I do this now? 0-1-2-3-4
1. I stay engaged and focused			
2. I am willing to try out new ideas and learn new skills			
3. I am open and honest			
4. I take ownership of my progress during the coaching relationship			
5. I recognise that not all my solutions will succeed and am prepared to learn from this			

You do not have to be in a coach or learning partner role to try out these principles and behaviours. You will also find them useful at Professional Learning Community (PLC) meetings – a kind of group coaching! – and at your school.



John Whitmore,  
**Coaching for Performance**, 1996

### Some other key coaching principles

#### Confidentiality

Coaching is based on trust, and the coaching relationship must remain confidential. As a coach, you must avoid naming individuals or discussing the content of your coaching sessions at District and Sector level.

#### When NOT to use coaching

Coaching is not always the best way to support a Head Teacher's development. Make sure you do **not** use coaching conversations when:

- a person needs to learn a brand-new skill – **training would be better**
- there is a crisis or you need a teacher to do something immediately – **use direct action**
- a learning partner is angry or upset – it would be better, with their agreement, to postpone the coaching conversation to another time.

#### Patience and accepting that change takes time

The journey to competence is long, and professionals typically pass through different stages of awareness along the way:

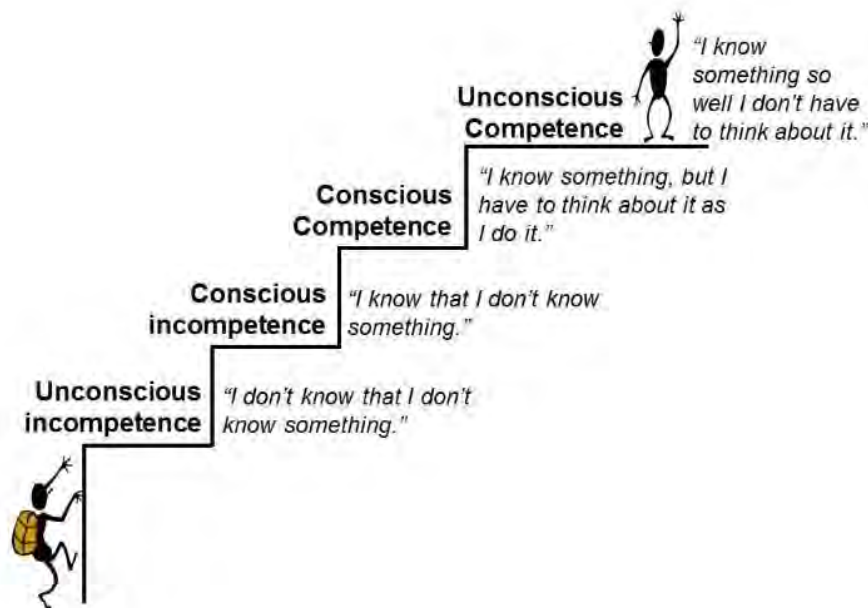


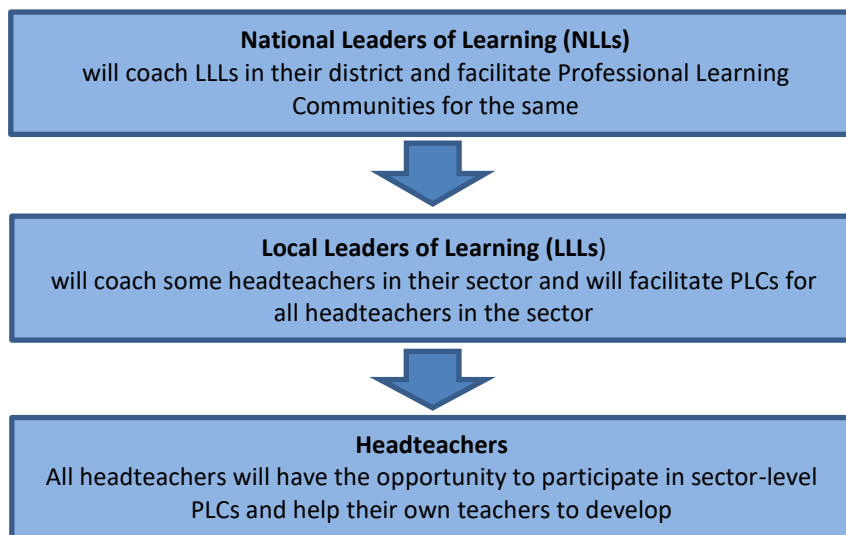
Figure 24: The journey to competence

This journey takes time and patience, and the process is natural and to be expected. The successful coach will be aware of this and will be patient and tolerant.

### 11.8 How will the coaching relationships be organised?

The model on the next page shows the formal coaching relationships that will be established and supported within the BLF programme.





**Figure 25: Coaching relationships in the BLF programme**

### Informal coaching relationships

Coaching relationships can also be agreed informally. For example, BLF’s School Leadership Advisers (SLAs) will support and coach NLLs, LLLs and other head teachers as required, rather than as part of a series of formal coaching sessions.

As well as peer-to-peer coaching, you may decide to support your teachers through informal coaching relationships using the skills you learn in this Companion and at the Professional Learning Community meetings.

### Pairing coaches with learning partners

#### **If you are an NLL coaching an LLL:**

You will discuss the pairing at the district-level PLC meeting.

#### **If you are an LLL coaching a headteacher:**

You will be paired with another headteacher from your sector who meets the ‘Learning Partner’ criteria outlined below. This pairing will be arranged by LLLs. The Learning Partner will be:

- 1) A newly appointed head teacher who is in their first year of headship  
**OR**
- 2) A serving head teacher who has very challenging circumstances, such as:
  - i. *lower than expected pupil achievement and attainment and/or pupil progress*
  - ii. *weak pupil engagement and motivation to learn*
  - iii. *variable quality of teaching and learning and motivation of teachers to improve*
  - iv. *weak engagement of the family and the community in learning***OR**
- 3) A serving head teacher who wants to focus on a particular area for sustainable improvement - for example:
  - i. *building a culture of high expectations, impact and accountability*
  - ii. *team leadership for the establishment of high performing teams*

In addition, the following should be considered when pairing an LLL and a head teacher:

- similarities between the school of the coach and the learning partner (e.g. phase, size, pupil background);
- manageable distance between the two schools;
- whether the expertise of the Coach and the needs of the learning partner are well-matched.

### Frequency of meetings

For LLLs who are coaching head teachers, the meetings will be monthly and will focus on a specific improvement priority. The formal coaching relationship will last for up to 6 months. At least three of the meetings will take place in the LP’s school.

### Continuing the coaching relationship

The coaching relationship will be reviewed after 6 months. If there is no other headteacher within the sector that meets the improvement criteria, the coach and LP may decide to continue the coaching relationship. Before agreeing to this, think about:

- Has the improvement priority been achieved or has enough progress been made?
- Would further coaching sessions continue to develop the LP's leadership skills?
- Can the LP clearly explain the impact of the coaching sessions to date and what benefit further sessions would bring? Is the LP willing to continue?

Top tip!

*If you do extend the coaching relationship, ensure you both continue to work on a significant improvement priority. It is easy to find that you fall into conversation, rather than focused coaching.*

## 11.9 What are the ingredients of a good coaching session?

All coaches develop their own methodologies for running successful coaching sessions. Here are a few tips – things that most successful coaches do.

### Prepare thoroughly

Here is a useful checklist to help you prepare for the first coaching session.

		Done?
1	Book a quiet comfortable room where we won't be disturbed	
2	Allow enough time for the coaching conversation, usually up to 1 hour	
3	As the learning partner, I am ready to talk about the progress I have made since the last coaching session	
4	As the learning partner, I am ready to show relevant evidence at the meeting, for example school data	
5	We make sure we both turn our mobiles off or put them to silent	
6	As the coach, I keep a record of what we discuss at the coaching session; both of us have a copy of the previous meeting's record at hand during the meeting	

### Set ground rules for the coaching conversation

When sitting down with your LP at the first coaching meeting, it's important you both agree to some groundrules for your coaching conversations. Here's an example that you might find useful.

*Our groundrules for working together:*

- ❖ *What we discuss in our coaching conversations is confidential to us both*
- ❖ *As your coach, I will use questions to help you reach your own solutions, I won't provide advice unless you specifically ask for it and I will challenge you to think differently and deeply about the issues you face*
- ❖ *As your LP, I will be honest when answering questions and keep an open and inquiring mind about how I might do things in a different way*
- ❖ *As your coach, I will support you in deciding what action to take following the coaching conversation and how you will be held to account for achieving this*
- ❖ *We will both monitor the progress and success of our coaching relationship*
- ❖ *We will meet once a month, and agree the date for the next meeting at the end of each session*
- ❖ *We will be patient in our coaching conversations and not expect change to happen immediately.*

### Structure your conversation carefully – consider using the GROW model of coaching

The GROW Model is a simple yet powerful framework you can use to structure your coaching sessions. GROW stands for Goals, Reality, Options and Will. (You are likely to have come across this during other leadership development programmes.)

The GROW Model is like planning a journey. First, you decide where you are going (the Goal), and then where you are (your current Reality). You then explore different routes (the Options) to get there. The final step (the Will) is about agreeing you will make the journey, and that you are prepared for any problems on the way.

Over the next two pages, let us follow coach Murenzi as he uses the GROW model framework and **great questions** to support his learner partner Munyana.

**GOALS: Helps the learning partner identify the goal to focus on**



- Great questions on goals:**
- What is the issue you'd like to work on?
  - What outcome would you like to reach at the end of this coaching session?
  - What will success look/feel like?
  - What is the ideal outcome for you?
  - What do you want to happen?

Murenzi:	Hello Munyana, what is the issue you'd like to work on this morning?
Munyana:	I've been a Head Teacher for 3 years and I want to make sure I am developing my teachers effectively. I also need to do more to work with the parents as pupils' attendance needs to improve.
Murenzi:	You are describing two issues there Munyana. One is about developing your teachers and the other is about pupil attendance. Which one feels more urgent to you at the moment?
Munyana:	I think teacher development is my top priority and my goal for this session.
Murenzi:	So, what would be a good outcome for you from this conversation?
Munyana:	I would like to discuss different ways to encourage teacher development and have some new ideas of what I can do differently.

**REALITY: Helps the learning partner understand the reality of their current situation**



- Great questions on reality:**
- What is the current situation?
  - What makes it an issue or challenge now?
  - What are the facts about the issue?
  - How have you coped in the past?
  - Who is affected by this issue other than you?
  - What have you done so far?

Murenzi:	Tell me about teacher development in your school at the moment
Munyana:	We have a programme of teacher development linked to improving teaching and learning at the school. But it needs more work.
Murenzi:	What steps have you taken to grow this programme of development?
Munyana:	I called a meeting to discuss what professional development we would need as teachers. I asked every teacher to come with ideas to discuss.
Murenzi:	What happened?
Munyana:	Only a few teachers came to the meeting and only one had come with ideas.
Murenzi:	What makes this a particular challenge for you now?

**OPTIONS: Helps the learning partner to explore the full range of options open to them**



- Great questions on options:**
- What are the options?
  - What are all the different ways you could deal with this issue?
  - Which option would give the best result?
  - What else could you do?
  - What happens if you do nothing?
  - Which option or options will you choose?

Murenzi:	What could you do to solve this problem?
Munyana:	I could call another meeting to talk about teacher professional development
Murenzi:	What else could you do?
Munyana:	I could talk to my heads of department and ask them for ideas on improving teaching and learning.
Murenzi:	Any other ideas?
Munyana:	I could make a clear link between teacher development and the SIP and share this with all my teachers so that they are involved.
Murenzi:	Which is the best option for you? How far do they meet your objective?
Munyana:	The first option isn't as strong as I have tried this before. The other 2 are good options and they do meet my objective for this coaching session.

**WILL: Helps the learning partner decide what action to take**



- Great questions on will:**
- Which option will you do first?
  - What could be your next step?
  - When precisely are you going to start?
  - Who needs to know what your plans are?
  - What support do you need?
  - When will you achieve your objective?
  - How will you know you have been successful?

Murenzi:	To summarise, we discussed 3 options to help you get the support for teacher development at your school. What will you do first?
Munyana:	I will talk to my heads of department and let them know I'd like to hear their ideas.
Murenzi:	When will you do this?
Munyana:	I will arrange the meeting as soon as I get back to school. I will make it Friday lunchtime, so we have time to discuss things.
Murenzi:	How will you know you have been successful?
Munyana:	If I have lots of ideas from my heads of department on how to move forward with teacher professional development. My teachers will feel supported and motivated.

**Stay focused on improvement priorities and leading learning**

As a headteacher, you are responsible for the quality of the teaching and learning at your school. If you are an NLL or LLL, you are also helping to build leadership capacity across the Rwandan education system. Coaching gives you a chance to address a challenge that you personally are facing in carrying out this responsibility. So as a first step, it

is critical that you identify specific and relevant improvement priorities for the coaching conversations that focus on improving teaching and learning. Then you can use your coaching skills to identify actions to address them.

There are at least three different types of improvement priority:

- **personal** e.g. you want to manage your emotions better
- **professional** e.g. you want to develop your meeting management skills
- **institutional** i.e. a priority from your SIP e.g. you want to reduce the repetition rate in your school

Any of these would be a legitimate focus for a session with your coach.

