



Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL)

Student Manual

Module 2: CREATING STRATEGIC DIRECTION FOR THE SCHOOL

3rd Edition



Please cite this publication as:

UR-CE (2019) Continuous Professional Development Diploma in Effective School Leadership, Student Manual, Module 2, 3rd Edition, Kigali.

Copyright Notice

This material is licensed under an Attribution-Non-commercial-Share alike Creative Commons License. This means that you can remix, tweak, and build upon the work non-commercially, as long as you credit this work and license your new creations under identical terms.

Designed and printed by **KIGALI SUN Ltd**



Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL)

STUDENT MANUAL

MODULE 2: CREATING STRATEGIC DIRECTION FOR THE SCHOOL

3rd EDITION, JUNE 2019



Belgium
partner in development



FOREWORDS



Foreword Dr. Ndayambaje Irénée

Director General Rwanda Education Board (REB)

The Rwandan Government considers education as a cornerstone pillar to achieving the country's envisioned socio-economic transformation. In this regard, effective school leadership is paramount to guarantee that education policies and programmes are yielding the expected results, which will be observed through learning achievement and school performance. Therefore, it is essential to reconsider the role of school leaders.

In the 21st century, the role of school leaders has become more complex than ever before. School leaders are required to be innovators and open to changes as they guide teachers and learners toward individual and collective targets. Often the biggest barrier to innovation is our own way of thinking; scholars would say. Hence, embracing change requires competent school leaders who can design a strategy, make sense of an unpredictable environment, provide a vision for turning change into improved education quality, influence others to commit to this vision and then bring on board all potential stakeholders.

Modern school leaders are first and foremost educators. Not only educators in the sense that they stand in front of a classroom, but educators who continuously collaborate together with their teachers and learners to improve the quality of teaching and learning. This calls school leaders to be always ready for learning so as to model the saying that "Learning starts at birth and ends at death".

This one-year Continuous Professional Development (CPD) course was designed in a tripartite partnership between VVOB, Rwanda Education Board (REB) and University of Rwanda-College of Education (UR-CE). The content revolves around five key professional standards for school leaders, namely (i) creating strategic direction, (ii) leading learning, (iii) leading teaching, (iv) managing the school as an organisation, and (v) working with parents and the local community.

Rwanda Education Board expects much from this programme. Therefore, I call upon all beneficiaries to connect the subject content of this programme with the desired positive changes and better learning outcomes in Rwandan schools.

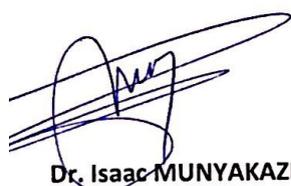
Foreword by Hon. Minister State in charge of Primary and Secondary Education

Dr. Isaac MUNYAKAZI

In a world that is constantly changing, effective school leaders must be both leaders and managers. As leaders they set out values, as well as setting standards and expectations for the quality of teaching and learning. School leaders must be educators themselves, motivating and guiding their teachers to continuously improve their instructional practice. School leaders also need to be managers. Having a plan or a vision is not sufficient, if it cannot be implemented successfully. Therefore, they require the skills to manage human, physical and financial resources effectively and efficiently. An effective school manager sets clear objectives for all of their teachers and students, continuously monitors performance in instruction and learning, and ensures good performance is recognised and celebrated, and under-performance is appropriately addressed.

Good schools will be the foundation of the government's vision to transform Rwanda from an agricultural economy to a knowledge-based society and middle-income country. And our schools can only be as good as their leaders. This means that knowledge, skills, and values form the foundation of the Rwandan economy. These competences are foremost formed in our schools.

I congratulate the University of Rwanda, College of Education (UR-CE) and Rwanda Education Board (REB) who developed this Diploma Programme, with the support of VVOB. It will be helpful for school leaders and complements various efforts from MINEDUC to enhance the quality of education. The programme is practice-based, as activities and assignments require school leaders to practice and implement changes in their schools and in their professional learning communities at the sector level. I'm convinced that, as a result of this Programme, school leaders will be better equipped to fulfil our objective of ensuring a quality education for all of our children.



Dr. Isaac MUNYAKAZI



Minister State in charge of Primary and Secondary Education

Table of Contents

FOREWORDS	iii
LIST OF FIGURES	viii
LIST OF TABLES	ix
LIST OF ACRONYMS	x
ABOUT THE AUTHORS	xi
ACKNOWLEDGEMENTS	xiii
MODULE 2: CREATING STRATEGIC DIRECTION FOR THE SCHOOL	1
Introduction	1
Definition of strategy	2
Learning Outcomes	3
UNIT ONE: SCHOOL IMPROVEMENT PLANNING	5
Introduction	5
Learning outcomes	6
Understanding the School Improvement Plan	7
Section 1: School Improvement Planning Process	9
Section 2: Components of the SIP	13
Section 3: Involving stakeholders in the SIP process	16

Section 4: Key steps in the SIP development process	21
UNIT TWO : DEVELOPING A VISION, MISSION AND VALUES OF THE SCHOOL	40
Introduction	40
Learning Outcomes	41
Section 1: Definition of a School Vision and Mission	42
Section 2: Loops of Learning	47
Section 3: Formulating a Vision and Mission for the School	51
Section 4: Integrating Inclusive Education into the Strategic Direction of the School	54
Section 5: Identifying the Core Values of the School	59
UNIT THREE: MONITORING AND EVALUATING THE IMPLEMENTATION OF THE SIP	66
Introduction	66
Learning Outcomes	68
Section 1: Monitoring and Evaluation	69
Section 2: Reasons for Monitoring and Evaluation	74
Section 3: Key Concepts in Monitoring and Evaluation	76
Section 4: The Monitoring and Evaluation Cycle	82
Section 5: Levels of Monitoring and Evaluation	91
Section 6: Involving Others in Monitoring and Evaluation	95
GLOSSARY	98

REFERENCES	101
APPENDICES	103
Appendix 1: School Improvement Planning Structure	105
Appendix 2: Annual Action Plan Structure	107
Appendix 3: Monitoring and Evaluation Template	109
Appendix 4: Data Collection Methods	110
Appendix 5: Multiple Choice Questions	113

LIST OF FIGURES

Figure 1: School improvement as a continuous process (PDCA Cycle)	18
Figure 2: School Improvement Plan Framework	21
Figure 3: SWOT analysis framework	27
Figure 4: Classification of goals according to importance and complexity	34
Figure 5: Translating 100% ideas into 15% actions	36
Figure 6: Single, double and triple loop learning	49
Figure 7: Concentric levels of values	62
Figure 8: The M&E cycle	83

LIST OF TABLES

Table 1: Composition of the SIP Planning Team	18
Table 2: Categories of data	23
Table 3: SWOT Analysis Framework	27
Table 4: Example of a SWOT Analysis diagram	29
Table 5: Template for identifying points for preservation and actions for improvement	38
Table 6: Levels of learning	38
Table 7: Actions to promote inclusive education in the school	48
Table 8: Differences between monitoring and evaluation	57
Table 9: Key concepts in monitoring and evaluation	71
Table 10: Examples of inputs, activities, output, outcome and impact	81
Table 11: Example of an indicator table	90
Table 12: Levels/ Phases in M&E based on EFQM	93

LIST OF ACRONYMS

EFQM	European Foundation for Quality Management
GS	Groupe Scolaire
IE	Inclusive Education
KOV	Katholiek Onderwijs Vlaanderen
PDCA	Plan-Do-Check-Act
REB	Rwanda Education Board
SEO	Sector Education Officer
SGAC	School General Assembly Committee
SGA	School General Assembly
SIP	School Improvement Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
UR-CE	University of Rwanda – College of Education
VVOB	Education for Development

ABOUT THE AUTHORS

Dr Claudien NTAHOMVUKIYE (PhD) is a Lecturer at University of Rwanda-College of Education. He holds a PhD in Educational Leadership and Management from the Witwatersrand University, South Africa since 2012. He has over 20 years of work experience in the field of Education where he occupied various posts at secondary and tertiary level of Education in Rwanda. He has been involved in various education related projects, especially in the field of school leadership and Management. Dr Ntahomvukiye has published a series of articles related to his field of interest focusing on school leadership and Management for school improvement.

Dr Irénée NDAYAMBAJE (PhD) is currently the Director General of Rwanda Education Board (REB). Before his appointment as Director General of REB, Dr. Ndayambaje was a Lecturer at the University of Rwanda-College of Education. He holds a PhD in Educational Planning from Kenyatta University. He has a wide teaching, research, publication and consultancy experience in the areas of (i) Research Methods in Education and Social Sciences, (ii) Educational Planning and Policy Formulation, (iii) Monitoring and Evaluation and (iv) Open, Distance and eLearning.

Dr Gabriel Nizeyimana (PhD) is a Senior Lecturer in the School of Education at the University of Rwanda-College of Education. He is a PhD holder in Teacher Education. His research interest is mainly on student engagement and teacher beliefs.

Dr Philothère Ntawiha (PhD) is a lecturer at University of Rwanda-College of Education. He holds a PhD in Economics of Education and Educational Planning. His areas of interest include: educational planning, internal efficiency of education systems, equity, public private partnership in education, peace education, human rights education, and research methods in education. Philothère has a wide teaching, research and publication experience in his fields of expertise.

Jean Claude Ndagijimana is an Assistant Lecturer at University of Rwanda-College of Education. He holds a Master of Education Degree in Curriculum (Higher Education). He has taught at University level for over ten years. He has taught courses related to curriculum, pedagogy and assessment. He has conducted research and consultancies in the field of curriculum development, teaching, learning and assessment at both secondary and higher education levels. He has also been engaged in the field of training of trainers in different areas of education.

Mr Dieudonné Tuyishime is an Assistant Lecturer at the University of Rwanda – College of Education (UR-CE) where he has taught for the last 3 years. He holds a Master’s degree in Education (Leadership and Management) from Mount Kenya University. His research interests include school leadership, teacher motivation and guidance and counselling.

Mrs Chantal Kabanda Dusabe is Education Advisor School Leadership with VVOB. She holds a Master of Education in Educational Administration from the University of Eastern Africa, Baraton -Kenya. Before joining VVOB in June 2017, she was a lecturer at the University of Rwanda-College of Education.

Mr Stefaan Vande Walle is education advisor school leadership with VVOB. He holds Master’s Degrees from the University of Leuven, Belgium (geography), Radboud University Nijmegen, The Netherlands (project planning) and the Open University, UK (online and distance education). He has been working for VVOB since 2008 in Cambodia, South Africa and Rwanda. His areas of specialization include school leadership, STEM education and online learning.

ACKNOWLEDGEMENTS

We owe a large debt of thanks to the authors of this guide: Dr Claudien Ntahomvukiye, Dr Irénée Ndayambaje, Dr Gabriel Nizeyimana, Dr Philothère Ntawiha, Mr Dieudonné Tuyishime, Chantal Kabanda Dusabe and Stefaan Vande Walle. We extend a special word of gratitude to Karel Binon (Katholiek Onderwijs Vlaanderen), Mieke Van Vlasselaer (Katholiek Onderwijs Vlaanderen), Diane Mills (UNESCO Consultant), Lieve Leroy (VVOB), Uwera Marie Providence (Save the Children/ Mureke Dusome), Solange Umwizerwa (Save the Children/ Mureke Dusome), Sofia Cozzolino (Save the Children/ Mureke Dusome), Innocent Uwimana (School Leadership and Management Unit/ REB) and Eugene Rukeba (School Leadership and Management Unit/ REB), Kwizera Jean de Dieu (Head Teacher, GS Bumbogo), Sewase Jean Claude (Head Teacher, GS Busanza), Mushimiyimana Aimée Béata, (Head Teacher, GS Gihogwe), Hategekimana Marc, (former Head Teacher, GS Kabuga) and Mukaneza Jeannine (Head Teacher, GS Kimisagara) who have played crucial additional roles in developing and reviewing the course text.