### Be aware of your communication style

A good starting point when preparing to coach or be coached is to reflect on your OWN communication style. Remember that coaching requires a shift from “telling” or “advising” the LP to listening and questioning. If you are the LP, you should be doing most of the talking, not the coach.

Listening to the Learning Partner



### Here are 10 top tips for communication:

#### 1. Listen actively

Being a good listener is an important part of being a good speaker.

#### 2. Use appropriate nonverbal communication

Body language, eye contact and tone of voice all have an impact on what you are trying to communicate. A relaxed posture and a friendly voice will encourage others to listen and respond to you. Look at other people while you are speaking to them and think about what their body language is telling you.

#### 3. Be clear and concise

Plan what you are going to say before any meetings. Speak clearly and simply.

#### 4. Be friendly

Use a friendly tone and appear approachable; this will encourage people to talk to you openly.

#### 5. Show confidence

Planning what you are going to say before any meetings or discussions will give you more confidence when you are speaking. Speaking confidently encourages people to believe in what you are saying.

#### 6. Show empathy

Even when you disagree with someone, it is important to show that you understand and respect their point of view.

#### 7. Be open-minded

Show that you are listening to and understand the other person's views. Showing that you are willing to discuss things, even when you disagree with people, you will have a more productive discussion.

#### 8. Show respect

Show people that you respect them and their ideas. Use their name when talking to them, make eye contact and show that you are listening.

#### 9. Give and receive feedback

Look for ways to give people feedback to show you understand what they are saying; ask people for feedback to show that they understand you, too.

#### 10. Use the right communication channel

Think carefully about what you want to communicate, who the communication is for and which communication channel will be most successful. Is someone very busy, would an email be more appropriate? Is what you want to communicate very complicated, would it be better to write an email then follow up with a visit or phone call? Would it be better to inform parents in a letter or invite them to a meeting? If you select the most appropriate channel, your communication will be more successful.

Learning Partner doing most of the talking



### Evaluate how well you are communicating

Complete the checklist on the next page to find out where your strengths and weaknesses are as a communicator. What do you need to improve?

AREA	CHECKLIST	1	2	3	4
BODY LANGUAGE	1. I show the person speaking to me that I am listening carefully by nodding or other gesture				
	2. I make eye contact when I am talking or listening to others				
	3. I use appropriate body gestures when I am speaking				
	4. I show that I am relaxed and engaged while listening to others				
	5. I have my arms open and my legs in a relaxed position (ie. I do not fold my arms or cross my legs)				
LANGUAGE	6. I select a language that the people I am speaking to understand completely				
	7. I plan what I am going to say in advance so that I use vocabulary appropriate for the audience				
	8. I only use vocabulary that I know people will understand				
	9. I avoid technical (educational) language with parents and community members				
FLUENCY	10. I use notes and practice in advance so that I don't forget what to say				
	11. I avoid saying "um" or "ah" too much				
	12. I use pauses when I speak to give people a chance to reflect on what I have said				
	13. I speak loudly and clearly enough so people can hear me				
INTERACTIVE COMMUNICATION	14. I think about what the person or people I am going to meet may say and plan my responses				
	15. I listen to and respect the ideas of other speakers				
	16. I encourage others to engage in discussions by using questions like "What do you think?" "How can we do this?"				
	17. I ask questions to check that other people have understood what I have said				
	18. I ask people to tell me what they have understood				
CLARITY	19. I paraphrase and summarise to help the other person reflect on what has been said.				
	20. I pronounce my words carefully and clearly				
	21. I make my speech interesting by using a range of volume, tone, speed and rhythm				
	22. I emphasize key words or points that I want people to remember				

And here is the format commonly used within BLF to report on coaching sessions:

BUILDING LEARNING FOUNDATIONS  
**COACHING RECORD**

District: \_\_\_\_\_  
 Venue: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Coach: \_\_\_\_\_  
 Learning Partner (coachee): \_\_\_\_\_

<u>Main topic of coaching conversation</u>
<u>Follow up of action points from previous coaching conversation</u>
<u>Main discussion points:</u>
<u>Agreements/Action points:</u>
• • •
<u>Self-reflection: How could I develop my coaching skills further?</u>

Date, time and place of next meeting: \_\_\_\_\_  
 Record completed by: \_\_\_\_\_ Role: \_\_\_\_\_



Rate yourself as follows:  
**1** Always  
**2** Usually  
**3** Sometimes  
**4** Rarely

## SECTION THREE: Learning and teaching for success

This section addresses questions related to your leadership of learning and teaching. You will find ideas and guidance about how you can help teachers to improve learning outcomes by making changes to their practice.



MAIN QUESTIONS IN SECTION THREE	ADDRESSES RWANDA SL STANDARD(S) #
12. How can I create inclusive, pupil-centred learning?	2 & 3
13. How can we improve the quality of teaching?	2 & 3
14. How do we support effective classroom management and good behaviour for learning?	2, 3 & 5
15. How can I help teachers with assessment?	1, 2 & 3
16. How can I improve my English language skills and help my teachers, too?	2 & 3

## 12. How can I create inclusive, pupil-centred learning?

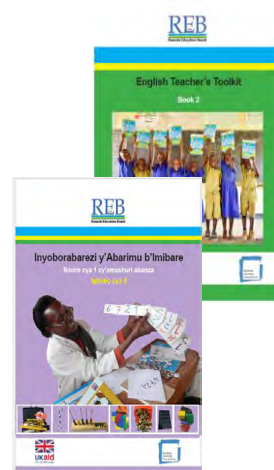
### 12.1 How can I help teachers to make sure that their teaching is inclusive?



#### Providing pedagogical guidance

A great way to help teachers to help pupils is through the pedagogical guidance you provide. So, **improve your own teaching skills by getting to know your BLF teacher toolkits!**

BLF's Mathematics and English toolkits provide practical guidance for making sure that all children have the best learning experience possible. Familiarise yourself with the toolkits – you will know what good practice is and you will be better able to support your teachers in achieving it.

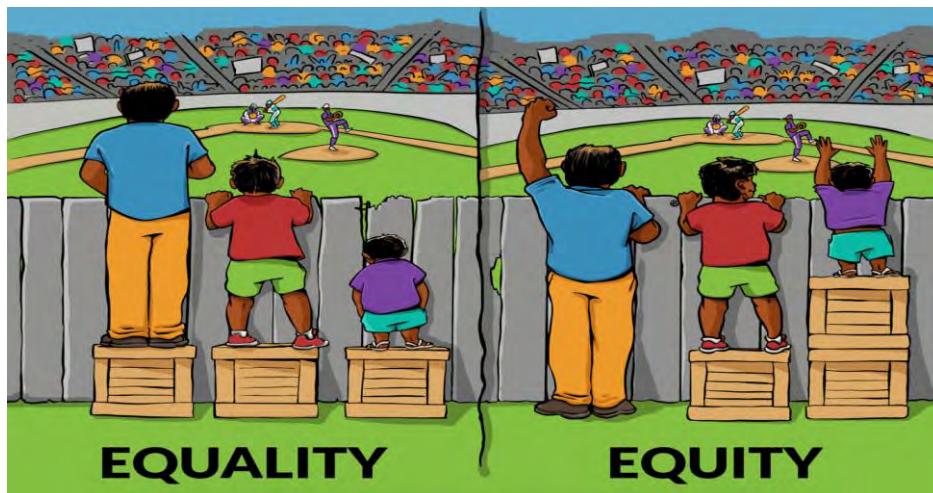


## 12.2 How can I support teachers to effectively include all pupils?

The Competence Based Curriculum is designed to be pupil-centred so that each child's individual needs are met and their talents are explored. We achieve **equity** in our classrooms when we ensure that every pupil has the opportunity to learn to his or her full capability. Another way of saying this is that we reduce the difficulties that all children face in achieving learning.

This is not the same as **equality**. The images below illustrate this important difference.

See the response to Q 5.2 to find out what other resources would be useful to you in making sure teaching in your school is inclusive.



In every classroom, we should **strive for equity**, so that every pupil is given what they need to be successful. In other words, teachers have to plan inclusive lessons.

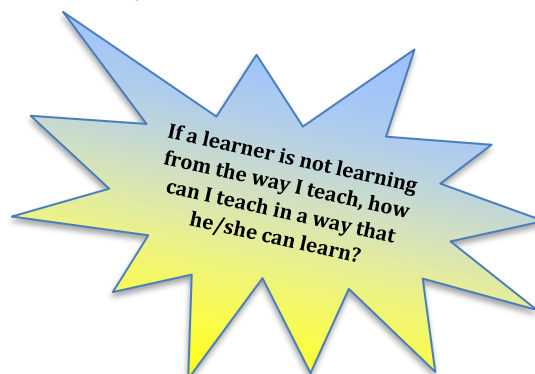
How can teachers achieve equity and plan inclusive lessons?



**Supporting your teachers to plan and implement inclusive lessons**

Have a look at the 8 practical tips below and ...

- make sure that these ideas are shared in CoP meetings;
- look out for these practices when you observe teachers in the classroom, and provide feedback during the CoP;
- consider how you could collaborate with your SBM, your SEN specialist and other staff to help teachers develop these inclusive practices.



### 1. Make inclusive lesson plans

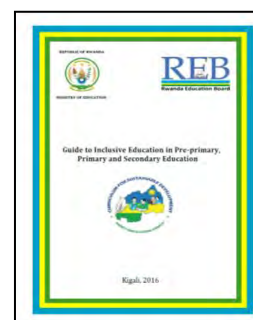
Get teachers to plan their lessons using a lesson plan. Help them to plan for learner activities for **all** pupils. Look for examples in the BLF toolkits where you see these symbols, for English and Mathematics respectively.



### 2. Set differentiated goals

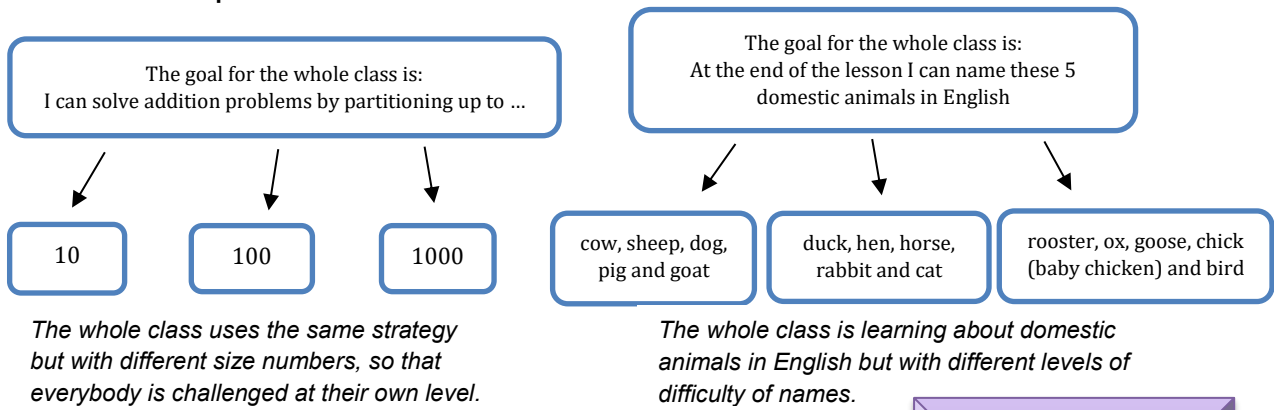
By using different strategies and activities we can provide different learning experiences and objectives for individual pupils and/or groups of pupils within our classroom while still teaching one lesson. We need to make sure every learner can work at his/her own level and pace so that realistic and meaningful outcomes can be achieved.

Help the teacher set different goals for groups of pupils that are within the range of their achievement. Make sure that the content is at an appropriate level for every learner – not too difficult or too easy. Then, if they accomplish one goal, they can extend their learning or take a step back if the challenge is too high. It is essential to provide opportunities for all your learners to succeed. There are lots of ideas for how to do this in the REB guide, pages 35-40.





Here are two **examples of differentiation**:







**Differentiate = modify and adapt tasks, activities and outcomes to meet the needs of learners of all abilities**

Effective teachers differentiate tasks and outcomes to ensure that **all** abilities are appropriately challenged. How can you support this?

An example of good practice in a Rwandan school:  
A P3 Mathematics teacher in Kayonza district modelled this very well during a lesson on perimeter. Rather than only providing one or two questions for pupils to work on independently, he provided 4 questions. The questions were of varying levels of difficulty, allowing **all** pupils to achieve, from the pupils with learning difficulties to those who were able to work at a faster pace.

These are the questions that the teacher in Kayonza created and used:

<p><b>Low</b></p> <p>10 cm</p>  <p>10 cm</p> <p>What is the perimeter of the square?</p>	<p><b>Medium</b></p> <p>12 cm</p>  <p>5 cm</p> <p>What is the perimeter of the rectangle?</p>
<p><b>Medium/high</b></p>  <p>The perimeter is 20 cm, what could the possible lengths of each side be?</p>	<p><b>High</b></p>  <p>The area is 24 square centimetres. What are the possible perimeters? How can you know?</p>

### 3. Vary your teaching style to suit different learning styles

Teachers need to try out a variety of methods and activities if they want to improve learning outcomes. Why?

- Human beings learn in different ways, and varying your teaching approach means that everyone will have a chance to learn.
- Variety will help all pupils stay interested in learning.

As a headteacher you can support teachers to vary their teaching style, thus helping them become inclusive teachers. The BLF Toolkits provide lots of different activity types for teachers to try out and observe the results.

#### 4. Use appropriate approaches and teaching aids

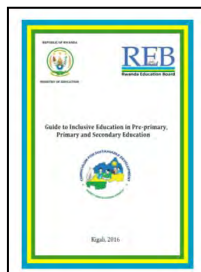
Help teachers to find the right instructional strategy for the lesson (examples can be found in unit 2 of English toolkit 1) and help to look for the right teaching aids to help to achieve the goal (unit 9 English toolkit and Math toolkit 2).

See the response to Q 12.4 to find out much more about teaching aids.

#### 5. Plan for a variety of groupings

Help teachers to use pair and group work effectively – to increase active learning and to enable differentiation.

You can find examples of robust pair work activities in the BLF Toolkits: in units 4 and 8 of the English toolkit book one, and throughout the Mathematics toolkits in the guidance for classroom activity.



The REB guide offers the following tips for group work:

**Mixed-ability groups** should be used whenever possible. This promotes co-operation, peer support and valuing individual contributions and is especially useful for project work, learning or practising a new skill, discussing an assignment, problem solving etc.

**Same ability/skill groups** can help you focus on developing a particular skill or concept with learners, especially when you are differentiating in terms of content or learning processes. Same ability/skill groups should only be used on a temporary basis and should not be composed of the same pupils all the time.

**Pair work** offers pupils a chance to improve their social and communication skills, and to develop friendships; it can also provide opportunities for peer tutoring or mentoring, and can support the building of self-esteem.

#### Many teachers have concerns about group work, especially:

- How do I prevent one or two learners from dominating the group and completing all the tasks?
- How do I make sure low-ability learners are able to contribute?
- How do I make sure all members of the group gain maximum benefit from the activity?
- Which part of the lesson is best for group work?



#### Try these strategies:

- Learners work in pairs to prepare a statement on a given topic to present to a larger group;
- Learners work together to combine given statements on a topic into a longer piece;
- Individuals work on different sections of a draft to develop a whole report;
- Sub-groups work on a certain part of a common task to combine into a whole;
- Use a group task that can only be completed by pooling materials or information held by individual members;
- Members of the group are given different roles e.g. – chair person, recorder, reporter, note taker, time-keeper.

#### 6. Provide plenty of encouragement and praise

This is so important! It helps learners be aware of their achievements, recognise that they are learning and feel good about themselves. A healthy self-image and self-esteem is important to personal development as well as successful learning.

See the response to Q 12.5 for ways to celebrate success.

#### 7. Ensure that learners with disabilities and SEN are able to manage to engage in pair and group work.

Use the guidance offered above on differentiation and grouping to support you in this.

#### 8. Ensure you also pay attention to the needs of girls

In BLF's recent research into stakeholder views of school leadership in primary schools in Rwanda, the third greatest challenge identified by pupils was, "Pupils (boys and girls) are not treated equitably". Children in 44% of the surveyed sample of schools confirmed this. 22% of the focus groups said this bothered them a lot; in the case of P5 girl pupils, this figure was 29%. That is 3 in 10!

This is clearly a challenge that leaders of learning must address. This would be a great topic for your PLC to discuss!

#### 9. Get to know your class well

"The best teachers make decisions about how and what to teach based on the specific needs of the pupils in their class. Getting to know your class is very important." BLF Mathematics Toolkit 1, page 13.



## Organise a CoP that focuses on inclusive education

Here are four practical activities to do in a CoP:

- Read together and discuss 'Tips for including all learners' in the BLF Mathematics Toolkit 1, pages 26-27;
- Read together and discuss the strategies to include all pupils in the BLF English Toolkit 1, page 51;
- Read together and discuss the three strategies illustrated on page 46 in the BLF English Toolkit 1;
- Teachers reflect on how they monitor, check and praise good work of all learners.

## 12.3 How can I build capacity of teachers to develop individual plans for SEN learners?



In the response to Q8.3, you were introduced to the REB/BLF **Guide for identifying and helping children with learning difficulties and special educational needs (SEN)**. This guide can help you and your teachers to identify, record and accommodate the needs of children who are struggling with their learning and/or have a particular barrier to their learning – such as a child with a visual or hearing impairment.

An individual education plan (IEP) is normally developed with specialist medical input, and the guidance here cannot replace that. But it will help you and your teachers to:

- select classroom strategies related to the difficulty to help the learning of the child
- regularly review the impact of the classroom strategies on the child's participation and learning in lessons
- adopt, refine or change strategies depending on the impact on the child.



As the leader of learning in your school, you can **work with teachers to plan for individual children's learning** in the following ways:

- Use the guidance in the Guide above to make a preliminary plan for a child who is struggling to learn, and implement, monitor and evaluate the plan
- Seek advice at PLCs on what other schools are doing in this regard, and in the case of children with severe learning difficulties
- Perhaps your sector could plan CPD for all of your staff on the creation and implementation of individual educational plans (IEPs)?
- Regularly organise CoPs or CPD sessions on meeting the needs of children with learning difficulties
- Use the information in the BLF toolkits to give teachers practical examples and advice; all staff can benefit from the advice in many of the units.



I could read through the BLF toolkits and get some good ideas about how to support teachers. I could have a conversation with the SBM and the SEN specialist to help me.

Top tip!

You have one member of staff trained in SEN and inclusion – have a conversation with him or her about how you can help him/her lead good practice in the school.

## 12.4 What resources and teaching aids are needed to create an inclusive classroom environment?

Teaching aids and resources are vital for effective learning. They support all learners, provide concrete understanding and allow pupils the chance to experience ‘hands-on’ learning.



However, having suitable resources for learning can be a challenge. It is important to ensure that the basic resources are there for teachers and pupils. For example, enough chairs and desks, chalkboards at a height that is beneficial for the pupils, and simple mathematics resources such as rulers. The challenge is providing more ambitious resources, such as reading materials, flash cards and posters as well as more complex maths resources such as abacuses and place-value equipment, and even laptops.

Luckily, there are some ways you can create most of these resources with your teachers to support the learning of your pupils.

Many learning activities can be completed using general household and local materials without the need for any specialist equipment, and many teaching and learning aids can be made simply from waste materials, strong paper or rice sacks, and marker pens.

It can be beneficial for learners themselves to generate their own learning aids, such as simple books, posters and games; this contributes to the development of related competences, whilst engaging them in the learning process and the content. These become especially useful in areas where teaching and learning materials are not readily available.

Below you will see examples of teaching aids made by teachers in some primary schools in Rwanda.

	<p>Using bottle tops as alphabet tiles for spelling</p>		<p>Place value equipment, hundreds, tens and ones made from cardboard boxes</p>
	<p>More place value equipment: hundreds, tens and ones made from bottle tops</p>		<p>Counting and number equipment made from bottle tops</p>
	<p>Letter matching game made from cardboard and string</p>		<p>Dice made from locally sourced scrap wood</p>

RESPONSIBILITIES		PREFECTORIAL BODY 2018	
Discipline	Robert and Morris	HEADBOY	HATEGEKIMANA I CLAUDE
Welfare	Rehema	HEADGIRL	ISIMBI SANDRINE
Senior man	Deus	SPEAKER	KAYITESI PEACE
Senior woman	Valentine	FOOD PREFECT	NTWARI BONERI
Debate	Appollo and Ivan	HEAD MONITOR	NTWARI JOSHUA
Clubs	Julius and Innocent	HEALTH PREFECTS	MUGISHA STEVEN UMWARI REBECCA
Games and sports	Patrick and Jacky	SPIRITUALITY	UWANTEGE ALICE UMUMBABAZI CECILE
Sanitation/Hygiene	Denis and Goreth	TIME KEEPERS	BYIRINGIRO BERTHE UMUSHIMIRE I CLAUDE
Environment	Charles and Jamima	GAMES & SPORTS	CYUSA DAVID NIKUZWE BENITHA
HEADS OF DEPARTMENTS			
MATHEMATICS	RUTAKOME MORIS		
ENGLISH	NABAASA APPOLLO		
KINYARWANDA	UMWANYIRIGIRA VALENTINE		
SOCIAL STUDIES	MUGISHA DEUS		
SET and ICT	RUTAKOME MORIS		
FRENCH	HAVUGIMANA ANANIAS		

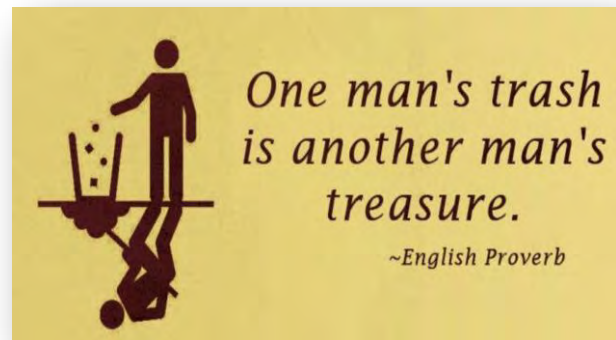
Classroom responsibilities roster in a class in Bugesera District



### Getting resources into your classrooms

Consider the suggestions below. Which are you willing to try?

- Refer to the BLF Toolkits to find many ideas for making and creating teaching aids. Try giving your teachers some time in a meeting to discuss and share ideas about the teaching aids they need. Provide some simple resources such as scissors, string and markers and allow the creativity to flow!
- Encourage teachers and pupils to collect all the rubbish they can find! Inspiring teaching aids can be made using very little money and a lot of creativity.
- Display pupils' work as much as you can!
- Get your local community involved, talk to carpenters for scrap wood, hold a competition to see who can collect the most bottle tops, ask local businesses to donate old boxes and materials they no longer need.
- Encourage teachers to create a roster of classroom responsibilities, giving pupils ownership of the resources.
- Provide training for teachers in the use of ICT. If your school is lucky enough to be part of the 'One laptop per child' initiative, lessons can be made interesting, informative and inclusive if the teachers are well trained.



Things we can use to make low-cost / no-cost teaching resources:

- sticks
- stones
- beans
- scrap paper
- cardboard and thinner card
- bottle tops (plastic and metal)
- milk or juice cartons
- milk bags
- plastic bottles
- rice sacks
- paper bags
- toilet roll tubes
- toothpaste tubes
- sticks
- tins
- paper
- old marker pens
- banana fibres
- etc.

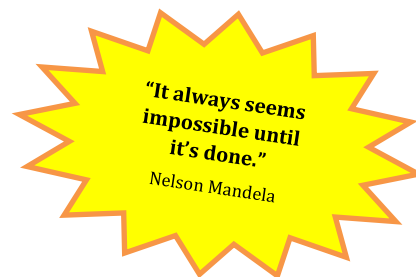


### Protecting your precious resources

Like many other programmes, BLF has been supporting REB to get many high-quality resources into all schools in Rwanda, including the Essential Classroom Materials (ECMs) boxes for teaching Mathematics, English pupil books and the Teacher Toolkits themselves (including phones). Many school leaders are finding it a challenge to strike the right balance between keeping the resources safe and making sure they are used by teachers and pupils.

Consider the following questions:

- What resources do I have in my school now? How are they used? How might I support even better use of the resources we have?
- How can we store the resources securely, while also availing them to teachers and learners? Can we set up a resource room? Or at least a resources cupboard? Or, as a last resort, some plastic boxes?
- Are our resources clearly identifiable as belonging to our school? Can we stamp our school name on the inside cover of pupil books? Are there other ways we can make sure we can identify our resources?
- Am I making sure we anticipate challenges and solutions?



In relation to the last question, consider the following scenarios. You could discuss them with other senior staff in your school, or perhaps discuss them with other headteachers in your PLC.

#### SCENARIO 1

You are in a meeting with teachers. You are talking about the importance of ECMs and teachers are sharing their wishes to be creative in their lessons. Your meeting is going quite well except for one teacher who is taking no notice of what you are saying. She is on her phone most of the time, and when she isn't, she looks very negative and keeps trying to distract the other teachers. If she does speak, it is very negatively – just saying that they don't have time to make resources, that it won't work with a class of 60 children, and that they cannot find the raw materials they need. You can feel her negativity spreading. What can you do?

#### SCENARIO 2

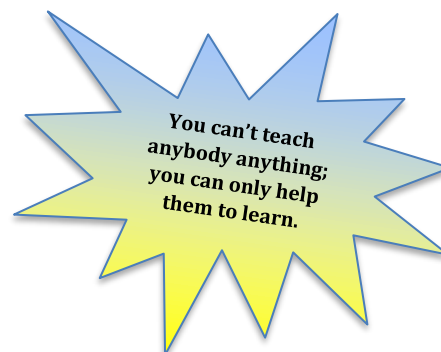
You are in a group meeting with teachers. They really like all of the resources received from BLF but tell you they cannot make them. They say they are not sure children will bring in any materials (e.g. bottle tops) and they don't have any cardboard or any other materials they might need in the school. They expect you to give them the resources they need. What can you do?

#### SCENARIO 3

You had a great meeting with teachers last month and you are delighted that the teachers have made some resources. When you observe a teacher in class, she has lots of resources. But the children don't get to touch anything. She just shows them to the children or manipulates them as a demonstration. What can you do?

## 12.5 How can I support teachers in motivating learners?

Teachers can help pupils to have a desire to engage in an activity and learning. This creates positive emotions within the pupil and a sense of personal satisfaction. The challenge to teachers is to provide teaching and learning activities that are stimulating and also offer pupils a degree of personal control. This is particularly true of older learners, say in upper primary.