This programme would not have been possible without the financial support from the Belgian Government, Mastercard Foundation and UNESCO/OFID Fund for selected parts of this course.

Finally, we like to thank the Ministry of Education in Rwanda (MINEDUC), Rwanda Education Board (REB) and the University of Rwanda, College of Education for their continued support to education in Rwanda in general and to this Continuous Professional Development Diploma in Effective School Leadership for Head Teachers in particular.

MODULE 2: CREATING STRATEGIC DIRECTION FOR THE SCHOOL

Introduction

This module is about creating a strategic direction for your school. This is a key skill for school leaders. Strategic direction is important because it gives guidance to all staff and stakeholders about what a school wants to achieve and what it stands for. The success of a school depends to a great deal on how capable school leaders are to clearly define where the school wants to go and what is required to get there. The strategic direction provides focus, a framework within the school operates and a source of motivation for all stakeholders.

This module is structured in three units. The first two units correspond with the two main instruments that you can use to shape the strategic direction of your school. In unit one, we will look at the School Improvement Plan. We will discuss why a SIP is necessary, what it should contain and how to develop it together with all stakeholders in your school. We will use the Plan-Do-Check-Act (PDCA) cycle as a tool to guide the planning process.

In unit two, we will focus on the mission, vision and values of a school. Of course, having a mission and vision for your school does not mean that you have created strategic direction for your school. Starting from the concept of single, double and triple loop learning, we will explore in detail the idea of vision, mission and values as the result of a collective reflection on the reason for our actions. We will practise developing a vision and mission for your school and discuss about a school's core values and how to influence them. Finally, we will discuss how a mission, vision and values are crucial instruments to make a school inclusive.

In unit three, we discuss monitoring and evaluation. Both monitoring and evaluation are key processes in school improvement planning. They will inform you whether the school is

doing things right (monitoring) and whether the school is doing the right things (evaluation). We will see how you can use monitoring and evaluation to guide you towards the school's strategic direction.

Definition of strategy

The term strategy is often used, but what does it exactly mean to create a strategic direction for the school? One definition of strategy is *"the management's plans to attain outcomes consistent with the organisation's mission and goals"* (Wright, Kroll, & Parnell, 1998). Mintzberg has reviewed the wide range of definitions of strategy and identified some areas of common agreement (Mintzberg, Ahlstrand, & Lampel, 2009):

- strategy concerns both the organisation and the environment;
- the substance of strategy is complex;
- strategy involves issues of both content and process;
- strategies are not purely deliberate but can be emergent as well. Not everything can be planned and foreseen beforehand.

Having a strategy has a number of advantages: setting out the course of an organisation, promoting coordination of activities and reducing ambiguity and providing order (Mintzberg et al., 2009). However, Mintzberg warns for giving too much importance to a strategy as an instrument for setting direction and focusing effort: *"strategic direction can also serve as a set of blinders to hide potential dangers. Setting out on a predetermined course in unknown waters is the perfect way to sail into an iceberg. It is also important to look sideways."* (Mintzberg et al., 2009, p. 16). As a conclusion, we can say that a strategy (and the strategic management process) is vital for an organisation, but it is important to keep an open mind to other possibilities and developments.

Learning Outcomes

Upon successful completion of this module, participants will be able to:

- Demonstrate understanding of the importance of having a strategy, mission, vision and core values in a school;
- Describe the PDCA Cycle as a planning tool for setting strategic directions;
- Apply the concepts of single, double and triple loop learning to your role as a school leader;
- Distinguish between the concepts and benefits of a vision, mission and core values;
- Develop an inspirational vision and practical mission statement;
- Identify and develop core values for a school;
- Work together with all stakeholders to develop and implement a strategic direction for the school;
- Develop a SIP in line with the school's vision and education policies;
- To enhance the teaching and learning activities to achieve the school vision;
- Critically analyse the resources needed for the school to achieve its mission and vision;
- Communicate a commitment to excellence and high expectations for all;
- Use the process of setting the strategic direction to make the school more inclusive;
- Value the importance of setting a strategic direction for a school;
- Recognize the SIP as an instrument to create strategic direction for the school;

- Commit to using a school vision, mission and values as instruments to set strategic direction;
- Value the importance of a strategic direction in making a school more inclusive;
- Show commitment to drive the school towards excellence;
- Demonstrate understanding of monitoring and evaluation;
- Use monitoring and evaluation to guide the development and implementation of the school's vision, mission and SIP.

UNIT ONE: SCHOOL IMPROVEMENT PLANNING

Introduction

In this unit, we will introduce the School Improvement Plan (SIP) as a key instrument for school leaders to create strategic direction to their schools. We will look at what a SIP is, its key components, the planning team and the different steps in the planning process for a SIP.

Activity 1

Think individually about the following questions:

- Describe in one sentence: what is a School Improvement Plan?
- Do you already have a School Improvement Plan in your school? If yes, has it been useful for you and others? If no, do you think having one would be useful?

After a few minutes, share your answers with your neighbour and try to agree. Prepare to share the outcomes of the discussion with the whole group.

Learning outcomes

Upon successful completion of this unit, participants should be able to:

- Demonstrate knowledge and understanding of the concepts of school improvement planning, vision, mission and values;
- Explain the stages in the development of a SIP;
- Establish mechanisms of communicating the school vision, mission and values;
- Criticize and improve the existing SIP;
- Develop appropriate strategies to improve school achievement;
- Identify the role of monitoring and evaluation in school improvement;
- List types of school data to be collected and data collection techniques;
- Analyse their school situation by identifying strengths, weaknesses, opportunities and threats from their school data;
- Engage all community stakeholders fairly and effectively in school improvement planning;
- Demonstrate the attitudes of being impartial, having eye for detail and methodical in school improvement planning;
- Recognize the importance of the SIP in setting the strategic direction of the school.

Understanding the School Improvement Plan

A SIP is a road map that sets out the changes a school needs to make to improve student achievement and shows how and when these changes will be made (REB, 2018). The SIP is the key instrument to give strategic direction to a school.

The SIP contains:

- A set of goals to be achieved in the next three to five years.
- Annual action plans.

The SIP is a long-term plan for 3-5 years that specifies how to achieve the school vision. Every year, an action plan or operational plan is made which is the breakdown of the SIP into concrete actions (REB, 2018). The purpose of a SIP is to outline the direction of the school, identify issues impacting the school and decide on the priorities for action. It defines what the school values most, sets out the school's goals and targets and identifies key strategies for improvement.

This influences resourcing priorities. A SIP should rise above the day-to-day business of your school. It should be inspiring and offer a long-term vision for the school. It should say how your school will contribute to achieving national priorities. Above all, a SIP provides the common ground in which all goals, objectives and activities fit. It gives guidance to all stakeholders of the school about the priorities and describes how the school will implement standards of effective leadership.

The SIP helps the school to (REB, 2018):

- focus efforts on what is important in improving students' learning achievement;
- avoid misuse of school resources and ensure their effective allocation;

- follow up on how school activities are carried out;
- develop a sense of ownership by school community members;
- hold school community members accountable for student success;
- develop strategies before embarking on activities.

Section 1: School Improvement Planning Process

Developing a SIP is a **process** through which schools set goals for improvement and make decisions about how and when these goals will be achieved. School Improvement Plans are “living” documents that schools use to monitor their performance and to make revisions when necessary (for example once a year) to ensure that the plan and goals stay relevant.

1.1 Plan-Do-Check-Act (PDCA) cycle

Activity 2

Think briefly about the following statement:

“In the development of a SIP, the journey is more important than the destination.”

Do you agree with the statement? Write down in one sentence why you agree or disagree with the statement. Share your ideas with your neighbour.

The SIP provides a **framework** for analysing problems, identifying causes and addressing instructional challenges in a school. The SIP contains both the strategies and actions to improve student learning and achievement. The SIP is a continuous process that follows the Plan-Do-Check-Act (PDCA) cycle (Figure 1).

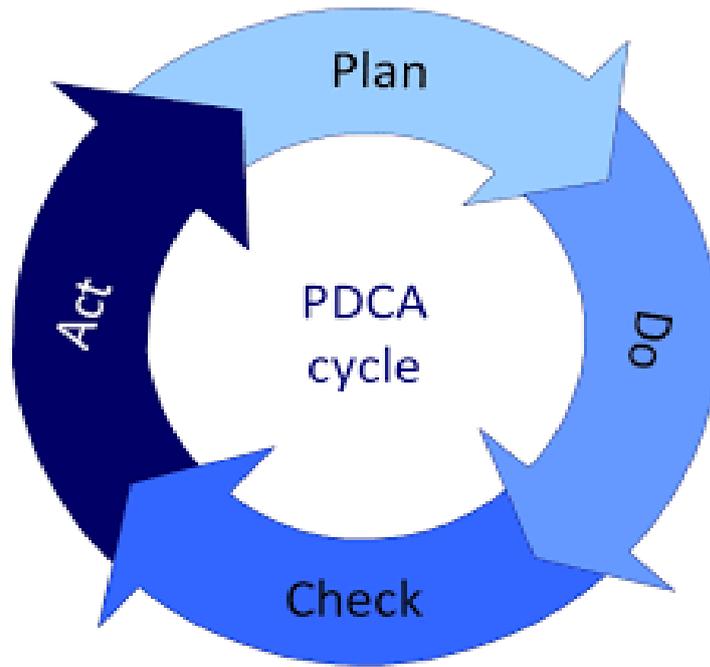


Figure 1: School improvement as a continuous process (PDCA Cycle)

As illustrated in Figure 1, during each stage of the cycle, the SIP forms the anchor point for discussions.

- **Plan:** taking stock, identifying resources, setting targets
- **Do:** implement, observe and collect data
- **Check:** did things happen according to plan? (monitoring and evaluation)
- **Act:** how to improve? (reflecting, revising the plan, developing a new action plan)

SIPs should be **selective**: they help school leaders, teachers and the School General Assembly Committees (SGAC) to answer the questions “What will we focus on now?” and “What will we leave until later?” They encourage staff and parents to monitor student achievement levels and other factors that influence teaching and learning. SIPs should bring focus in schools by identifying the priorities.

Good quality **data** is crucial to make a SIP. Without information about where the school is in terms of teaching and learning, you are navigating without a compass. With up-to-date information, schools can better respond to needs of students, teachers and parents. This is to make sure that everyone agrees on the initial situation and to determine together what needs to be improved in the school. As the plan is implemented, schools should continue to gather data. Monitoring will help you to know whether you are on track and evaluation will inform you whether the goals have been achieved. By comparing the data to the initial information on which the plan was based, stakeholders inside and outside the school can measure the success of the improvement strategies. With up-to-date and reliable information about how students are performing, schools can respond better to the needs of students, teachers, and parents.

A SIP is also a mechanism through which people can **hold schools accountable** for learner success and through which they can measure improvement. Schools should be held accountable to performance standards that reflect what they are contributing to learners' achievement and growth; that is, we should focus on what schools contribute to children's learning given the realities in which they work (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; Heck, 2000). An important function of the SIP process is to increase the involvement of parents in their children's learning at school and home. Through the SIP parents and the local community can have a say in the school and hold the school accountable.