### Top tips for motivating learners!

Here are some research-based tips that can help you help to improve learners' motivation. Look through them and consider how you might work with your DoS, SBM and other teachers to encourage these practices.

#### 1. Support teachers to become a role model for student interest

Teachers deliver their lessons with energy and enthusiasm. As a display of the teacher's motivation, their passion motivates the pupils.

#### 2. Help teachers to make learning relevant and real

Motivating teachers connect the lesson to a real-life situation and make it meaningful for the children.

#### 3. Encourage teachers to give pupils ownership

Ask the pupil what his/her goal is, and plan together how they want to reach that goal. Then it becomes the role of a teacher to provide advice and information when needed.

#### 4. Encourage teachers to use group and pair work

Activities should directly engage pupils in the material and give them opportunities to explore. Pupils find it satisfying if they can find the solution for a problem, thus discovering the underlying principle on their own.

### 5. Support teachers to set realistic goals for all pupils

The teacher designs assignments that are appropriately challenging in view of the learner's experience. Create a lot of success experiences and show pupils the power of positive thinking: Having an 'I can' attitude can help tremendously and build up a pupil's confidence.

### 6. Help teachers understand the importance of praising effort rather than success

Praising a learner for their efforts despite the outcome will build their confidence in their ability to work hard for something that is important to them; it teaches them that they can develop their abilities. If you tell a child that he or she is very smart, then there is a risk that they could stop learning and/or become frustrated and abandon tasks that do not come easy to them. More information about praising can be found in unit three of English Toolkit 1.

### 7. Help teachers to deal appropriately with errors

Effective teachers teach pupils to accept that sometimes they will fail and make mistakes – it is a natural result of trying to learn something new. Showing learners how to deal with errors and how to learn from them will give them the energy to continue learning and be resourceful.



### 8. Motivate your teachers!

Motivated people inspire motivation in others, and this is no less true of teachers and learners. We can all remember a teacher from our own school days who helped us to learn, aim high, dream of what we might one day become. It is the role of a leader of learning to inspire teachers to inspire learners, and they do this by modelling and by creating the conditions for feeling motivated.

The response to Q13.4 will help you improve teacher motivation.



### Celebrating success

Teachers and pupils appreciate – and are motivated by – efforts to celebrate success with school stakeholders, whether individual or whole-class/school. Consider the strategies below. Could you try these in your school? What do you do to celebrate success? Try to add at least one strategy to the list.



Celebrating our success	
1.	<b>Blossoming flower.</b> Prepare a poster showing a flower with a tall stem. Cut out petals and leaves from colour paper for the flower and write on each of them one of your school's successes. For full impact, stick the leaves and petals on to the poster one by one, reading out the success, at an assembly for the whole school. Give the poster a title such as 'Our school's successes'. Finally, display it prominently for the whole community to see.
2.	<b>Speech bubbles.</b> Draw a cartoon about the success which you are celebrating on to a large piece of paper or card. Add speech bubbles to the figures in the cartoon (e.g. teacher, learner, community member) and fill in an appropriate statement for each, showing the impact the activity has had on them. Use real statements if possible – you could even ask the individuals to complete the speech bubbles themselves. Present the poster at a whole school assembly. Finally, display it prominently for the whole community to see.
3.	<b>Certificate.</b> On a large piece of paper or card, design a certificate. If appropriate, this could be presented to the individual / class / teacher / school by a prominent member of the community. Some suggested wording 'This is to certify that _____ has achieved success in the following areas ... Signed: _____ Dated: _____'. Use colour and patterns to make the certificate attractive. Finally, display it prominently for the whole community to see.
4.	<b>Open day.</b> Hold an open day at the school and ensure the whole community is invited. Find ways to display or demonstrate some of the areas where development work has resulted in positive changes in the learning and teaching at the school.
5.	

## 13. How can we improve the quality of teaching?

### 13.1 What makes an effective classroom observation?

It is important that teachers experience observation as constructive learning opportunities. Have a look at the graphic below. What might you try?

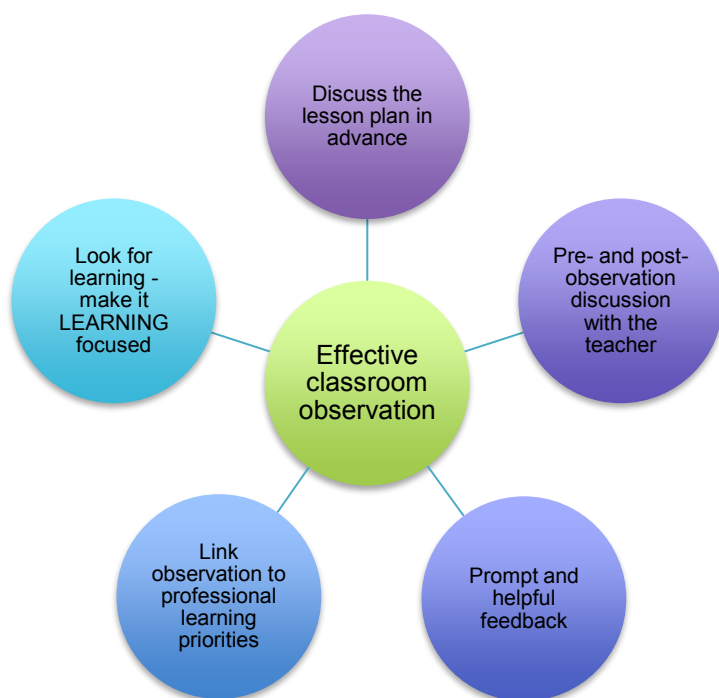


Figure 26: Elements of effective classroom observation

In research conducted by BLF in late 2018 into stakeholder views of school leadership practices in Rwanda, the highest ranked challenge as far as parents were concerned was: *Parents feel our children are not properly taught as we expect.* 53% of parents in the sample of schools said this is true of their school, and 25% said it 'bothers them a lot', rising to 28% in the case of mothers.

Leaders of learning in over half our primary schools have a chance to impress parents with improvements in teaching quality!

Teacher observation is most effective when it includes:

- a pre-observation discussion which includes teachers' written self-reflections;
- a range of observations of 5-minute time segments in addition to full lesson observations;
- collecting some quantitative and qualitative data of the teacher teaching, and the pupils learning;
- encouraging teacher's self-evaluation;
- post-observation professional dialogue and teacher self-reflections.



Qualitative data = virtually any type of information that can be observed or elicited and recorded that is not numerical in nature e.g. describing pupil behaviour

Quantitative data = Data expressing a certain amount, quantity or range e.g. the number of minutes spent on an activity



## Post-observation discussion and goal/target setting

Some leaders for learning use a model like this:



Followed by setting goals/targets for improvement:



You need to ensure that your teachers' learning targets are **SMART**:

Specific	which means ...	clearly focus on an area you want to develop
Measurable		think about how you will know when you have achieved your goal/target
Achievable		make sure that your goal/target can be achieved
Relevant		think about how this goal/target aligns with your role as an educator
Time-bound		consider, realistically, how long this will take

Refer to the responses to Q11.9 and use your best coaching skills to help the teacher GROW.

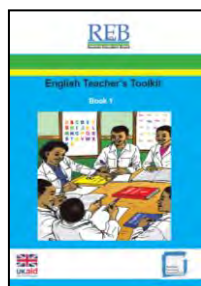


### Improving the way you do focused observation

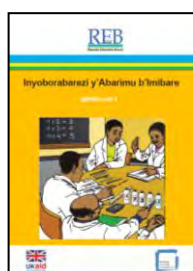
Invite some volunteer teachers to engage in focused observations. Discuss what they would like you to focus on. You could use the toolkits to support this process. You then watch the lesson and provide them with your observations on the learning. This will help teachers feel more open to their own learning during observations. The word could spread to other teachers that it is an enjoyable and constructive experience!

Reflect on your experience. Is there anything you could do differently to increase pupils' learning?

The BLF Teacher's Toolkits teaching toolkits have lots of **good ideas for focused observations**:



English Toolkit Book 1 - Units 1, 3, 6, 7



Mathematics Toolkit Book 1 - Units 1, 3, 6



**Form for use in focused lesson observation**

Teacher:	Class:	
Subject:	Time:	
No. in class: Girls:	Boys:	
<b>Agreed focus area for observation:</b>		
<b>General comments on the lesson</b>		
<b>Observer:</b>	<b>Teacher:</b>	
<b>Comments on the focus area of the lesson (agreed in pre-discussion)</b>		
<b>Observer:</b>	<b>Teacher:</b>	
Signature of teacher:		
Signature of observer:		
Name:	Position:	Date:



**A quick and basic lesson observation checklist**

In learning schools, leaders are welcome into classrooms at short notice (or with no notice at all); in this situation, it is useful to have a basic tool that supports observation and allows you to provide quick feedback. On the next page you will find one such tool. You can quickly sketch the format on a piece of paper as the lesson is starting.

Teacher:		Class:
Date:		Time:
No of learners present:		Subject / learning area:
<i>Focus</i>	<i>What I noticed</i>	
★ Starting the lesson		
★ Pupil interaction in the lesson		
★ Asking questions		
★ Responding to answers		
★ Using resources		
★ Tasks are appropriate for pupils		
★ Including all learners		
★ Checking learning		



**Reflecting on your behaviour when doing a lesson observation, especially in the context of appraisal**

Consider the notes on **behavioural style** below. Which of these do you recognise in yourself? You might find it useful to discuss this experience and your learning with colleagues in a PLC.

**1. Use cooperative language**

Avoid being demanding and dictatorial. Adopt a more mentoring / counselling style. Give the teacher the opportunity to respond to open-ended questions and explain their evaluation. Avoid comments and criticism that can be construed as personal attacks.

**2. Recognise success**

Make an effort to give praise where appropriate. This serves to increase a teacher's sense of well-being and for many people it will help them to feel more motivated. Be specific about what the teacher is doing well and should continue doing.

**3. Identify causes**

When evaluations have been shared and agreements have been reached, the observer can lead the teacher to identify the causes of any 'failures' and not being up to standard – this will help enormously in identifying ways forward.

**4. Focus on behaviour you can describe objectively as well as concrete results**

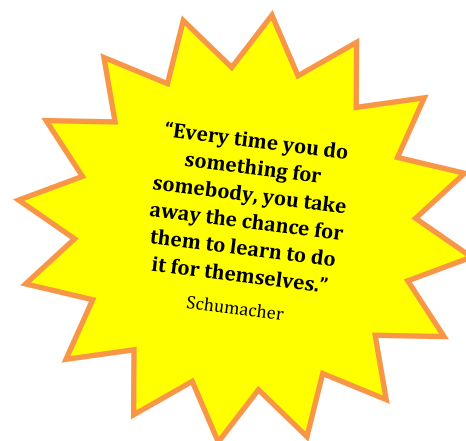
Examining evidence together will be more productive than sharing your opinions, especially about what you perceive as an attitude.

**5. Avoid writing too many notes**

It is SO important to focus on each other. Agreements can, and should, be documented together.

**6. Remember that you are partners in this process**

You are collaborating to strengthen service delivery in your school. When disagreements occur, repress the urge to use your power as a manager to make unilateral decisions. Explore the teacher's position. Try to understand the teacher's point of view and reach agreement rather than dictate.



You can find out more about evidence in the context of teacher appraisal in the response to Q8.3.

## 13.2 How can I use classroom observation data to improve the quality of teaching?



### Using the *lesson study* approach

Here is an activity from an international setting – action research which uses classroom observation data to improve student learning.

Lesson Study is a classroom-based, collaborative mode of professional learning originating from Japan. Typically, a lesson study cycle will involve small groups of teachers collaboratively planning a 'research lesson' which one teaches while other members of the team observe. The lesson is then evaluated and revised for further teaching to other groups.

Have you considered collecting classroom observation data to identify strengths and areas for further development? Is *lesson study* something you could try?

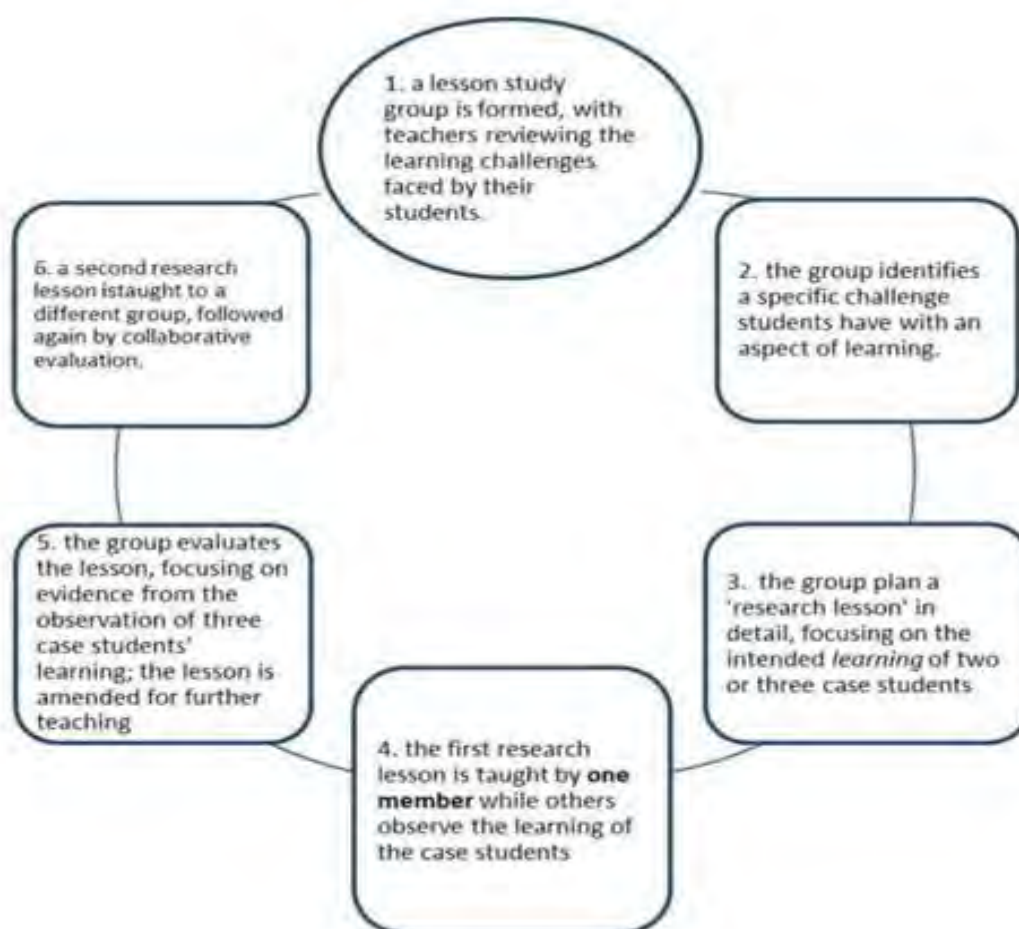


Figure 27: A typical 'lesson study' cycle (See <http://scittls.weebly.com/lesson-study-methodology.html>)

## 13.3 How can I help teachers to access a range of CPD opportunities?

### Why is it important for teachers to access a range of CPD opportunities?

We all know that headteachers can make a difference to the progress their pupils can make at school. Research findings by Professor Viviane Robinson (2008) found that "headteachers' leading of and active participation in professional learning and development had the largest impact on learning outcomes".

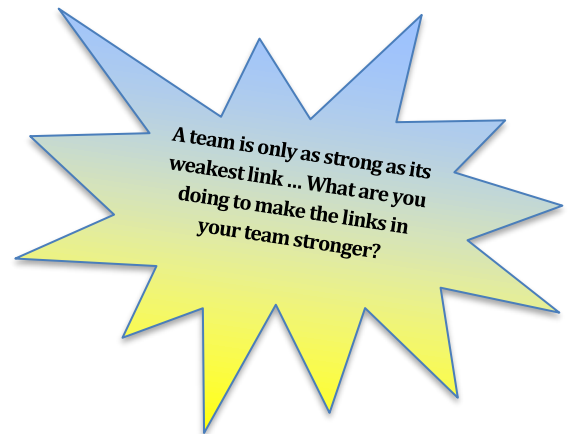


## Facilitating access to CPD

Consider the diagram and star below and reflect on the following:

- How could you ensure that teachers can access a range of CPD opportunities?
- In what ways can you actively participate in professional learning and development?
- How can you strengthen your team?
- What kind of CPD opportunities should teachers have access to?

This would be a great discussion for a PLC meeting!



### Online CPD opportunities

There are many websites that offer free online educational courses. One of the better-known ones is [www.futurelearn.com](http://www.futurelearn.com)

There are many other educational websites that offer professional reading materials, for example [www.edutopia.com](http://www.edutopia.com) but *Google* can help you find more.

## 13.4 How can I help teachers to stay motivated?

You need to motivate your teachers if you want to motivate your learners!



### Staying positive!

This section builds on a discussion in the response to Q12.5.

Read the strategies below which effective leaders often use to keep the atmosphere among staff positive. Which do you do? Which could you do more? Another great topic for a PLC discussion!

1. Establishing clear expectations
2. Having realistic expectations of more junior staff
3. Encouraging and supporting CPD
4. Establishing groundrules / "ways of working"
5. Monitoring and supporting the execution of delegated tasks
6. Mentoring
7. Strengthening teams
8. Establishing and maintaining a positive school culture





### Being aware of demotivating manager behaviours

Employees can become de-motivated if their “leaders” are unable to recognise the negative effect of careless and/or unchecked behaviour.

Below are some performance management behaviours which can be very demotivating. Which of these do you recognise in your own or others’ behaviour? What could you do to change the situation?

- |                       |   |  |
|-----------------------|---|--|
| 1. Unfair criticism   | 7. Hypocrisy                                  | 12. Rewarding the non-performer                |
| 2. Negative criticism | 8. Office politics                            | 13. Failure or fear of failure                 |
| 3. Public humiliation | 9. Poor standards                             | 14. Success that leads to complacency          |
| 4. Negative mumbling  | 10. Frequent unexplained or irrational change | 15. Lack of clear and/or measurable objectives |
| 5. Negative self-talk |   |  |
| 6. Unfair treatment   | 11. Low self esteem                           |  |

impossible!

unachievable!

unable!



### Giving constructive feedback



As a leader, you are called upon to give feedback to many people on many occasions and for many reasons. The way you give this feedback is critical. You will either help the person to change their behaviour or cause them to continue along the same path – only with more negativity than before.

There are some well-established principles for giving feedback and here you have one such set. Think back to the last few occasions when you gave someone feedback; principle by principle, ask yourself whether you complied with this principle or not.

<i>Principles underpinning constructive feedback<sup>3</sup></i>
1. The feedback comes at the right time, i.e. in good time for a fault to be remedied.
2. It lets recipients know what the standards are.
3. It lets recipients know how they are doing.
4. It lets recipients know what they need to change in order to meet the standards.
5. It lets recipients know how long they have to improve.
6. It lets recipients know what support they can expect from you.
7. It also comes when someone is doing a good job i.e. it lets them know when they are performing to standard.
8. It offers specific praise – what was particularly good about a job or behaviour etc.
9. It seeks to open up a dialogue on the best way forward.
10. It is two-way, allowing the recipient to probe the comments and be involved in the decision-making for further action.
11. It describes behaviour that you recently observed, and it puts the behaviour in context of overall performance.
12. It helps the recipient to see beyond current performance and clarifies opportunities for further development.

<sup>3</sup> This list is adapted from one in R. Bee and F. Bee *Constructive Feedback*, 1996, Institute of Personnel and Development

Here are a couple of scenarios to show you the feedback principles in action.

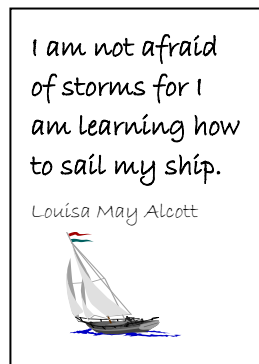
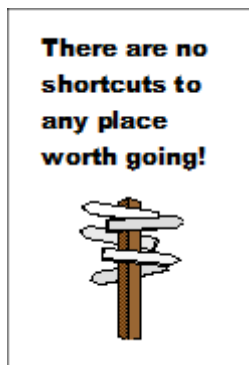
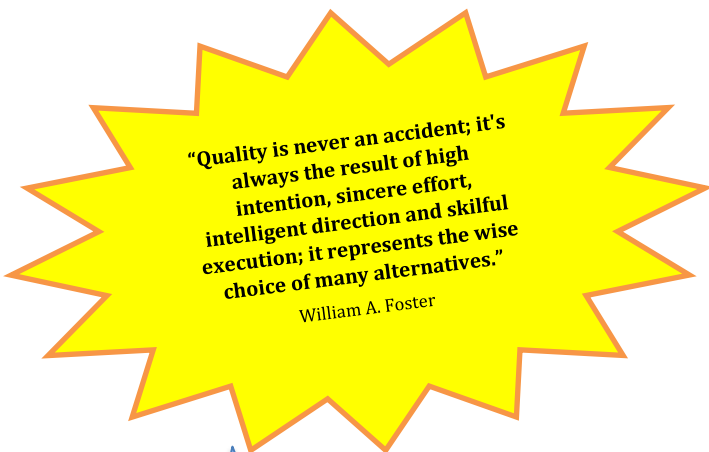
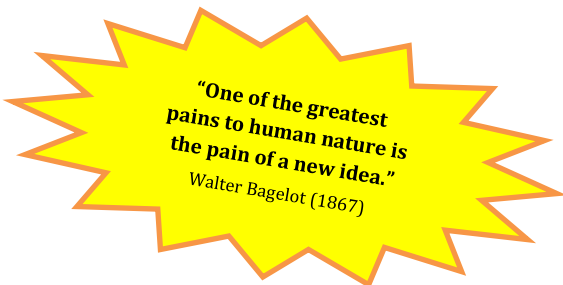
**Scenario 1**  
 Jean-Pierre is cleaning up the area around the classrooms prior to a visit by someone from the Mayor’s office. Let us assume that the area will take about four hours to clear. The supervisor says to Terry after about half an hour, “Terry, it’s good to see you making progress. However, to finish in good time you need to cover the area around each classroom in about 20 minutes. Also, the standard required is that all litter must be removed and although you are shifting a lot of rubbish, you are missing some of the corners e.g. around the classroom doorsteps. You might find it helpful to use a smaller brush in these areas. Remember that the job must be completed by 11 a.m. which is when we expect our visitor to arrive. I will pop back in half an hour to see how you are getting on.

**Scenario 2**  
 Jane’s SEO is very impressed with her work and says, “Your report on what you’ve learned in your school from reviewing drop-out data was excellent. It’s really helped me to show others how we’re using data to improve learning outcomes. It was well-structured, clearly written, and produced on time. In your next report you might consider including some text to go with the tables to help communicate the main points. What do you think?”



**Using inspirational sayings and quotations**

There are many such quotations and sayings throughout this Companion. Try reproducing them and posting them around the school – in your office, on the notice board, in the teachers’ room, in classrooms – and see what the reaction is. You can either use them as they are or convert them into posters. For example:



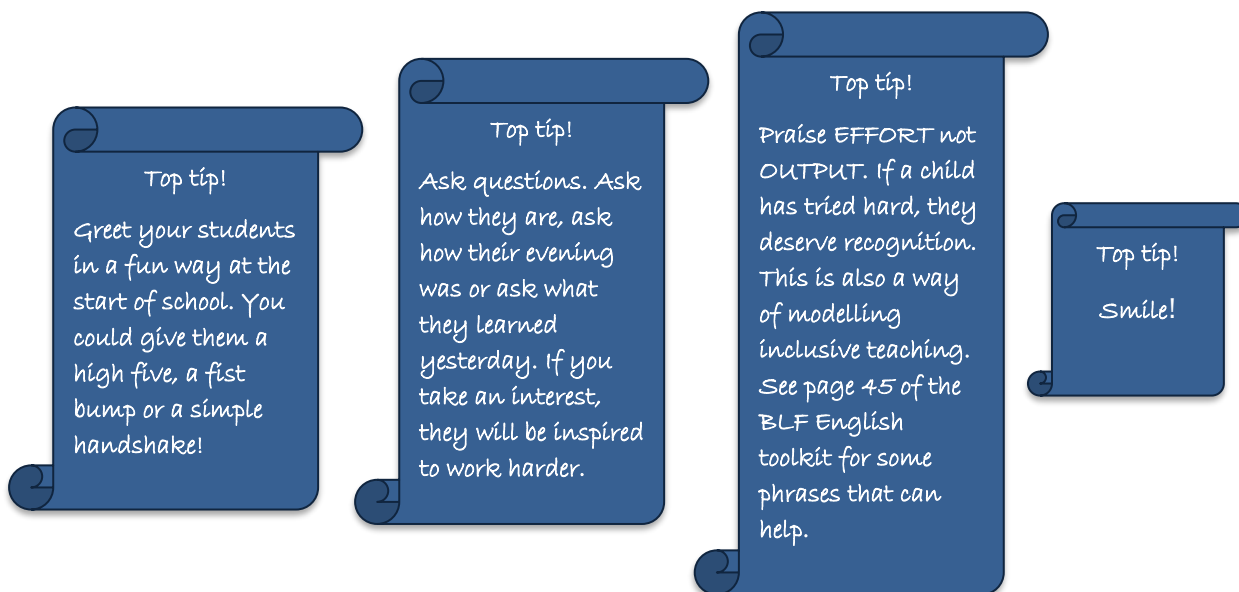
## 14. How do we support effective classroom management and good behaviour for learning?

### 14.1 How can I support pupils to improve their behaviour and learn better?

#### Building relationships

In a way, this is the short answer to the question. One of the keys to effective learning and positive behaviour in the classroom is relationships. Your pupils need to feel valued and cared for by the adults in your school. As a school leader, your teachers will look to you to model this behaviour and there are some simple things you can do to show them what your expectations are. See the Top Tip Box for some ideas that you can try out and share with your teachers.

Also visit <https://www.teachthought.com/pedagogy/tips-better-building-relationships-with-students/> for some more ideas on building relationships.



#### Positive behaviour management: the theory

The long answer recognises that helping pupils behave in a way that is conducive to learning – but also to living a meaningful life – is complex.

A *positive behaviour management* approach means that adults have an important role to play in guiding learners and in teaching them right from wrong. It involves positive reinforcement to encourage a child's good behaviour as well as ensuring that there are consequences for bad behaviour. Positive behaviour management rejects the use of violence, fear or shame to punish bad behaviour.

Teachers are responsible for building a collaborative and positive relationship with learners. Once learners realise that their views and opinions matter and that their teacher takes them seriously, they are more likely to engage in classroom activities without disruption.