Activity 3

Find examples of activities that you perform in your school at each stage of the PDCA cycle during the implementation of the SIP.

Discuss your ideas in small groups and write them on a flip chart. Consider the role of different stakeholders in the school (head teacher, deputy head teachers, other stakeholders).

Summary: Why should we have a school-owned SIP?

- Have a common understanding on the challenges to school performance and find potential solutions;
- Involve teachers into the ‘bigger picture’ of the school, beyond the walls of their classrooms;
- Key instrument within plan–do–check–act (PDCA) cycle;
- Shared focus on priorities;
- Identify priorities for limited resources (time, money);
- Stimulate critical reflection and group discussion;
- Involve parents and the local community in the teaching and learning at the school.

Section 2: Components of the SIP

Activity 4

Think individually about the following question:

- *What should a SIP include? List what you think should be included in the SIP before reading the section below.*

Next, discuss your ideas with your neighbour.

Some elements that you may have thought about:

- Vision
- Mission
- Values
- Goal
- Outcome
- Objectives
- Output
- Indicator of success
- Baseline
- Performance targets
- Activities/actions
- Timelines
- Responsibility for implementing strategies
- Means of verification

The glossary at the end of this manual contains the school improvement planning structure.

We will discuss these terms in more detail later in this programme.

Activity 5

Read the section below on the 10 principles for a SIP. Find some examples from your own experience that illustrate one or more principles.

Have you noticed that the 10th principle is missing? Formulate a tenth principle that can guide you and others in the planning of the SIP.

The process to develop the plan is as important as the resulting product. You will notice that the ideas of distributive and transformational leadership, which we discussed earlier, are useful when you plan to make a SIP.

These 10 **principles** will guide you in the SIP planning process:

1. Develop an “owned culture” of ongoing improvement at your school.
2. Try to plan for some “quick wins”. These can help you in building support for the SIP.
3. Keep the plan “simple, but not simpler than that”.
4. Make sure everyone in the school is involved in the process.
5. Try to use evidence in your plan, both for determining the starting situation and to identify the targets.
6. Identify outcomes and not just inputs, activities and outputs.
7. Collect opinions from male and female staff, community leaders, parents and learners.
8. Consider setting up smaller working groups to work on some parts of the SIP. These working groups can report regularly to the whole team.

9. Be realistic in your goals. Too ambitious goals and targets will not be achieved and will cause frustration and disengagement. It is better to focus on a few key areas rather than trying to change everything at once.

10. ...

Section 3: Involving stakeholders in the SIP process

It is very important to involve all stakeholders in the planning process of the SIP. However, it is good to first align with the stakeholders within the school (teachers, school management) before you involve others. This internal alignment allows you to develop a common understanding on the planning process and what the priorities should be within the school team.

In the second stage, the entire school community should be actively involved in the planning, implementing, monitoring and evaluating progress. All teachers, members of the SGAC, parents, learners and other community members who wish to participate should be part. Try to involve parents from different socio-economic groups, both males and females, and possibly parents with disabilities.

Activity 6

At the beginning of the year, the head teacher pins a notice on his door that he/she is not available for the whole week because he/she is busy making a plan for his school improvement.

- Is that way of planning adopted by the head teacher effective? Explain.
- Why is it important for a school to have an Improvement Planning Team?
- Explain the importance of diversity in membership of SIP team.
- Apart from the list of members of the SIP team given in the table above, are there any other members that could be relevant for your school improvement planning process?

Activity 7

Discuss the following questions, based on the experience with developing your own SIP:

- Who are the stakeholders in the SIP planning process?
- Do all stakeholders have a fair say in the SIP process?
- What strategies do you advise to maximise the effective participation of all stakeholders in the SIP process?

At the **start of the SIP process**, clearly explain the process and procedures and what you expect from the participants at each stage. All participants should have a positive attitude towards the process and understand that they must work as a team. It should be clear for all why they are there and how the process will be organized.

Scheduling meetings for the planning team that are acceptable to both staff and parents may be a challenge. One solution is to organize a staff meeting with parents in the evening, after they have held their own meeting. The advantage of this arrangement is that it allows more parents to participate. To ensure that one group does not make decisions without hearing the views of the other group, some teachers could volunteer or be delegated to participate in both meetings (staff and parents). It is better to discuss with participants their availability and agree on the planning and timing of meetings.

The School Improvement Planning Team

The **school improvement planning team** is selected from the school community and has the task of analysing data and information about student achievement in the school, the school environment, and the involvement of parents in their children's education.

The SGAC members are the main SIP team members. However, the SGA may delegate a team member depending on the expertise of that person. Table 1 lists the members of the SIP team and describes their roles in the planning process.

The SIP team is important for various reasons (REB, 2018):

- Planning team members exchange expertise that can improve the planning process.
- The views of different school community members (parents, teachers, students, local leaders...) are valued during the planning process.
- Planning team members develop a sense of ownership and commitment to the SIP and the success of the school.

Table 1: Composition of the SIP Planning Team (REB, 2018)

TEAM MEMBERS	ROLE OF TEAM MEMBER
HEAD TEACHER	<ul style="list-style-type: none"> ▪ Convenes the school planning team; ▪ Provides guidelines in the development of the plan; ▪ Facilitates the planning process; ▪ Invites the school community to participate in the planning process; ▪ Communicates to participants what is expected from them to determine their readiness to the planning process; ▪ Informs participants about the overall view of the school (goals, mission, demography, etc.); ▪ Establishes responsibilities and timelines; ▪ Discusses with participants challenges that may hinder their full participation to the planning process in order to accommodate them in advance (E.g.: Availability, readiness...).

TEAM MEMBERS	ROLE OF TEAM MEMBER
SCHOOL OWNER	<ul style="list-style-type: none"> ▪ The owner helps the planning team to understand the desired picture of the school. In the planning process, the role of the school owner is: ▪ To communicate the school mission; ▪ To ensure that the SIP complies with the school's vision and mission; ▪ To participate in setting the school direction.
TEACHERS (2)	<ul style="list-style-type: none"> ▪ Provide information related to teaching and learning; ▪ Actively participate during the development of the School Improvement Plan; ▪ Represent the teaching staff in the planning process.
STUDENTS (2)	<ul style="list-style-type: none"> ▪ Represent the school' students in areas such as: <ul style="list-style-type: none"> ▫ How students appreciate the way they study; ▫ School welfare; ▫ Barriers to learning.
PARENTS (4)	<ul style="list-style-type: none"> ▪ Represent the school's parents in areas such as: ▪ Share insights about what their children need to learn and difficulties they face in the school, their aspirations for the school; ▪ Present areas of concerns and participate in setting goals, strategies and priorities of the school; ▪ Commit available resources in the implementation of the plan.

Source: Law n°23/2012 of 15/06/2012 governing the organization and functioning of nursery, primary and secondary education

OTHER MEMBERS OF THE SIP TEAM PROPOSED BY REB (REB, 2018)	
TEAM MEMBERS	ROLE OF TEAM MEMBER
TREASURER BURSAR	<ul style="list-style-type: none"> ▪ Provide information about the school's current financial situation; ▪ Participate in setting goals, strategies and priorities of the school. ▪ Help evaluating the feasibility of proposed actions.
DEPUTY HEADS AND SECRETARY	<ul style="list-style-type: none"> ▪ Deputy Heads provide further information about studies (D/H in charge of studies) and Discipline of students (D/H in charge of discipline). ▪ Secretary writes the records of the planning meetings. ▪ They actively participate in the planning process.
PATRON AND MATRON	<ul style="list-style-type: none"> ▪ They are specific for a secondary school. They provide the planning team with relevant information on everyday students' conditions (hygienic condition, health, food) as well as views from students about the school.
REPRESENTATIVE OF SUPPORTING STAFF	<ul style="list-style-type: none"> ▪ He/she shares with the planning team the information about issues related to supporting staff, and what is expected from the supporting staff in implementing the SIP.

Section 4: Key steps in the SIP development process

There are **5 key steps** in the development of the SIP strategy (Figure 2). This SIP framework is based on the PDCA Cycle (Figure 1). The steps apply at an individual level (self-assessment), organisational level (working groups, task forces, subject groups), school level (with all teachers and supporting staff) or even system level (involving parents and the local community).

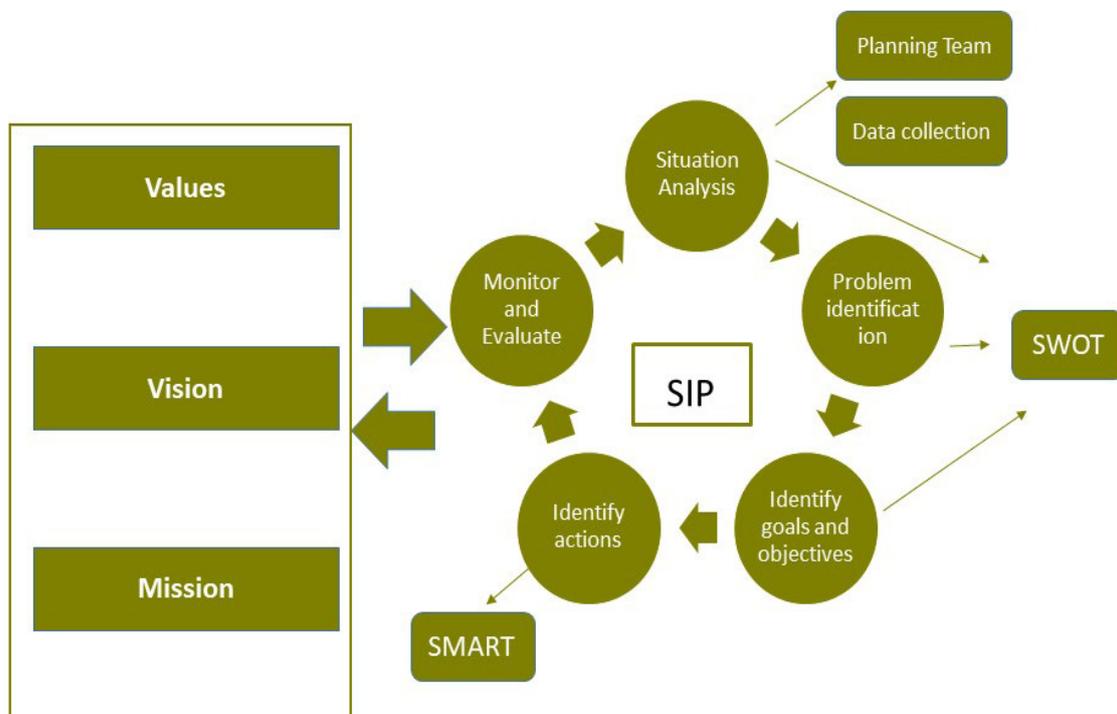


Figure 2: School Improvement Plan Framework (VVOB, 2017)

Below, we discuss each step in more detail. There should be a close interaction between the mission, vision and values of a school and the SIP. In unit two, we will discuss the values, vision and mission of a school.

1. Situation Analysis

The first step is the situation analysis. This step will provide more insight in the current situation. In the situation analysis, we list what is already being done in the school and what should be preserved. It is important to acknowledge that there is already a lot happening at the school that should be preserved. It is also crucial that everyone is aware of what is already being done at the school.

The situation analysis includes **collecting data** in your school. The school data are grouped in five categories related to school leadership standards: creating strategic direction, leading learning, leading teaching, managing the school as organization and involving parents and the wider community of the school. Table 2 is not exhaustive but should be used a checklist of data that could be useful when doing a situation analysis for the school.

It is important to acknowledge the good things that are already being done at the school.

Table 2: Categories of data (REB, 2018)

Category of data	Example of data
1. Data on school strategic direction	Data on school mission
	Data on historical background of the school
	Data on school vision
	Data on school values
	Data on School Improvement Plan
	Data on action plan and other school plans
2. Data on learning	Data on performance of students in national examination
	Data on student performance per term
	Data on availability of teaching materials
	Data on student dropouts, absenteeism and graduation rates
	Data on students' discipline (attendance, discipline cases....)
3. Data on teaching	Data on continuous professional development
	Data on staff size, age, sex, rank, recruitment and attrition patterns (including reasons for attrition such as illness, retirement, outside job offers).
	Data on classroom visits
	Data on teachers' qualifications
	Data on teachers' motivation strategies
	Data on teachers' attendance

Category of data	Example of data
4. Data on management of the school as an organization	Data on school budget
	Data on school finances
	Data on school infrastructure
	Data on different programs implemented in the school
	Data on school rules and regulations
	Data on teachers' performance appraisal
	Data on classroom-student ratio
5. Data on involvement of parents and the wider Community	Data on parents who attend meetings
	Data on parents involved in different school activities
	Data on parents' involvement strategies
	Data on views of parents on the school functioning;

Wherever possible, data should be disaggregated by sex and possibly other criteria (geographical origin, learning disabilities...)

Important **techniques** for collecting data are:

- **Observations:** observations can be used in classroom visits when you want information of how effectively teachers apply an active teaching methodology.
- **Documentation:** This includes school records and reports, administrative databases, training materials, school statistics, performance data, non-confidential school community information, and staff progress reports, legislation and policy documents.
- **Checklists:** if you want to check the availability and use of teaching aids like science laboratory materials, ICT infrastructure, library books, etc.

- **Interviews:** interviews can be used when you want to be informed on how students appreciate their welfare at school or when you collect views of parents on how their students learn.
- **Written questionnaires:** if you want data on how teachers view their working conditions, you may administer questionnaires. Questionnaires can also be useful to collect systematic information from other groups such as learners, non-teaching staff and local community members. By using questionnaires, you can ensure that all respondents have an equal voice.
- **Focus group discussions:** A focus group discussion involves a group of 8 to 12 people to discuss a subject under the guidance of a facilitator. For example, students discuss the difficulties they have in mathematics, or teachers discuss the reasons for dropouts.

Each technique has advantages and disadvantages (see appendix 4). For example, surveys are prone to various types of bias from respondents who may not be reporting the real situation or what they really think. Observations give a better insight in the real situation, but are more time consuming. Therefore, it is best to combine different data collection methods. Such a combination is more likely to give you a good understanding of the real situation.

Data can be collected by different stakeholders in the school (REB, 2018):

- Data related to student's performance and the teaching and learning process are collected by teachers and the deputy head teacher in charge of studies,
- Data related to students' discipline are collected by the deputy head teacher in charge of discipline,
- Views of parents on the functioning of the school can be collected by the chairperson of the parents committee.

Activity 8

In your school, P2 pupils failed for Kinyarwanda in 2017. You decided with the team that it is very important to plan to improve their performance in the next academic year.

- Explain what techniques you will use while to collect the data needed for successful planning.
- What data will you collect to set achievable goals of improving the performance in Kinyarwanda?

2. Problem Identification

After the situation analysis, we identify what can still be improved, which is the **problem identification**. A method to conduct a problem identification is the Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis (Figure 3 and Table 3). Strengths and weaknesses come from within, i.e. the internal school environment. That means that the school has full control over them. Opportunities and threats, on the contrary, come from the outside or external environment, which means that the school cannot control them.



Figure 3: SWOT analysis framework (Haddock, 2015)

Table 3 lists the main questions that are addressed by each component in the SWOT analysis. Strengths and weaknesses are identified during the situation analysis. The opportunities and threats are the starting point for the identification of goals.

Table 3: SWOT Analysis Framework (Haddock, 2015)

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ What are we strong at? ▪ What are we already doing in our school? ▪ Where do we have experience in? ▪ What are we looking forward to? 	<ul style="list-style-type: none"> ▪ What do we feel unsure about? ▪ What support do we need?
Opportunities	Threats
<ul style="list-style-type: none"> ▪ What possibilities do we see? ▪ What opportunities does the change bring? 	<ul style="list-style-type: none"> ▪ What does scare us? ▪ What threatens us in the change? ▪ What events may have a negative impact on the implementation?

Examples of each component in a SWOT analysis are:

- Strength: Having qualified and committed staff; team spirit among staff.
- Weaknesses: Overcrowded classrooms; insufficient teaching-learning resources.
- Opportunities: Committed parents; good partnership with local authorities
- Threats: Delay in providing capitation grant; poverty of the parents.

The questions in Table 3 may lead to the answers as indicated in Table 4.

Table 4: Example of a SWOT Analysis diagram (REB, 2016)

STANDARD	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
School strategic direction	The school has a shared vision for learning.	There is no school mission and values.	Engaging in a SIP process may strengthen the strategic direction of the school	Changes in policy environment may impact the strategic direction of the school.
Leading learning	<ul style="list-style-type: none"> ▪ 75 % of P6 students perform well in languages ▪ Low dropout rate (1%) ▪ High student attendance rate (98%) 	<ul style="list-style-type: none"> ▪ Seven class rooms are old. ▪ 37% of students exit the school without permission ▪ High classroom-student ratio (60 students per classroom) ▪ Not enough Mathematics books (1 book per 10 students) ▪ 20 % of students use drugs 	<ul style="list-style-type: none"> ▪ Good climate, favourable for learning. ▪ The school is located near the public library. 	

STANDARD	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
leading teaching	98.5% of teachers are qualified	50% of teachers do not use appropriate teaching methodology.	There is a public library near the school, enabling teachers to do research.	Many teachers live a long distance away from the school.
managing the school as an organisation	The school has established and shared internal rules and regulations.	The school has not established criteria for teacher performance.	<ul style="list-style-type: none"> ▪ The school is located near the main road 	<ul style="list-style-type: none"> ▪ Noise from vehicles. ▪ The school is near the market. ▪ The river inside the school.
parental and local community involvement		<ul style="list-style-type: none"> ▪ Only 25 % of parents participate in school activities. ▪ Most involved parents are males 	<ul style="list-style-type: none"> ▪ NGOs partners 	Most of parents in the school area are poor

Activity 9

*The purpose of this activity is to practise how to do a situation analysis and problem identification. We have chosen **induction** as a topic to practise the SIP planning process. You can do this for other topics in the school or for a specific subject.*

1. Individual work. Think about the following questions and write down your ideas:
 - How do I look at the induction of new teachers?
 - What are we already doing at our school to help new teachers?
2. In random groups (max. 5 people per group): make an inventory of group members' ideas in step 1 via a web structure (mind map) or a simple list. Keep standing around a flip chart to be more active and don't speak during this activity, but communicate only via writing. Use 1 or 2 markers per group for writing down your ideas.
3. In the same groups, add green or red stickers or dots to indicate what is going well (green) and what can be improved (red). Again, speaking or influencing each other is not allowed!
4. Now you can discuss in groups: why did some activities get red or green marks? Focus on active listening and understanding each other's opinions. Explore and discuss your choices and agree on 3 things to preserve (it is important to acknowledge what is done well) and 3 things to improve upon (not just by counting marks or voting but based on consensus). If there is enough time, you can check the posters of the other groups.
5. Each group presents their work and all points are added to one list. The facilitator will lead the discussion to take out doubles or combine related items.

6. Conclude priorities of all groups with feelings of participants. Are the priorities relevant for all (sometimes top priority is not priority for all groups)? Participants have a final opportunity to raise concerns about the selected priorities. Is something missing?
7. If time allows, classify points for improvement based on their complexity and importance (see Figure 4). This makes the link to the implementation of the actions.

The methodology of this activity could be useful to organize in your school. However, in your school, you should discuss the final priorities based on all information that you collect, not only on what you think (also use other sources of information such as analysis of national exams, consultation with other stakeholders, assessment results, audits, policy priorities etc.)

The purpose of the above activity is to introduce a methodology that you can use in your school to do a situation analysis and identify problems and goals. It is a simple method to find out what everyone thinks is most important and what the group thinks. It includes appreciation of what is going well. By working in silence during the first stages of the activity, you avoid that some participants dominate the discussion.

3. Goal Identification

When we have reached agreement on what areas we want to improve upon, we move to the next step which is to **identify goals** (Figure 2). Goal setting is the process of deciding what you want to accomplish. A goal is the result toward which efforts are directed.

Be **selective** in identifying the goals of the SIP. Not all problems identified in the problem identification can be solved in a one School Improvement Plan cycle. It is important to prioritize so you can solve the most urgent and important problems. There are several reasons to set school priorities during the planning process:

- Setting the priorities helps the school to focus efforts on the main challenges;
- It leads to effective utilization of resources;
- It facilitates effective monitoring of school activities.

The selection of school priorities should be based on the following criteria:

- Problems that have high impact on teaching and learning;
- Problems that have a particularly high impact on vulnerable groups;
- Problems that can be addressed with the existing means.

Be selective in identifying the goals of the SIP

The identification of goals follows upon the previous exercise and helps the team to understand what the challenges are and how these can be translated into goals. Identifying goals is about turning the problem into a positive situation (what can we do?).

Goals can be classified according to the complexity to achieve them and their importance (Figure 4).