Positive behaviour management means engaging learners in setting rules for their behaviour in the classroom, school and local community and identifying consequences for when rules are broken.

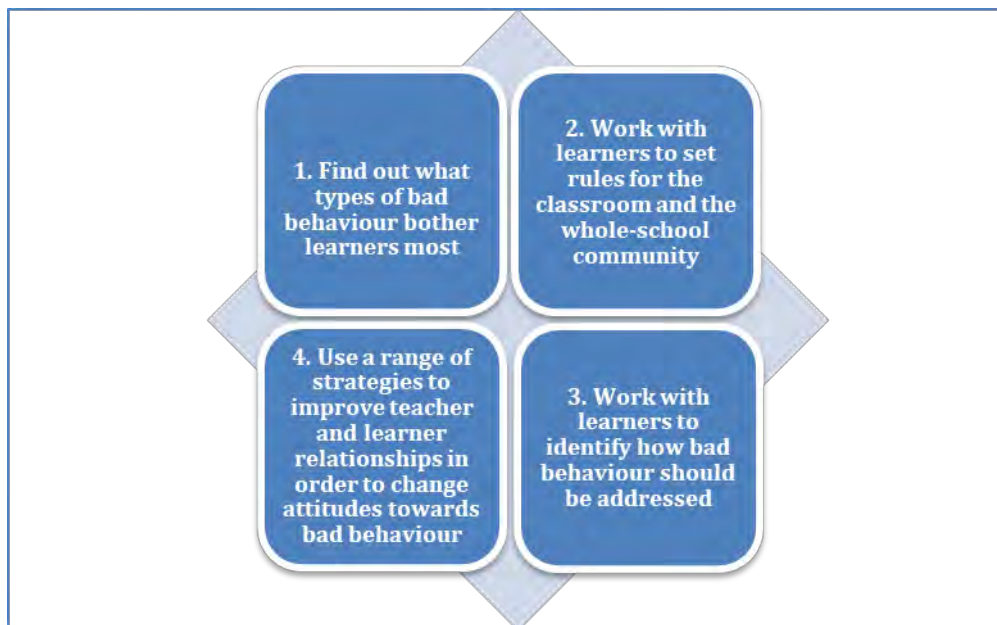
It is important that all teachers use the same approach to disciplining bad behaviour and that there is whole school agreement on how learner behaviour is managed.

In summary, a *positive behaviour management* approach proposes the following:

Much of the guidance on *safeguarding* (Question 7) is relevant here.

Much of the guidance related to *motivating learners* is also relevant here – see the response to Q12.5.





**Figure 28: Four common components of effective behaviour management strategies**

Before looking at how to do this in practice, let's be clear about what we mean by *bad behaviour*. We need to categorise behaviour into **minor**, **middle** and **major** level behaviour problems (and develop appropriate sanctions for each level). To some extent, these levels are contextually defined, however here are some examples to start you thinking, which show increasingly bad behaviour:

<i>Minor-level problems: Learners ....</i>	<i>Middle-level problems: Learners ....</i>	<i>Major-level problems: Learners ....</i>
tease other learners verbally	annoy other learners (poke, tap, push, pull, etc)	fight with or bully other learners
talk or call out when they should be paying attention	disrespect the teacher e.g. ignore her when she speaks to them	are aggressive towards the teacher
take a long time to do what they are told	refuse to follow instructions of the teacher or other supervising adult	repeatedly refuse to obey the rules and act defiant
move about in class when they should be still	leave the classroom without permission	leave school without permission
tell a lie to get themselves out of trouble	tell lies to get others into trouble	cheat
use a mobile phone during class	use matches or a lighter	carry a weapon
throw objects (not violence-related)	deface school property (e.g. desk)	vandalise school property
<i>Key issues:</i>		
<p>Many teachers ignore this type of behaviour, particularly learners who annoy or tease other learners, or who call out in class. This is a mistake.</p> <p>It is important to stop this level of bad behaviour because it can upset other learners in the class.</p> <p>If not stopped, it can also lead to middle- and even major-level behaviour problems.</p> <p>These problems can usually be dealt with informally, at the classroom level.</p>	<p>This level of bad behaviour can be disruptive and make it difficult for a lesson to continue successfully.</p> <p>These behaviours will almost certainly upset other learners in the class.</p> <p>If not stopped, it can lead to major-level behaviour problems.</p> <p>It's a choice as to whether these can be dealt with informally or need to be escalated e.g. the last two.</p>	<p>This level of bad behaviour is very disruptive and can make it impossible for a lesson to continue successfully.</p> <p>It stops the teacher from teaching and stops the learners from learning. Someone is likely to get hurt.</p> <p>Learners who are victims of this bad behaviour may want to stop coming to school or may even drop out.</p> <p>These problems need to be dealt with formally, at whole-school level.</p>

**Figure 29: Behaviour problems in three categories, and related issues<sup>4</sup>**

<sup>4</sup> This and much of the guidance offered on the next four pages is inspired by the *Zambia Education Management Toolkit 1: Positive learner behaviour* (Ministry of General Education, Lusaka, October 2017, with support from UKAid)



## Positive behaviour management: in practice

Consider the guidelines below for implementing the four components of effective behaviour management. Which of these things are you already doing? Which are new? Are you willing to give this a try?

You will certainly find it easier to try these strategies with the support of your staff and with colleagues in your PLC.

### 1. Find out what types of bad behaviour bother learners most

Before setting rules, it is important to find out what kind of bad behaviour learners are most bothered about. This will help you to make sure there are rules against the things that worry learners the most and will also support the development of effective strategies to improve behaviour across the school.

This activity should be done once a year in every class, within the same week.

#### What bothers you most?

This classroom activity can be adapted for any age group

- i) Ask learners to sit in small groups of four.
- ii) Ask them to identify and share the five kinds of bad behaviour that happen in their school that bother them the most.
- iii) Give each group 5 small pieces of paper of the same size to write or draw on.
- iv) Each group writes or draws each type of bad behaviour on a separate piece of paper.
- v) Use the groups' pieces of paper to make a block graph (*or other type of graph according to the age group*).
- vi) Talk about the graph and help learners understand what it means. Ask learners to say more about each of the types of behaviour: e.g. when does this bad behaviour happen? How often? How do they feel about it? What do they do about it? Why do people behave badly? When do they behave badly?  
*Note to teacher: It's important to listen carefully and not start to talk about what you think!*
- vii) Now ask the learners about the positive benefits of **good behaviour**. How would it improve their learning and make them feel better about themselves?
- viii) Explain that in the next lesson the learners will be helping to develop rules for (a) positive behaviour in the classroom and (b) positive behaviour in the school grounds and in the local community.

#### Follow-up activity for teachers

- i) Teachers from the different classes meet to discuss how their learners feel about bad behaviour and what they (the teachers) have learned from the activity. The headteacher should also be present at this meeting to hear about what learners have said.
- ii) Teachers should begin thinking about what kinds of disciplinary measures they currently use to address the bad behaviour identified by learners and where improvements can be made.
- iii) Teachers will work together to ensure they have a consistent approach to addressing bad behaviour across the school.

### 2. Agreeing rules governing behaviour

Making a set of classroom rules, with the learners, is a good way of establishing positive behaviour and getting the learners to be responsible for it.

On the next page you will find a step by step approach which will take about 45 minutes.



**Step 1:** (2 minutes)

Ask learners to share their knowledge of classroom rules, and their understanding of the value and purpose of classroom rules.

*Note to the teacher:*

*This discussion is likely to include the following:*

*Classroom rules can help us to work and learn efficiently and effectively by e.g.*

- *helping create an environment for teamwork*
- *helping everyone to participate*
- *encouraging everyone to commit themselves individually*
- *helping everyone to respect each other's views*
- *helping everyone in managing time and their behaviour properly*

*Classroom rules are a social contract – they are not externally imposed*

**Step 2:** (3 minutes)

Divide the learners into small groups of four and ask each group to make one rule about how they should behave in their classroom.

**Step 3:** (3 minutes)

Work as a whole class. Give the learners an example of a rule and write it on the blackboard, e.g. *"I will wait until the other person has finished speaking before I speak."*

Tell the learners they should write their rules starting with *'I will ...'*.

*Note to the teacher:*

*Some of the characteristics of a user-friendly classroom rule are:*

- *It begins with "I ..."*
- *It is a positive statement*
- *The language is simple*
- *It is easy to understand*
- *It is achievable*
- *It describes observable behaviour*
- *It is tailored towards achieving a common goal*
- *It does not discriminate against any group of learners*

**Step 4:** (3 minutes)

In their small groups, learners look at the rule they have written and change it to begin with *'I will ...'*.

**Step 5:** (5 minutes)

Work as a whole class. The teacher asks each group to say the rule they have written and writes it on the blackboard. The teacher helps the class to revise the rule to make sure it begins with *'I will ...'*.

**Step 6:** (3 minutes)

Look at the rules written on the blackboard to see if any need to be added. Ask the class what other kinds of bad behaviour make it difficult for the teacher to teach the class or make it difficult for the learners to work. Feel free to add your ideas!

*Note to the teacher:*

*Ideas should include:*

- *Learners coming late*
- *Learners making a noise*
- *Learners talking without permission*
- *Learners leaving the room during class*
- *Cell-phones ringing or vibrating, and answering calls*

*All of these events distract the learner's attention and may cause him/her to fall behind. The teacher and the group then lose time in trying to help the learner catch up.*

**Step 7:** (3 minutes)

In their groups, ask learners to write another classroom rule.

**Step 8:** (10 minutes)

Ask each group to give their new rule. The teacher writes any new rules on the blackboard. The teacher helps the class to revise the rule to make sure it begins with *'I will ...'*.

**Step 9:** (10 minutes)

Work with the whole class. Identify the ten most important rules for the classroom and make a record of them. (max 10).

On the next page is an **example** of a set of classroom rules created using the method described above.

**Follow-up activity: poster-making**

Make a poster with the agreed classroom rules and display it on the classroom wall or notice board. Ask all learners to sign the poster to show their willingness to follow the rules. If people break the rules, remind them of the rules by pointing to the poster.

### Class 3B – Our classroom rules

1. I will respect what other learners say.
2. I will always be in class on time.
3. I will pay attention in class.
4. I will always try hard to finish my work.
5. I will make contributions in group work.
6. I will wait until the other person finishes speaking before I speak.
7. I will put up my hand and wait to be asked before I speak.
8. I will ask for permission when I need to leave the classroom.
9. I will always finish my homework.
10. I will always let my neighbours do their work.

### Follow-up activity: make a set of school rules

It is important that there is a common approach to positive behaviour management across the school.

After individual teachers make classroom rules with their learners, the teachers from all the different classes plus representatives from the learners can come together to make the school rules. They use the discussions about bad behaviour that bothers learners and the classroom rules made by learners as a guide to developing appropriate school rules.

Think of sharing your school rules with parents. If you do not have the resources to do this, at least make sure you share them with the SGAC and post a copy on your main notice board.

### 3. Addressing bad behaviour

#### Monitoring behaviour


A 'light-touch' approach to addressing bad behaviour is to teach pupils how to monitor their own behaviour. This can be done through a **classroom rules monitoring tool**, like the one opposite – which is based on Class 5B's set of rules.


Use it as a way of reminding the learners about the rules they have set, and also as a means of evaluating the success of this initiative.


You can use this tool from time to time at the end of a lesson to find out from the learners how well they think they have behaved. It serves to remind them of the rules. You can ask them:

*“Think about each of your classroom rules and decide whether you followed it during this class. Then think about whether your group/class has followed the rule.”*

**HOW WELL DID WE DO?**  
How well did I keep to the classroom rules?  
How well did our class keep to the classroom rules?

  
✓  
**Yes I did!**

  
x  
**No, I didn't!**

  
?  
**I'm not sure! I can't remember**

	Classroom rules	Me	The group
1	I listened to what other learners said.		
2	I was in class on time.		
3	I paid attention in class.		
4	I tried hard to finish my work.		
5	I made contributions in group work.		
6	I waited until the other person finished speaking <u>before</u> I spoke.		
7	I put up my hand when I wanted to speak.		
8	I asked for permission when I wanted to leave the classroom.		
9	I finished my homework.		
10	I let my neighbours do their work.		

In a low-resource version of the activity, you can ask pupils to draw a simple table in their exercise books and complete it, referring to the classroom rules poster.

What other light-touch strategies are you aware of to help learners remain aware of their behaviour?

#### Informal strategies for addressing bad behaviour when it happens

It is important to stop bad behaviour as soon as it starts, and not wait until it gets worse. As soon as you see a learner beginning to behave badly, stop it straight away.

When bad behaviour first begins, use:

- *The look* (directed at a specific learner or group of learners) e.g. raised eyebrow, opened eyes .....
- Signals – pointing, shaking head, holding out hand and so on.

If that does not stop the bad behaviour, then give a warning, reminding the child that bad behaviour has consequences. If it continues, apply the sanction that you have agreed with the class / across the school. The

No	Me	The class
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

sanction for different types of bad behaviour should be discussed with the class and agreed across the school. Try to find appropriate punishments, e.g. writing on walls is punished by cleaning the walls.