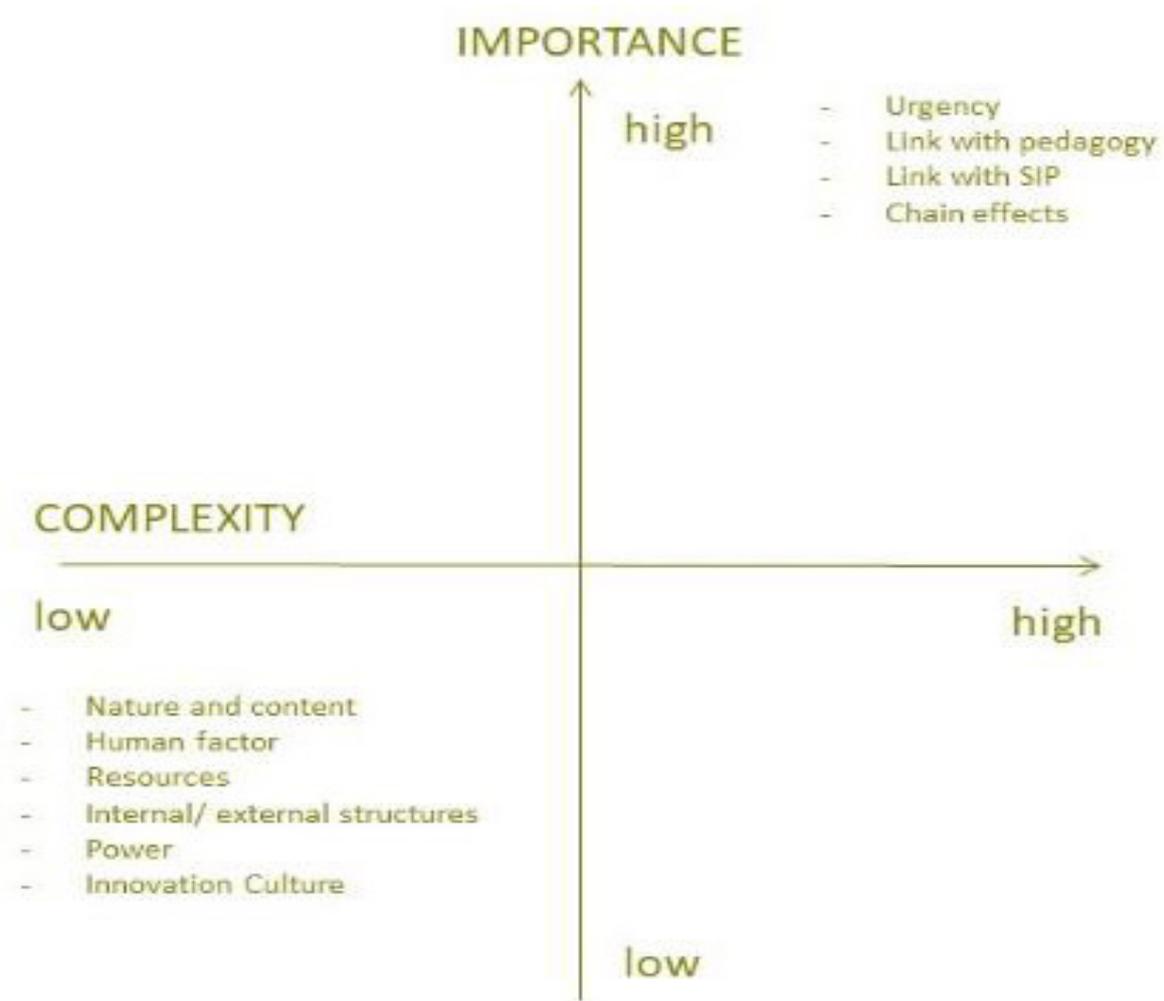


Figure 4: Classification of goals according to importance and complexity (Binon, 2017)

The **complexity of a goal** is determined by:

- Nature and content: are a lot of new knowledge and skills required?
- Human factor: does the goal have a strong impact on people's work?
- Resources: does the goal require a lot of resources?
- Internal/ external structures: does the goal challenge internal or external structures?
- Power: does the goal affect power relations in the school?
- Innovation culture: is the goal very innovative for the school?

The **importance of a goal** is determined by:

- How urgent is the goal?
- How closely is the goal linked to the quality of teaching and learning (pedagogy)?
- How important is the goal for realizing the SIP?
- Are there chain effects? Is the achievement of the goal dependent on other goals, and do other goals depend on the realization of this goal?

Achieving premature clarity on goals is a dangerous thing. Michael Fullan

Achieving premature clarity on goals is a dangerous thing (Fullan, 1992). This quote means that you should be alert when you think that you have a clear and straightforward picture of a complex problem (Vandenberghe, 1995). Make sure to discuss the goals thoroughly and that everyone has the same understanding of them. Regularly reviewing your goals and actions and keeping an open and critical mind is crucial to deal with complexity.

4. Identification of Actions

After you have analysed the situation, identified the problem and the goals, the next step is to combine ideas for improvement into an action plan. It involves breaking down goals into specific actions or activities. The main purpose is to narrow down the goals into concrete actions that are feasible. Moving from 100% ideas to 15% actions is a metaphor for this process of narrowing down (Figure 5). 15% actions should be small steps in the right direction, taking a long-term approach to achieve the goal. The steps should not be too small though, otherwise the goal will never be achieved.

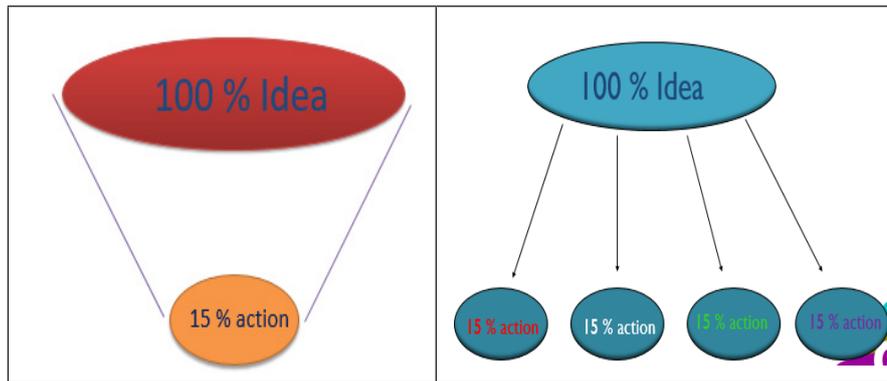


Figure 5: Translating 100% ideas into 15% actions (Binon, 2017, adapted by VVOB)

This means:

- Take one small step at a time, rather than trying to achieve everything at once.
- For every action, agree upon:
 - What will be done?
 - By whom?
 - By when?
 - What support is needed to complete the action?
 - How will the action be evaluated?
- Make sure the indicators you agree upon are formulated in a SMART way.
- Learn by doing and don't be afraid to change things if they are not working.
- Exchange experiences with each other.

Take one small step at a time, rather than trying to achieve everything at once.

Activity 10

In this activity, we will again use induction as an example. The purpose of this activity is to translate goals into concrete and realistic actions (100% ideas into 15% actions). You can use the strategy for other areas that you want to work on in your school. In this exercise, you will develop an action plan for improving induction in your school.

The purpose of this activity is to translate goals into a set of actions. These actions must be SMART. Use the example of Table 5.

1. In the same groups as the previous activity, brainstorm about translating the identified priorities for improvement into SMART actions. If the actions are not yet realistic, you need to further reduce their scope. Try to re-formulate barriers or problems as challenges to overcome.
2. When you have agreed on 15% actions, discuss the details: what, who, when, support needed and evaluation of the action. Use the table below

Goals (100% idea)	Action (15% ac- tion)	Who	When	Support needed	Evalua- tion of action
1	1.1				
	1.2				
	1.3				
2	2.1				
	2.2				

3. Discuss with whole group. Why have you chosen to focus on those actions? The facilitator and participants can ask critical questions. Evaluate whether the actions are realistic (in line with available support/resources). A possible action is that we need to learn more before we do anything. Discussing the reasons for selecting actions are a step towards developing a vision and mission, which we will discuss in the next unit.

In the identification of actions to be included in a SIP, some points might be preserved, and others improved (Table 5).

Table 5: Template for identifying points for preservation and actions for improvement

Domain			
Positive Points (to preserve)	Points for improvement		
Actions for improvement	Priority Level of Actions		
▪	1 high priority	2 medium priority	3 low priority
▪			
▪			
▪			
▪			
▪			

Discussing the reasons for selecting actions are a step towards developing a school vision and mission.

When formulating action points, keep in mind:

- Don't formulate too many action points. If there are too many action points, you can do an exercise with stickers again to prioritize the actions (see above).
- Make sure that you describe the actions in detail. Elements like who will do what, what support is needed and when the action point will be followed up should be clear.
- Make sure that all stakeholders are familiar with the action plan and support it.

At the end, review your action points. Do they connect with the goals that you agreed upon? Are the actions sufficient to achieve the goal, or will other actions (in a later stage) be necessary? As a school leader, it is important to keep the broader picture in mind.

5. Monitoring and Evaluation

Monitoring and evaluation are interactive and mutually supportive processes. That is why they usually are mentioned together, i.e., M&E. The purpose of M&E is to enable organisations to learn from past experiences, improve service delivery, plan and allocate resources, and demonstrate results as part of the accountability to key stakeholders.

Monitoring and evaluation of actions is crucial for two reasons:

- **Accountability:** do people follow up on the actions that were agreed?
- **Learning:** do our actions lead to the realisation of the goals, or do we need to adapt?

We will discuss monitoring and evaluation in more detail in Unit 3.

UNIT TWO : DEVELOPING A VISION, MISSION AND VALUES OF THE SCHOOL

Introduction

A vision, mission and set of core values are key instruments for school leaders to create a strategic direction for their schools. However, just putting a vision and mission statement on a school wall is not enough. The vision, mission and values should be developed through a school-wide process as to make sure that all school stakeholders work together towards the realisation of the vision. In this unit, we will discuss what a school vision and mission are, why they are important and how you can develop them within your school.

Activity 11

Think about the following question individually:

Why is it important for a school to have a vision, mission and core values?

Think about the question for a few minutes and list the reasons. After a few minutes, discuss your ideas with your neighbour.

Learning Outcomes

Upon successful completion of this unit, participants should be able to:

- Demonstrate knowledge and understanding of the concepts of school vision, mission and core values;
- Engage all community stakeholders in developing the school vision, mission and values;
- Mobilise all stakeholders for the school's mission, vision and values;
- Align the SIP with the school vision, mission and values;
- Use the process of setting the school's vision, mission and values to promote inclusive education in the school;
- Lead the process of developing a shared vision, mission and core values for the school;
- Recognize the importance of having a shared vision, mission and values for the school.

Section 1: Definition of a School Vision and Mission

The school vision is the **desired picture** of the school in the future that drives all the school activities, attitudes and values (REB, 2018). Therefore, one could call a vision a dream i.e. it describes who/what you aspire to become. A vision sets out the ideal state of affairs that the organization would like eventually to achieve (International Institute for Educational Planning, 2010). A vision gives a school a sense of direction and should motivate everybody to achieve their individual and school goals.

A vision has a strong moral purpose: it should appeal to the common good of the community and become the force that binds individuals in the school together (Gabriel & Farmer, 2009). A vision should be ambitious and compelling, but also brief, realistic, optimistic and functional. A school's vision should be committed to enhancing the lives of the entire school community. It should reflect that success in school is possible for all students. A vision is broader than a mission since it sets out the ideal state of affairs which the school would like eventually to achieve (International Institute for Educational Planning, 2010).

A school vision describes the purpose of what we are doing what we identify in our plans.

Characteristics of a good vision are (IIEP - UNESCO, 2010; Kaufman & Herman, 1991):

- Describes who you want to be in what you do
- Clarity and lack of ambiguity
- Describes a bright future (message of hope)
- Memorable and engaging

- Realistic aspirations, achievable
- Alignment with organizational values and culture

Examples of vision statements are:

- Every student will achieve personal success and become a responsible and productive citizen.
- Our vision, as a community, is to inspire a passion for learning.
- To be a school where graduates possess the required basic knowledge and skills that will assure their proficiency in problem solving and technology in 3 years from now (REB, 2018).
- To be an outstanding school in Rwanda in the teaching and learning of sciences, where -discipline, human, moral and spiritual values hold the key to all success in 5 years (REB, 2018).

Advantages of a school vision are (REB, 2018):

- A clear school vision inspires school community members;
- A clear vision statement acts as a unifying force, and has a positive impact on organizational effectiveness;
- A solid vision statement acts as a guide for employee actions and decision making;
- A vision shared by all the members of a school can help all members set goals to advance the school;
- Without a strong vision, strategic plans cannot be properly prepared since there is no guiding principle or ideal;

- A vision brings meaning to peoples' work, mobilizes them to action, and helps them decide what to do and what not to do during their work;
- A vision expresses an idealized picture of the future school.
- When a leader's vision is effective and strong, employees and stakeholders get caught up in what they are doing, absorb the vision, and commit themselves to the goals and the values of the leaders.