### Having an agreed approach to discipline

Disruptive behaviour in school can lead to many problems for learners, teachers and school managers. An agreed approach – you could call it a *Discipline Policy* – will ensure that everyone in the school (learners, teachers, parents and members of the school management team) has the same understanding of:

- school rules that are based on (a) the bad behaviour that bothers learners most and (b) the classroom rules learners have developed
- how bad behaviour will be dealt with
- who will deal with learners' bad behaviour
- when it will be dealt with
- how it will be dealt with

Here is an example of a 'Discipline Policy':

MINOR	
These behaviours are handled by the classroom teacher or supervising teacher	
Behaviour	Action
<ul style="list-style-type: none"> <li>• Talking when should be paying attention</li> <li>• Unintentional bad language / swearing</li> <li>• Disrespect to other pupils</li> <li>• Inappropriate behaviour during assembly or other school activities</li> <li>• Lying (to get self out of trouble)</li> <li>• Inappropriate clothing</li> <li>• Failure to complete assigned work / homework</li> <li>• Late for class</li> <li>• Unprepared for class / not done homework</li> <li>• Use of mobile phones during class</li> <li>• Pushing and shoving other learners</li> <li>• Teasing or other derogatory remarks</li> <li>• Throwing objects (not violence related)</li> </ul>	<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Verbal reminder to the learner of the expected appropriate behaviour</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>• Verbal reminder to the learner of the expected appropriate behaviour</li> <li>• Consequence applied by the teacher</li> </ul> <p><b>Step 3: (if learner does not comply at Step2)</b></p> <ul style="list-style-type: none"> <li>• Verbal reminder to the learner of the expected appropriate behaviour</li> <li>• Parents asked to come to school to discuss problem with the teacher</li> </ul> <p><b>Step 4: (if learner does not comply at Step3)</b></p> <ul style="list-style-type: none"> <li>• Move to Step 1 of Majors</li> </ul>
MIDDLE	
These behaviours are handled by the classroom teacher or supervising teacher They are referred to the headteacher if they do not stop	
Behaviour	Action
<ul style="list-style-type: none"> <li>• Defacing school property (walls, desks, books etc.)</li> <li>• Abuse of school equipment</li> <li>• Habitual and intentional swearing</li> <li>• Inappropriate displays of affection / touching</li> <li>• Lying (to get others into trouble)</li> <li>• Cheating</li> <li>• Use of matches or lighter</li> <li>• Disrespect for the teacher</li> <li>• Refusing to follow instructions of teacher or supervising adult</li> </ul>	<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Verbal reminder to the learner of the expected appropriate behaviour</li> <li>• Consequence applied by the teacher</li> </ul> <p><b>Step 2: (if learner does not comply at Step1)</b></p> <ul style="list-style-type: none"> <li>• Verbal reminder to the learner of the expected appropriate behaviour and</li> <li>• Add a note to the serious incident register</li> <li>• Parents asked to come to school to discuss problem with the teacher</li> </ul> <p><b>Step 3: (if learner does not comply at Step2)</b></p> <ul style="list-style-type: none"> <li>• Move to Step 1 of Majors</li> </ul>
MAJOR	
These behaviours are immediately referred to the administration	
Behaviour	Action
<ul style="list-style-type: none"> <li>• Fighting or physical aggression</li> <li>• Defiance</li> <li>• Vandalism</li> <li>• Taking drugs or alcohol</li> <li>• Smoking</li> <li>• Bullying</li> <li>• Intimidation</li> <li>• Theft</li> <li>• Sexual harassment</li> <li>• Carrying weapons</li> <li>• Leaving school without permission</li> <li>• Absent from school without permission of parents</li> </ul>	<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Refer to administration</li> <li>• Add a note to the serious incident register</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>• Home contact made by administration</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Meeting with parents to discuss appropriate behaviour and punishment for behaviour displayed</li> </ul> <p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>• Written apology to offended parties before learner is permitted to return to school</li> </ul>

Figure 30: An example of an agreed whole-school process for dealing with poor behaviour

### Praising good behaviour

Remember that it is important to praise good behaviour or hard work, especially with learners who may often be in trouble for making a noise or disrupting class. Do not praise a learner for doing what is expected, but for exceeding your expectation. We can give praise by:

- Giving words of encouragement –
  - Well done John, you have behaved well in your group today
  - Good work Nadine, you have tried hard today
- Different types of clapping (but keep it short)

This leads nicely into the last component of effective behaviour management, namely improving the relationships between teachers and pupils.

### 4. Improving teacher/pupil relationships

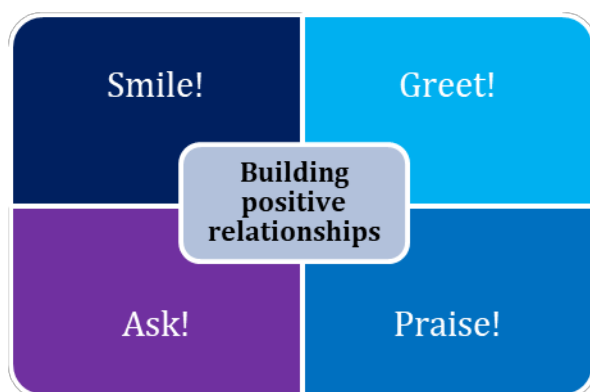


#### Improving relationships

Much of the guidance related to **motivating learners** is also relevant here – see the response to Q12.5.

Below are a set of statements that could be used as the basis for a PLC meeting, a CoP meeting or even a class discussion with older learners.

- 'Treat people as if they were what they ought to be, and you help them to become what they are capable of being.'  
*Johann Wolfgang von Goethe, German Philosopher and Author 1749-1832*
- Show pupils that you care about them by providing an environment that supports good behaviour and engagement in learning (*Teachers never sit at the back of the class or leave the classroom, they are always at the front teaching or working with a group or individual child.*)
- When there is an incident, ask the pupils what happened and to explain why it happened.
- Teach pupils to be assertive and say how they feel when someone behaves badly towards them.
- Observe pupils to see changes in mood or work and ask them confidentially if there is a problem.
- Identify pupils who are having difficulty or falling behind with school work and find ways to help them.
- Involve pupils in decision-making and keep them informed about activities across the school e.g. SGAC meetings, SIP development, CPD.
- Professor Tim Brighouse is one of the UK's most respected educationalists. He advises teachers in a school to each pick one vulnerable child and make a positive personal comment each time they see them, even just to say "hello" and the child's name. Doing this reduced the number of children suspended from school.
- And don't forget ...



In research conducted by BLF in late 2018 into stakeholder views of school leadership practices in Rwanda, the fifth highest ranked challenge as far as pupils are concerned was: *In most cases, pupils are not aware of school plans and activities being undertaken.* 42% of pupils in the sample of schools said this is true of their school, and 16% say it 'bothers them a lot'.

The sixth highest ranked challenge as far as pupils are concerned was: *Pupils are not aware of the existence and functioning of the SGAC.* 37% of pupils in the sample of schools said this is true of their school, and 28% say it 'bothers them a lot'. This figure rises to 43% in the case of older boys (in P5).

## 14.2 How can I support teachers to effectively manage large class sizes?

A key challenge for your teachers will be the overpopulation of classes. To manage this and ensure effective learning can be tricky! But there are many tools that can help your teachers provide fun and meaningful learning experiences for a large class.

### Remember:

It is important to be aware that pupils will find changing from teacher centred classrooms to more student-centred classrooms quite difficult. They need time and patience to get used to a different way of learning. As a leader, you will need to encourage and support teachers to persevere and keep trying to implement these different ideas.

### PAIR WORK



Easier to manage

- Teachers observe
- Teachers listen

Gives discussion time

- Students practice English
- Students share ideas

Develops student ownership of learning

- Independence
- Building trust

### A common concern:

Teachers are often reluctant to use group work in large classes. You can help them to understand that pair and group work is particularly important in large classes as individual support from teachers is limited. And you can train the class to engage in group work. Pair work is a good place to start, introducing group work when they are ready.

### GROUP WORK



Give each student a role in the group

- Leader
- Reporter

Give an open task

- "How many ways can you make 50?"
- "Discuss your daily routine, are there any differences?"

Monitor by moving around the classroom

- Observe student interaction
- Intervene when necessary to guide discussion

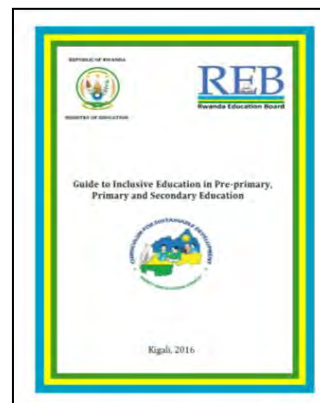
### Where to find more help:

For further information and ideas to share with your teachers, please refer to Units 4 and 8 of the BLF English Toolkit Book 1 and throughout the Mathematics toolkits in the guidance for classroom activity.

This REB Guide to Inclusive Education offers many tips for group work as well as guidance for teachers who have concerns about using groupwork.

Invite your DTA and/or SLF to work with your teachers during a group meeting to design and plan pair and group work activities.

You can find a summary of this guidance in the response to Q12.2.



## 15. How can I help teachers with assessment?

### 15.1 How can I support teachers to use different types of assessment?

Assessment is a complex area, but it is essential for leaders of learning to understand why, what, how, who and when we assess in the classroom. This table provides a useful summary:

Type	Description	Examples
<b>Formative</b>	Usually used <b>during</b> the learning experiences for pupils to improve throughout the lesson and for teachers to inform their future planning.  Sometimes referred to as <i>assessment for learning</i> .	<ul style="list-style-type: none"> <li>Teacher observations, i.e. which pupils have answered the Mathematics questions correctly</li> <li>Teacher asks “Have you understood the learning objective?” Pupils respond with a thumbs up or down.</li> </ul>
<b>Summative</b>	Usually used <b>at the end</b> of a lesson or learning experience.  Sometimes referred to as <i>assessment of learning</i> .	<ul style="list-style-type: none"> <li>A test or quiz at the end of the lesson that pupils complete independently.</li> </ul>
<b>Self-</b>	Used by individual pupils to assess their learning either during or at the end of a lesson.	<ul style="list-style-type: none"> <li>Written reflection i.e. Now I know how to...” or “I still need help with...” This can also be used as a formative assessment during a lesson.</li> </ul>
<b>Peer-</b>	Pupils work in pairs to assess each other’s learning. Can be used at any time.	<ul style="list-style-type: none"> <li>Pupils assess each other’s work i.e. verbal feedback “I think you have do [blank] well.”, “I think you could improve on [blank]”</li> <li>The above idea can also be written.</li> </ul>

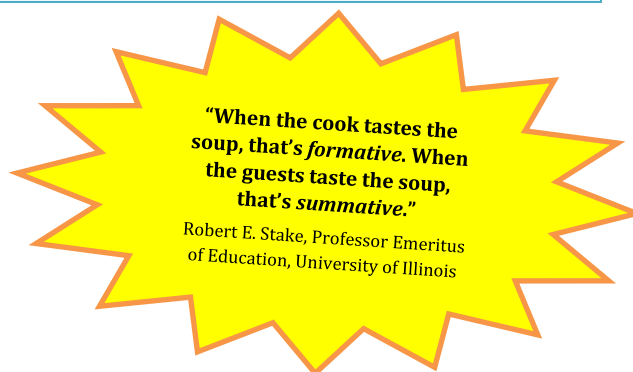
Figure 31: An overview of classroom assessment



#### What types of assessment do your teachers currently use?

It is important that your teachers are aware of these different types of assessment and specifically plan to use them in their lessons. You can support this by:

- observing the assessment techniques used by different teachers in class;
- sharing, discussing and inviting ideas during staff meetings;
- visiting the websites at the end of this section for further research and self-study – share these ideas with your teachers;
- share this information with the other leaders in your school, for example the SBM, DoS and SSL.



Two developments to note: REB is soon going to publish simplified guidelines to assessment, developed with *Educate!* and BLF is supporting REB in developing a question bank which teachers will be able to access for use in formative assessment. Keep your eyes open for this!



#### Getting support from the BLF toolkits

The toolkits – and the English pupil activity books – provide lots of lovely guidance on how to do assessment for learning. Study these so that you can help your teachers improve their classroom practice.


Here are a few examples to tempt you! First in English and then in Mathematics.




**From English Toolkit 2 – Unit 3:**

**3**


Peer-assessment/checking: Always ask pupils to check their work with a pupil near them. This builds confidence and promotes pupils helping each other. Learn more about peer-checking in units 7 and 9.



Nominating individual pupils: Calling pupils by name allows teachers to include all pupils. Often pupils will shout out the answers which limits participation by all pupils. Learn more about nominating pupils in unit 7.



Monitoring: Moving around the classroom and checking what pupils are doing allows teachers to see how all pupils are doing. This also helps the teacher plan the next lesson to include all pupils. Learn more about monitoring in unit 5.



**45**


**From English Toolkit 2 – Unit 9:**

**B. Involving pupils in assessment for learning**

**Peer assessment**  
Peer assessment happens when pupils check each other's work.  
Quick review.  
Go back to unit 7 in this book. Answer the following questions:  
(xii) What technique can a teacher use so that pupils can assess each other's work?  
(xiii) How can peer assessment help learning in the classroom?


**Self-assessment**  
Self-assessment is when pupils are able to say what they have learnt. Self-assessment questions usually start with can, e.g. Can you say the alphabet?  
Quick review.  
Go back to unit 2 in this book. Answer the following questions:  
(xiv) What can a teacher check during and at the end of the lesson?  
(xv) What questions can a teacher ask?  
(xvi) How does this help learning in the classroom?  
Look at the pictures below. What type of assessment for learning is happening in each?