The **school mission** describes the main method a school is going to follow to reach its goal (IIEP - UNESCO, 2010). A mission should answer three key questions:

- What does the school do to achieve its vision?
- For whom do we do it?
- What is the main reason why our school exists?

A good mission statement has the following **characteristics**:

- Should describe what you do and how you do it;
- Should be clear and memorable;
- Should be described in positive terms.

The school mission has the following **benefits** (REB, 2018):

- it communicates the direction of the school;
- it helps to make day-to-day operating decisions;
- it keeps the school focused;
- it motivates school staff, students and other stakeholders.

Examples of school missions are:

- To provide quality education and promote scholarship, innovation and creativity for sustainable individual and societal development.
- To foster innovation and to generate new knowledge for the socioeconomic and sustainable development of the nation (International Institute for Educational Planning, 2010).
- To ensure learning opportunities accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking, encourage them to innovate, and to adapt to changes in an increasingly globalised environment (International Institute for Educational Planning, 2010).
- to contribute to the quality of education by enhancing practical skills in sciences and technology and providing equal opportunities to all our children and creating a conducive environment for teaching and learning (REB, 2018)
- to develop young men with active and creative minds, a sense of understanding and compassion for others by stressing the spiritual, moral and intellectual total development of each child (REB, 2018)

The **process** to develop a vision and a mission is very important. A shared vision and mission is the outcome of a process that involves all staff, students, parents and other stakeholders (Fullan, 2014). It is crucial to spend time with all stakeholders in the school reflecting and talking to develop a truly shared vision. People who are committed to a shared vision and mission are more likely to persist with their efforts when they confront difficulties than those whose only reason for participation is compliance (Schlechty, 2009). If you simply write a vision and mission and present it to the rest of the school, they will not engage with it over the long run, and this may create resistance (Kools & Stoll, 2016).

A shared vision and mission are the outcome of a process that involves all staff, students, parents and other stakeholders. Michael Fullan

Sometimes the terms “philosophy”, “motto” and “identity” are also used. Although we will not further use them in this course, we provide a short description of each term:

- Identity: Who you are you e.g. a community of scholars committed to the generation and dissemination of knowledge, and cultivation of wisdom for the welfare of society.
- Philosophy: Your beliefs, way of thinking e.g. sensitivity and responsiveness to societal needs, and the right of every person to knowledge.
- Motto: A slogan i.e. a short sentence or phrase that expresses a rule for sensible behaviour. It is a short expression of a guiding principle. The purpose of a school motto is to inspire students and teachers. For example, “Deeds not words, Exploring the heights of education”.

Section 2: Loops of Learning

The school's mission and vision tell us why we are doing the things we do in our school. A good vision and mission are the result of collective reflection on the reasons for our actions. Therefore, it is good to link the formulation of a vision and mission to the SIP planning process. The following questions will help groups involved in the SIP planning process to focus on the goals and actions that they have chosen:

- Why are we doing things?
- How do we develop as a school?
- Where are we as an organisation and where do we want to go?
- What do we want to improve?

As school teams discuss these questions, the coherence of their actions will grow. Coherence means that the different actions reinforce each other and contribute to the same goals. The reasons for our actions will influence in turn the choice of future actions. These permanent learning cycles or loops take place both at the individual and organisational level. Through increased understanding of our actions we develop mental models for our actions.

Table 6: Levels of learning

Loop	Learning domain	Learning category	Result of learning
Single loop	Rules and structures	Must/ be allowed	improvement
Double loop	Mental models	Know/ understand	innovation
Triple loop	Vision and principles	Dare/ want	development

Source: Morgan, 1997

Table 6 shows different levels of learning (or loops) that lead to a vision for the school. If you introduce a vision for the school out of nowhere, without going through these loops, you risk that it becomes no more than a piece of paper, or a writing on a wall. An organization that works only according to the rules is often driven in a direction of a goal that is entirely contrary to the aims of the original design (Morgan, 1997, p. 36).

Single loop learning is about following individual rules and structures at the school without questioning the methods or goals. Staff members learn what is allowed and not and the result of learning is improvement in following these rules and structures. Learning is focused on the relation between actions and results (Figure 6). Double loop learning is used when it is necessary to change the mental model on which a decision depends. Whereas single loop learning is about following the rules, double loop learning is about changing the rules.

Double loop learning focuses on the assumptions that lead to the actions (Figure 6). This kind of learning involves more “thinking outside the box,” creativity and critical thinking. This learning often helps people understand why a particular solution works better than others to solve a problem or achieve a goal. Double-loop learning is critical to the success of a school, especially during times of rapid change.

Triple-loop learning involves “learning how to learn” by reflecting on how we learn in the first place. In this situation, participants would reflect on how they think about the “rules,” not only on whether the rules should be changed. It looks at how the context influences the assumptions of the school (Figure 6). This form of learning helps us to understand a lot more about ourselves and others regarding our beliefs. Therefore, it is triple-loop learning that leads to a coherent vision and principles for our actions.

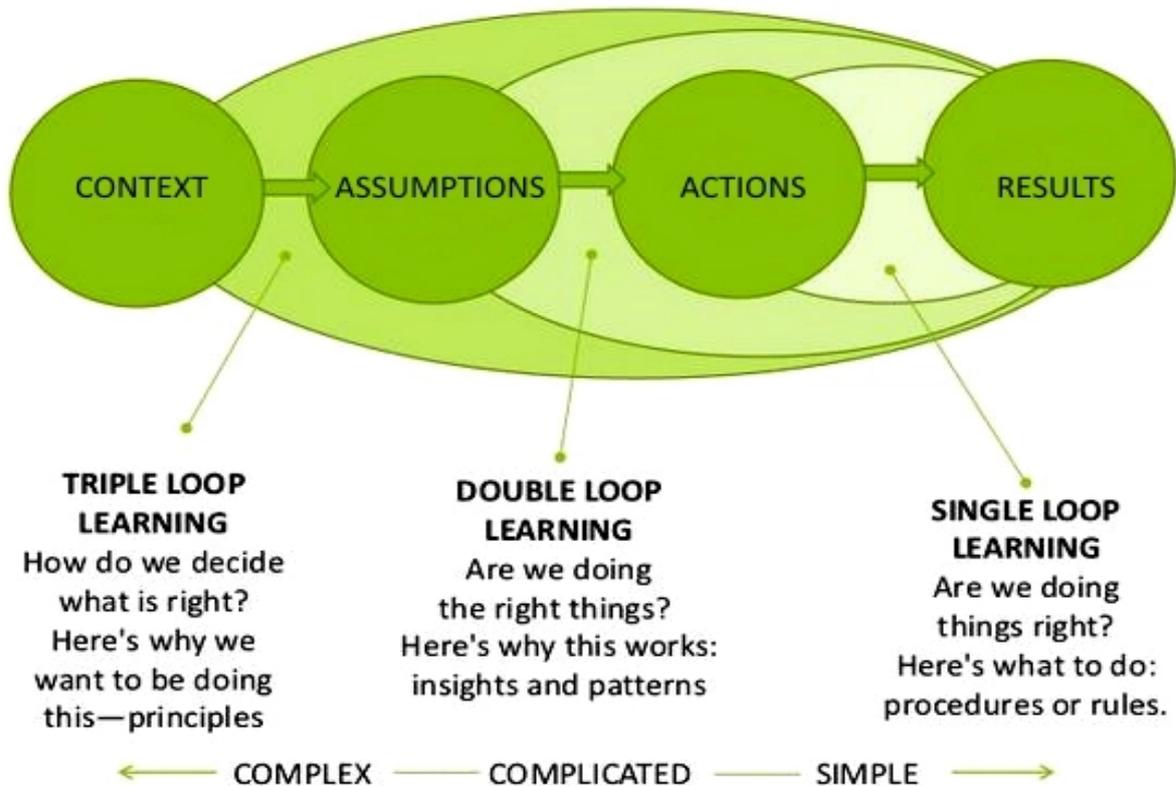


Figure 6: Single, double and triple loop learning (Morgan, 1997)

An example of single loop, double loop and triple loop learning on induction.

- Single loop: Does what we do on induction lead to lower teacher attrition?
- Double loop: What should we do to help new teachers in our school?
- Triple Loop: What do we want to achieve? Why should we help new teachers?

Another example of loops of learning on using group work:

- single loop: Do all teachers use group work?
- double loop: Does group work lead to better learning?
- triple loop: Who decides and how do we decide on what teaching methods teachers need to use in their classes?

Can you find single, double and triple loop questions for the following topics?

- Continuous professional development of teachers.
- Promoting gender equity in the school.

Section 3: Formulating a Vision and Mission for the School

A vision for an organization focuses on the organisation's future, or what it intends to be. The "how" is part of a "mission" statement, while the vision statement is simply a description of the "what," meaning, what the organisation intends to become.

How should a vision look like? Dawson (2013) distinguishes seven characteristics of powerful visions:

- **Motivating:** Powerful visions must draw people, attract them, make them want to act and overcome obstacles to achieve it. It must feel worth achieving, worth putting real effort into getting there. Learning and teaching are oriented towards realising the vision
- **Realistic:** A vision will only inspire action if people feel it is realistic and can be achieved, rather than simply a nice but impossible dream.
- **Challenging:** There must be a balance between having visions that are seen to be achievable, but that also challenge and stretch people. Too far either way and they lose power. However, the right balance can inspire people beyond what they think of as their limits.
- **Aligned:** The vision must fit with the school and its people, culture, and history. This requires good understanding of what will make sense and work within the context.
- **Inclusive:** Too many visions focus on the interests of a limited group, such as one department or only some learners. Visions need to include the interests of the broadest possible community, in a way that everyone can see their value and can support them.

- Distinctive: Every organization is unique, and it is almost impossible to take another's vision and expect it to be powerful. There is great power in a vision that is clearly distinctively relevant to the organization and people involved.
- Clear: A vision must be readily communicated and understood by a broad range of people. This doesn't necessarily mean it needs to be simple.

It is important to recognize some of the barriers to the achievement of a shared vision and these are called **vision killers**. They include:

- Lack of transparency, integrity and accountability
- Tradition
- Negative stereotypes/ labelling
- Complacency of some stakeholders
- Fatigued leaders
- Lack of integration of the development of a vision and mission in SIP and daily actions

Activity 12

Your facilitator will give you two pieces of paper: one in the shape of an apple and one in the shape of a ladder rung. Write your school's vision on the apple paper and your mission on the ladder rung-shaped paper.

Next, in small groups, you will receive from the facilitator a few vision and mission statements from your colleagues. Use the seven principles from Dawson. Read them and formulate on the back of the paper:

1. One positive element of feedback about the vision and mission
2. One question or element that you would formulate differently.

Have a look at the vision and mission statements of your colleagues and try to formulate a few general comments.

The facilitator will organize a short plenary discussion about the vision and mission statements.

Activity 13

Should the vision and mission of a school change when there is a new head teacher?
And when there is new school owner?

Can a school have more than one vision and mission?

Think first individually and then share your arguments with your neighbour.

Section 4: Integrating Inclusive Education into the Strategic Direction of the School

Inclusive education must be an integral part of the SIP, because it is not a separate issue but a message about the whole school. The message should be 'We are an inclusive school and we welcome ALL children'.

All goals and targets in SIP should be focused on creating inclusive and accessible learning environments in which all learners feel welcome and supported and are able to access all aspects of school life: **facilities, equipment and activities**. The plan should also include actions for raising awareness and supporting parents, family members and the community with inclusive education and encourage them to become actively involved in promoting and implementing more inclusive approaches to education.

Activity 14

This case study tells the story of one school which identified that it needed to be more inclusive. The case study links to the guiding principle, '*develop an owned culture of ongoing improvement at school level*'.

Case Story: A Rural School in Kirehe

On the final day of an introductory training on Inclusive Education for head teachers and teachers in a rural school in Kirehe, all participants were asked to be reflective and assess their school and community and think about the following questions:

- Are we inclusive?
- What is happening now?
- What changes do we need to make?

Head teachers and teaching staff recognised that the school was not really inclusive and there were many areas where improvement was necessary. Some areas of concern that were discussed were:

- Several children in the surrounding area were not in school
- Some teachers did not know how to differentiate their lessons to meet all needs
- Teachers did not use teaching and learning aids in all lessons
- Community members were not involved in school activities
- Some learners were not fully involved in lessons as teachers did not know how to meet their needs
- Pathways and classrooms were not accessible for learners who had difficulty moving around.

After several meetings, it was decided that the school would establish an Inclusive Education Working Group within the School Improvement Plan Team. The action of establishing the group would be incorporated into the School Improvement Plan. It was emphasised during the discussion stage that the role of the working group would be to coordinate, support and monitor the inclusiveness of the school. The members of the group would not be responsible for all inclusion in the school; Head Teachers knew that if the whole school was going to change and be more inclusive it had to be the responsibility of everyone.

By owning the improvements and changes, everyone would be proud to be more inclusive.

The head teacher decided to lead the way by establishing the Inclusive Education Working Group – the reasoning behind the decision was that all teachers had busy timetables and even with good intentions, actions towards inclusion would sometimes be forgotten or thought of as low priority.

Group members would be there to organise, coordinate, remind and continuously monitor the changes within the school. It was decided to have six members in the group – three male and three females. One of the members should be from the community – someone who was active and able to motivate others. Teachers who volunteered to be part of the committee were expected to be fully committed to inclusion for all and be able to motivate others.

Table 7 below shows some actions and changes that were identified by the school for the first year. The actions were reviewed after one year at the next strategic planning meeting. The changes did not all happen within the first year since the main activities were to raise awareness and change attitudes. Establishing the Inclusive Education Working Group within the School Improvement Planning Team (SIPT) proved to be an effective method to initiate change within the school and community. For example, the head teacher was able to adapt the timetable so that group members had two non-teaching hours per week. The whole school took ownership of the changes towards inclusion; during the review after the first year there was evidence of much stronger links with the community and more children with disabilities attending school, participating and achieving.

Questions for reflection and discussion in small groups:

- What factors should be taken into consideration when selecting members of the Inclusive Education Working Group?
- How would you motivate members of the working group and teachers in general?
- What links do you think there would be between the IE Working Group, parents and community members?
- Suggest activities for your school's 'Open Day' to show parents you are an inclusive school.

Actions to promote inclusive education

Table 7 lists activities that you can undertake in your school to promote inclusive education. A key thing to remember though is that inclusive education is something that pervades everything you do at the school. It relates to the school's vision, mission and values, it should be reflected in daily teaching and it should be reflected in all the communication of the school.

Table 7: Actions to promote inclusive education in the school

Challenges	Actions	Persons responsible
Attitudes of some parents and community members.	<ul style="list-style-type: none"> ▪ School Open Day ▪ Meetings for whole community ▪ Meetings for parents of children with disabilities 	<p>SIP working group to organise with support of school leaders.</p> <p>All teachers to be involved</p>
Negatives attitudes of some children towards children with disabilities or children from very poor families	<ul style="list-style-type: none"> ▪ Teachers should act as positive role models. ▪ Meetings in school for all children about being kind and helping each other. ▪ Group activities to include children with disabilities. 	<p>Teachers</p> <p>SIP team and other teachers (parents could be invited)</p>
Some children not in school or dropping out	<ul style="list-style-type: none"> ▪ Monitor attendance rates. ▪ Community meeting to raise awareness. ▪ Make support plan to get children into school 	<p>SIPT to organise and school leaders and teachers to support</p>

Challenges	Actions	Persons responsible
Lack of teaching skills for Inclusive Education	<ul style="list-style-type: none"> ▪ Contact Ministry and NGOs for more training. ▪ Meet weekly (2 hours) to discuss Inclusive Education teaching methods. ▪ Identify Inclusive Education as a focus area for Communities of Practice in the school. ▪ Ensure that Inclusive Education is integrated in all school-based training. ▪ Organising meeting(s) to share good practices and discuss individual challenges; 	<p>Head teacher and other school leaders</p> <p>Inclusive Education Working Group and teachers</p>
Classrooms and toilets not accessible for children with disabilities.	<ul style="list-style-type: none"> ▪ Request funding for adaptations ▪ Community meeting to discuss solutions 	<p>Head Teacher</p> <p>SIP team</p>
No resources for teaching aids	<ul style="list-style-type: none"> ▪ Collect waste materials for making teaching aids, such as bottle tops, old cards and paper etc. ▪ Share ideas for good teaching materials (at the staff meetings and COP sessions) ▪ Establish an area in the library for storing and sharing teaching aids. 	<p>Children, teachers and parents</p> <p>Teachers and SIP team</p> <p>SIP team</p>

source: UNESCO, 2014, adapted by VVOB

Section 5: Identifying the Core Values of the School

The importance of school values

Activity 15

Draw a picture of your school and a class depicting how you see children, teachers and others coming together to learn.

Next, the facilitator will collect all drawings and re-distribute them. Look at the drawing that you received. What values does the drawing communicate about the school?

A vision gives an organization a sense of direction, but only if it is ‘owned’ and translated into action by all people involved. The values of a school are just as important as the vision and mission because they **determine the behaviours that people agree to live within**. Values provide a mirror for our decision making and a guide and reason for our actions and behaviours. Values also will define the culture of any school to achieve the school vision and mission for student learning.

School values are sets of behaviours and attitudes that govern the daily practices of the school.

School values are important and lasting beliefs or ideas shared by the members of the school about what is good or bad and desirable or undesirable. School values are sets of behaviours and attitudes that influence the day-to-day practices of the school. The values of a school are the way how things are done in the school. Values can be positive and negative.

Values are the driving force for all other strategies and actions. School values need to be defined into appropriate expected behaviours. When agreed to, and believed in by most people, positive peer pressure helps people live up to them. It reduces the need for external accountability, as people will do the right thing in accordance with their values. It is all about walking the talk. When people are seen to let down others the agreed values can be used as the basis of a dialogue. For teachers, they become part of the performance appraisal and similarly teachers can get their students to do likewise.

The vision, mission and values form the core of the school. To work well, people must be passionate about them, so they just can't be written by a committee and 'dropped' on people.

Activity 16

Read the quotes below. Think about what you can learn from them on the importance of values and how to implement them. Next, discuss your ideas with your neighbour.

"As a teacher, I'm frequently called upon to make decisions, resolve conflicts, work through dilemmas, or problem-solve in other ways," said Emile. "Having core values gives me a consistent direction. It removes 'my opinion' from the equation, substituting a default position, a previously agreed-to authority. If a solution promotes a core value, it is acceptable."

"At the school, parents and teachers identified five core values: Have Courage, Effort, Achieve, Respect and Take Responsibility. We decided to focus on one core value each year. Though we remain conscious of all our core values, the core value on rotation receives special emphasis."

"Several years ago, we provided the learners in P6 a banner showing the three core values of our school and asked each student to write his or her

interpretation of them on attached fabric triangles, later attached to the bottom of the banner. The banner is now on permanent display in our main lobby. Here's a sampling of comments from the students:

- *Listen to your heart.*
- *When someone is in trouble, never turn your back on them.*
- *If you want friends, be yourself.*
- *Remember that everyone has different talents.*
- *Never stop learning.*
- *Recycle.*
- *Do your best at everything at school.*
- *Be unique."*

Developing the values of the school

Activity 17

Discuss the following questions:

- How do you develop the values of your school? #
- Do all schools have the same core values?
- How can you, as a head teacher or deputy head teacher, influence the values of your school?

We can think of values in a school context as a set of concentric rings, moving from the most widely shared values, to ones that are more specific, and individual (Figure 7).

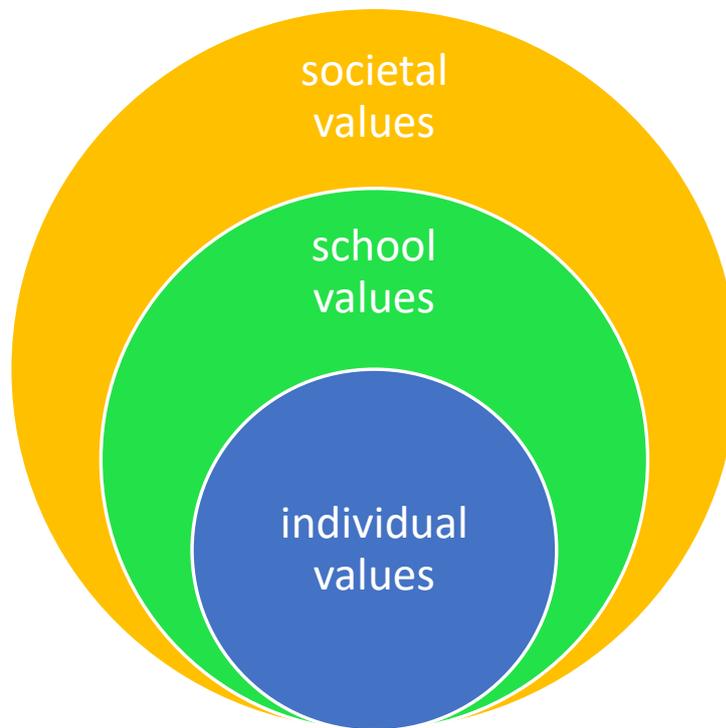


Figure 7: Concentric levels of values (Binon, 2017)

Organisations such as schools develop their own unique sets of values (culture) over time, embedded within the broader context of societal and human values. We can think of these as the rules of behaviour for interacting within that organisation. For example, a school might have a culture in which new teachers feel free to speak up and express their views, or it might be an authoritarian culture in which junior teachers do not dare to speak up to their seniors (Beinhocker, 2006). Alternatively, a school might have a culture in which commitments are flexible and not taken very seriously, or one in which commitments are considered binding and there are serious consequences for missing them.

In one sense, it is obvious how culture affects school performance. If all (or even most) of the staff members behave in a certain way (for example arriving late at school), then that behaviour will affect overall school performance. The same characteristics appear with regularity in studies of cultures of high-performing and adaptive schools (Beinhocker,

2006). These can be divided into individual performing values, cooperating values and innovating values:

Performing values

1. Performance orientation. Always do your best, go the extra mile, take initiative and continuously improve yourself.
2. Honesty. Be honest with others, be honest with yourself, be transparent and face reality.
3. Meritocracy. Reward people based on merit.

Cooperating values

4. Mutual trust. Trust your colleagues' motivation, and trust in their skills.
5. Reciprocity. Do unto others as you would have them do unto you.
6. Shared purpose. Put the organisation's interests ahead of your own and behave as if everyone is in it together.

Innovating values

7. Non-hierarchical. Junior staff are expected to challenge senior people, and what matters is the quality of an idea, not the title of the person saying it.
8. Openness. Be curious, open to outside thinking, and willing to experiment.
9. Fact-based. Find out the facts or evidence. It is facts, not opinions, that count.
10. Competitiveness. Feel a sense of competitive urgency.