1



Can you...?

2




Can I...?

**193**

**From English Toolkit 2 – Unit 9:**

**A. Assessing what pupils understand**

**Action tasks**  
An action task is a task where the pupils must show with their hands what the teacher asks. Look at the activity from the P3 pupil activity book. The pupils have already learnt the names of clothes in the previous lesson. The teacher wants to check the pupils' understanding. Read and listen to the lesson transcript and answer the questions.  
*P3, unit 7, page 39, activity 1*




**189**

**Questions:**  
(i) What was the action task to assess the pupils' understanding?  
(ii) Did all the pupils understand 'yellow shirt'? How do we know?  
(iii) What should the teacher do next?  
(iv) Why are action tasks a good way to assess pupils' understanding?  
(v) How does this help all pupils' learning?  
(vi) Look at the English pupil activity book and find one more action task.


**Action tasks** are the quickest way to assess if pupils understand and learning  
Other common action tasks include:  
**Raise your hands** – the teacher asks pupils to raise their hands to show what they think an answer is, e.g. raise your hand if your answer is blue.  
**Thumbs up** – similar to raise your hands, but pupils show their thumbs upward to show what they think an answer is e.g. Thumbs up if your answer is 10.

Look at the pictures below, write the correct action task next to each of them


1



2



3




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**Remember:**  
When teachers are assessing children, it is important to take into account any disabilities. For example, a visually impaired pupil will need questions either in braille or given orally.

**A selection from the Mathematics Toolkits, showing ways of checking learning:**

**Show me boards (ECM logo)**

Use the show me board so that every student can write or draw their answer and show it to you (or their peers) immediately. This allows you to quickly assess if pupils understand what is being taught.



**Example:**

Teacher Origene is teaching pupils how to identify and compare different numbers based on their size. He asks the following questions:

Which is bigger: 54 or 45? Show me on your boards.

Which is bigger: 789 or 532? Show me on your boards.


Which is bigger: 610 or 601? Show me on your boards.

To make sure pupils aren't guessing he calls on a few different pupils and asks: 'How do you know 54 is bigger than 45?'

Pupil A: Because 54 has 5 in the tens column and 45 only has 4 in the tens column.

Teacher Origene: Great! Teta, can you tell me why 532 is smaller than 789?

**Scenario 1:**



Teacher: Good morning class. We are going to continue from where we finished yesterday by finding the missing number in an addition sentence. Can someone help me with this example?

$5 + \square = 12$

Pupil 1: The answer is 7.

What about this one?  $6 + \square = 15$

Pupil 2: 9!

Teacher: Well done, let's clap for them. Now with the person next to you complete the rest of the examples on the board.

a)  $8 + \square = 11$       b)  $6 + \square = 15$       c)  $3 + \square = 12$

As the teacher walks around she notices that lots of pupils are adding the two known numbers instead of finding the missing number e.g. writing the answers to a, b and c as 19, 21 and 15.

- What has gone wrong? What do the pupils not understand?
- What should the teacher do in this situation?
- How can the teacher check for understanding before moving on?

**Observing pupils**

At times, our pupils will not verbalise how they are finding the lesson content. As teachers, we have to be observant. To do this, practice 'scanning' the classroom – allow your eyes to travel around and look at the faces of pupils throughout the lesson. You can also do this as you circulate the room whilst pupils are working on a task.

When looking at pupils, think about whether they look:

- happy/unhappy
- like they are following the lesson/are not following the lesson
- confident
- confused
- uncomfortable and nervous
- engaged or interested
- as if they are daydreaming

When you see any of the above, ask yourself:

- Do I move on?
- Am I being clear?
- Have I explained the topic well?
- Why do pupils look happy/confident? What step should I take next?
- Am I going too fast/slow?
- Do any of my pupils have special needs that I haven't addressed?
- Have I tried using concrete materials and pictorial representations?
- Have I given my pupils enough time to practice this skill?


**Traffic lights/Thumbs Up, Thumbs Down/Sit, Crouch, Stand**

		
"I don't understand this yet"	"I think I understand but could not explain it to someone else"	"I understand well and could explain it to a friend"

Traffic lights are a quick and easy way for pupils to communicate how they are finding the content you are teaching. You can make red, yellow and green card for pupils or they can colour 3 pages in their workbook with these colours. When you ask pupils a question, have finished some direct teaching or at the end of the lesson you can ask pupils to show the colour which shows their level of understanding (see above).

		
I can do this!	I am getting there	I need help!
I am ready to try something new	I need a bit of help I am unsure I might need to practice	I don't understand this I am not ready to move on yet

**... as well as guidance on marking pupils' work, drawing learning from that and giving feedback:**



The teacher is marking pupil books at the end of the lesson.

During the lesson he/she taught a lesson on measuring lengths. After some examples on the board, the teacher asked pupils to complete the following activity:

"Estimate the length of the following items: a table, a book, a car, the school building and a house"

When marking, the teacher notices that pupils were using inappropriate units for the lengths e.g. the school building is estimated at 4cm.

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- What has gone wrong? What do the pupils not understand?
- What should the teacher do in this situation?
- What should the teacher do before moving on in the next lesson?.

**9.3 GIVING EFFECTIVE FEEDBACK TO PUPILS**

Think about some feedback you've received on some work you've completed in the past (e.g. in university, at school etc). Make a note of aspects of the feedback that were useful to you and how it improved your subsequent work. How can you apply this to your teaching?

In Unit 5 – Responding to Learners Effectively in Toolkit 1, we looked at how to respond appropriately to pupils when they give correct or incorrect answers, when they have misunderstood concepts and how to extend their mathematical thinking.

We now look at more formal ways of giving quality feedback to our pupils so they understand their progress and next steps in learning. To do this, we must provide pupils with feedback that is **positive, specific and constructive**. From your feedback, pupils should be able to identify their strengths and understand which areas they need to improve. Once pupils have seen this modelled effectively by you, over time you can encourage pupils to mark their own work or their peers' work.

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In the research conducted by BLF in late 2018 into stakeholder views of school leadership practices in Rwanda, 33% of pupils in the sample of schools said *Our teacher doesn't mark our homework*. 26% of pupils say it 'bothers them', 23% 'a lot'. Looking at P5 pupils, 33% of girls and 26% of boys say that this bothers them a lot. Leaders of learning in our schools need to address this very serious gap!

## 15.2 How can I support teachers to interpret and use the data they collect from assessment?

Assessment of and for learning is an integral part of learning and teaching. It is important to decide what to DO with the data collected from assessment to support all pupils to improve.



### Improving the way we use assessment data

Consider the following – are these strategies that you are willing to try?

- Simple tools should be used for assessment, i.e. checklists, observation, interviews with pupils and staff.
- Use the lesson plan as a working document. Use the space for a reflection of learning and the action as a result.
- Encourage teachers to consider how they will adapt the lesson as a result of formative assessment.
- Refer to the SIP manual, pages 8-11 for further information on data collection and interpretation in your role as a school leader.
- You can also seek advice from your NLL/LLL who has had specific training on data collection and interpretation.

In the research conducted by BLF in late 2018 into stakeholder views of school leadership practices in Rwanda, 86% of schools were able to show academic records for each pupil.

This is impressive! Through PLCs, these headteachers can help the other 14% of schools to catch up in this regard.

## 15.3 How can I support teachers to develop their questioning skills?

Questions are a key way of assessing learning and teachers need to be skilled in different types to gather different types of information.



### Practice developing questions together

Work through Unit 3 of the BLF Mathematics Toolkit 1 and Unit 6 of the English Toolkit 1 with all staff and encourage them to plan for three, specific, open questions to ask pupils in their next lesson? Their feedback can be collected and discussed in your next meeting.

The response to Q15.1 also provides support in answering this question.



## 16. How can I improve my English language skills and help my teachers, too?

There are lots of ways that you can develop your English language skills without attending formal training.

The first place to start is the BLF English toolkits. If you are familiar with these, you will be better able to support teachers at your school with their English, and the toolkits contain lots of useful activities for learning and practising English. Remember to use the audio files alongside the toolkit activities to help with listening and pronunciation.

There are also lots of other free resources available online to help you:



### British Council Learn English podcasts:

This contains over 20 hours of listening to people discussing different topics. You can choose the topics that you are most interested in, and can also follow as you listen using the audio scripts.

<https://learnenglish.britishcouncil.org/apps/learnenglish-podcasts>

### Johnny Grammar's word challenge:

This is a quiz game that you can use to practise common vocabulary, spelling and grammar that appears in everyday English.

<https://learnenglish.britishcouncil.org/apps/johnny-grammars-word-challenge>

**BBC Learn English:** This free website has English courses set at levels from Basic to Advanced and contains language activities and listening materials.

<http://www.bbc.co.uk/learningenglish>

BBC

LEARNING ENGLISH

INSPIRING LANGUAGE LEARNING SINCE 1943



Learn English Courses

### Massive open online courses (MOOCs):

The British Council, through Future Learn, has developed a range of free online English language courses at different levels that run for between 2 and 10 weeks. You can learn by watching videos, listening to audio, reading articles, and discussing topics online with other English learners. Many of these steps are followed by short quizzes or assignments with feedback from an online tutor to help you check that you have understood.

<https://www.futurelearn.com/courses/categories/languages-and-cultures-courses/learn-english>



### Vuga English:

You can download this app on a smartphone from Playstore. It is made in Rwanda and can help you to increase your vocabulary by translating words and phrases from Kinyarwanda to English. It also includes audio to give you a good model of pronunciation.

### Merriam Webster's learners dictionary:

This app gives simple definitions along with audio for pronunciation, and different features such as word-of-the-day to help you increase your vocabulary.



### Radio:

You can also listen to English on the radio on the BBC World Service at **93.9 FM**

### TV and films:

An excellent way to practise English is through watching TV and films. You can do this by watching fully in English, with English subtitles, or with English sound and subtitles in another language.

### Newspapers:

The New Times is a daily newspaper printed in English. Reading news articles in English is a useful way to practise and to improve your vocabulary.

The New Times RWANDA'S LEADING DAILY

## Professional standards for effective school leadership in Rwanda: a summary

	Knowledge	Professional & interpersonal skills	Evidence of competence	Attitudes and values
<b>Standard 1</b> <i>Creating strategic direction for the school</i>	<ul style="list-style-type: none"> <li>International and national priorities regarding education</li> <li>School Improvement Planning (SIP) process</li> </ul>	<ul style="list-style-type: none"> <li>Lead school improvement planning process within the school</li> <li>Use data to inform school actions that promote student success in alignment with school's vision, mission, or core values</li> </ul>	<ul style="list-style-type: none"> <li>Well written school improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>Valuing input from all stakeholders in the school improvement planning process</li> </ul>
<b>Standard 2</b> <i>Leading learning</i>	<ul style="list-style-type: none"> <li>Strategies for raising student learning achievement</li> <li>Effective learning strategies and child development</li> </ul>	<ul style="list-style-type: none"> <li>Set specific and challenging student learning goals and targets</li> <li>Use student learning assessment and school performance data to identify student learning gaps, their root causes and plan for addressing them</li> </ul>	<ul style="list-style-type: none"> <li>There are specific and challenging student learning goals and targets</li> </ul>	<ul style="list-style-type: none"> <li>Creating and sustaining a conducive and safe learning environment</li> </ul>
<b>Standard 3</b> <i>Leading teaching</i>	<ul style="list-style-type: none"> <li>The principles of effective teaching and assessment for learning</li> <li>Systems that support the monitoring of teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>Articulate the principles and practices of effective teaching</li> <li>Allocates teachers with teaching and learning resources to grades based on student learning needs and teacher capability to meet the needs</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are in place for staff induction</li> <li>Criteria are in place for allocating teachers to grades</li> </ul>	<ul style="list-style-type: none"> <li>CPD of teachers as an integral part of improving teaching and learning</li> </ul>
<b>Standard 4</b> <i>Managing the school as an organisation</i>  <i>Not a focus in leadership for learning</i>	<ul style="list-style-type: none"> <li>Relevant educational and school laws, policies, standards, processes, procedures and priorities</li> </ul>	<ul style="list-style-type: none"> <li>Translate educational and school laws, policies, regulations, standards, processes, procedures and priorities into the daily school operations</li> </ul>	<ul style="list-style-type: none"> <li>Data are available to show that resources and expenditures produce results</li> </ul>	<ul style="list-style-type: none"> <li>Making management decisions that enhance learning and teaching</li> </ul>
<b>Standard 5</b> <i>Working with parents and the local community</i>	<ul style="list-style-type: none"> <li>Strategies for working with parents, local development partners and the local community</li> <li>The context and community in which the school is located</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with school community members, parents, and other stakeholders the purpose of and progress towards student learning goals</li> <li>Ensure that SGA, SGAC and SAC meetings resolutions are implemented</li> </ul>	<ul style="list-style-type: none"> <li>Parents and stakeholders participate actively in the classroom (homework, scholastic materials) and school activities</li> </ul>	<ul style="list-style-type: none"> <li>Involving parents and local community in supporting teaching and learning</li> </ul>

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Using data	<a href="https://research.acer.edu.au/cgi/viewcontent.cgi?article=1011&amp;context=professional_dev">https://research.acer.edu.au/cgi/viewcontent.cgi?article=1011&amp;context=professional_dev</a> Using data, conversations and observations for school improvement. Centre for Education Policy and Practice, Australian Council for Educational Research.
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