These values are easy to declare and to agree upon. The hard part is weaving them into the school culture and getting all staff members to follow them. The reality for most organisations is that they truly live few, if any, of these values. Despite what may be written on posters, values and culture are rarely top priorities of the school leadership. In such organisations, the culture evolves through the interactions of staff members with little shaping by the school leadership. Such organisational cultures tend to be a mixture of strengths and weaknesses. For example, some schools may be strong on individual performance values, but weak on cooperative values.

These values have important consequences for the structure of the organization. If individual performance values are deeply embedded in an organisation and succeed in driving individual behaviour, then the hierarchy and processes don't have to be so tight to achieve good performance. This may free up resources for experimentation. When individual performance values are poor, the hierarchy tends to crack down and tighten processes, perhaps succeeding in boosting execution, but damaging the school's ability to adapt (Beinhocker, 2006, p. 373).

School leadership plays an enormous role in building and perpetuating a school culture. It is a cliché, but nonetheless true, that if school leadership does not walk the talk, then no one else will. Carefully balanced systems of values do not arise organically, and thus strong-culture schools have sometime in their history had school leaders who carefully designed the set of desired values for their schools and personally and passionately ensured consistency against those values. Once a culture is established, design and enforcement should become a collective responsibility, but during the crucial period when the culture is being built, there is no substitute for personal leadership (Beinhocker, 2006).

It is a cliché, but nonetheless true, that if school leadership does not walk the talk, then no one else will.

How do you change the culture of a school? It is not likely to change people's perceptions, opinions, beliefs, behaviour and attitudes by speeches from the head teacher or a PowerPoint presentation. For change to take place it is necessary to be more practical than theoretical and by touching the emotional part of humans. People must shift from their old mentalities and recognise the differences between the way things are and what they should be. A change must be well understood and supported by concrete evidence. Most change programmes are passive because they are imposed on people from the top. However, learning is interactive, and a successful change programme must actively involve people (Beinhocker, 2006). In the unit on change management, we will discuss in more detail how you can instil lasting change within your school.

Activity 18

Read the above-mentioned performing, cooperating and innovating values and think about the following questions:

- Do these values make sense to you? Any values that you would replace?
- What values is your school strong at, and on what values can it improve?
- What are you doing to strengthen those values in your school?

After a few minutes, discuss your ideas with your neighbour.

UNIT THREE: MONITORING AND EVALUATING THE IMPLEMENTATION OF THE SIP

Introduction

Activity 19

Read this scenario and answer the questions:

A businesswoman sent her driver to Mombasa to collect a cargo and bring it back to Kigali. She called the driver every five hours. After 10 hours, the driver informed the woman that the vehicle had a tyre puncture. The businesswoman made the necessary interventions to enable the driver to pay for the tyre repair. After the repair, the driver continued his journey to Mombasa, reached there, loaded the cargo and arrived back in Kigali on the fourth day late in the evening. Throughout the journey, there was continuous communication between the two people. After delivering the cargo, both expressed their appreciation over the whole course of this activity.

Questions:

1. Construct a similar scenario (story) that refers to a school context;
2. Identify what made this activity successful.

When you develop a School Improvement Plan (SIP) in your school, the planning process doesn't end when the plan is ready. You also want the plan to be implemented. A SIP should be a "living document", which means that you should regularly check whether the plan is still up to date, whether implementation is on track and whether changes need to be

made. Monitoring and evaluation help you with these processes. That is why we include this section on M&E within the module on setting the strategic direction of the school. We will discuss some basic aspects of monitoring and evaluation which you need when developing and implementing your SIP.

Activity 20

What do you expect from this unit? What does a school leader need to know about M&E?

Learning Outcomes

After the completion of this unit, participants will be able to:

- Demonstrate knowledge and understanding of key concepts of monitoring and evaluation;
- Explain monitoring and evaluation strategies and data analysis techniques;
- Develop appropriate goals, targets and indicators for monitoring and evaluating a SIP;
- Develop M&E tools and use them to collect the necessary information;
- Analyse and interpret data to adjust the provision of education;
- Set individual, group and whole school targets related to all aspects of student performance;
- Monitor, analyse and review data related to all aspects of student performance;
- Adjust the SIP based on the analysis of outcomes to ensure equity of educational outcomes and remove barriers to learning;
- Value the importance of M&E in a quality and equitable school environment.
- Instil a culture of M&E within the school.

Section 1: Monitoring and Evaluation

Monitoring and Evaluation are interactive and mutually supportive processes. That is why they usually are mentioned together as M&E. M&E provides a means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results.

Monitoring is a continuous and internal process and includes a systematic and continuous collection, analysis and use of information for management control and decision-making. According to UNESCO's result-based planning handbook (2006), '*monitoring is done by those who are responsible for the implementation of activities (programme managers) in order to assess:*

- *Whether and how inputs (resources) are being used;*
- *Whether and how planned activities are being carried out or completed;*
- *Whether results are being produced as planned.'*

Monitoring can relate to outputs (e.g. how many books purchased), activities (e.g. how many meetings) and use of resources (e.g. how much money spent on learning materials). Monitoring helps to ensure that what has been planned is going forward as intended and within the resources and time that you allocated. Its goal is to provide feedback and stimulate learning, so that performance can be improved. Monitoring is about the question "are we doing things right?" Doing things right is about efficiency or doing things according to the right procedures (management). It also means correctly applying what has been decided.

Evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The

aim of evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability. Evaluation, according to the UNESCO Handbook (2006), 'is done by insiders (those implementing an education plan) and outsiders. Evaluation focuses in particular on impact and sustainability' (p. 52).

Evaluation deals with questions of cause and effect. Why was something successful or not? It is about estimating the impact of an intervention. For example, what was the impact of our professional development of teachers on the use of active teaching methods? Evaluation is done only at certain times –for example annually. Evaluation deals with the question: “are we doing the right things?” Doing the right things is about effectiveness (leadership).

Monitoring is about doing things right. Evaluation is about doing the right things.

Activity 21

Describe one monitoring activity that you are already doing in your school. Reflect on a specific evaluation activity that you have undertaken in your school.

Write them on a flash card and stick them to the wall in the appropriate column (2 columns: monitoring and evaluation examples).

With the facilitator, identify the following categories:

- activities that you consider monitoring or evaluation of school quality.
- activities that you consider monitoring or evaluation of your own work.
- one way you use monitoring information to improve the quality of teachers' work.

Table 8 summarizes the differences between monitoring and evaluation.

Table 8: Differences between monitoring and evaluation (VVOB, 2015)

Question	Monitoring	Evaluation
When?	Continuously	At certain times (once a year, once a term)
What?	Efficiency and effectiveness	Impact and sustainability
How?	Collecting information about activities	Collecting data from people
Why?	Are we implementing our activities well (effectively, efficiently)?	Does what we do have a positive impact on teaching and learning?

Question	Monitoring	Evaluation
For whom?	Usually for ourselves (within the school)	For ourselves, but often also for external parties (e.g. SEOs, inspection, parents) (inside and outside of the school)
Key question	Are we doing things right?	Are we doing the right things?

Examples of monitoring activities are:

- Checking whether resource allocation is as intended in the SIP;
- Conducting lesson observations in your school;
- Following up on the use of physical resources (computers, books) by teachers and students;
- Checking whether teachers apply student-centred teaching skills;
- Regularly assessing the progress (at intervals of less than six months) made towards achieving the targets identified in the SIP.
- Discussions at staff meetings about pupil and class progress.
- Regular sampling of student work to monitor its quality;
- Analysis of student results (continuous assessment) and subsequent discussion among teachers;
- Reviewing and discussing teachers' planning;
- Having regular discussions with learners and members of the local community

Examples of evaluation activities are:

- Assessing the achievement of goals at the end of the SIP's lifetime;
- Organizing a survey with parents on the reasons for school dropouts;
- Using evidence (data) to continue, revise or stop an activity;
- Assessing why an action was successful or a failure after its completion;
- Comparing and discussing dropout rates from this year with those from last year;
- Analysing student results (end of year exams) and subsequent discussion among teachers and school leadership.

You may conduct M&E activities of others' performance. For example, you will monitor how teachers teach by observing lessons, reviewing learner tests or studying teachers' lesson plans. You may also monitor your own professional development activities. How effective was the training I conducted for teachers? Did they learn something and, more importantly, did they change their practice?

Section 2: Reasons for Monitoring and Evaluation

Activity 22

Why is it important to do monitoring and evaluation in your school?

Monitoring and evaluation are about ensuring the quality of the school. All schools have a duty to assure the quality of the services they provide and to look continuously for ways of improvement. Many things must be considered when measuring the quality of a school: health and safety, financial management, attendance, staff development, child protection, partnership with the local community and, most importantly, the quality of teaching and learning.

Monitoring and evaluation in schools are usually conducted for the following **3 reasons**:

- **Accountability:** informing stakeholders (teachers, parents, SEOs...) about what happens at the school, so they can perform adequate control on the school leadership;
- **Documenting:** making sure that the main processes and good practices are well documented, so they can become standard practice within the school;
- **Improving:** learning from mistakes and identifying areas for improvement. This requires being sensitive and reflective about the functioning of the school.

REMEMBER

- If you do not measure results, you cannot tell success from failure
- If you cannot see success, you cannot reward it

- If you cannot reward success, you are probably rewarding failure
- If you cannot see success, you cannot learn from it
- If you cannot recognize failure, you cannot correct it
- If you can demonstrate results, you can win public support

Section 3: Key Concepts in Monitoring and Evaluation

It is important that we use the same language in monitoring and evaluation. Let's look at some key concepts.

Activity 23

1. Individually, classify each term in one of the categories in the table below.
2. Group in pairs and explain to each other: move terms to other categories
3. Ask the facilitator or other colleagues to intervene in case you still have difficulties to understand a concept.

I know it	I have some idea, but I'm not sure	I have no idea

Terms: SWOT, outcomes, indicators, outputs, goal, objective, means of verification, baseline, targets, impact, SMART, inputs

In M&E, we distinguish between inputs, activities, outputs, outcomes and impact. Table 9 explains these terms. Monitoring usually focuses on the inputs, activities and outputs, whereas outcomes and impacts are more the domain of evaluation.

Table 9: Key terms in monitoring and evaluation

Key terms	Meaning
Inputs	Resources that we need for the action, such as time, money, technology and information
Activities	The actions that are done to achieve the result
Outputs	Immediate results of the activities on the people that were targeted by the activity
Outcomes	Short term results of the outputs on the participants, in between the outputs and the impact
Impact	Long term results of the actions, not only on the people that were targeted by the activity (e.g. school community, parents, learners), but also on the wider community.
Goal	Measurable statement of the desired long-term change in the future after addressing the identified problem. Each goal is achieved through a number of objectives.
Objective	Specific measurable statement of desired immediate or direct change after addressing the root causes of the identified problem. Each objective is achieved through a number of activities.
Means of Verification	Sources from which the status of each indicator will be identified. Where and how the information will be obtained.
Indicator	Standard against which the school can measure its progress towards the set objective.
Baseline	Shows the current situation to be improved. For example, currently 4 teachers effectively use learner-centred approaches.
Target	Measurable statements that indicate the performance level that the school would like to achieve on the identified objective by a given time.

Source: VVOB, 2015; REB, 2018

Examples of **inputs** in education are:

- Human resources (teacher qualifications and experience, number of students...)
- Time
- Money (capitation grants, funds, subsidies, school fees...)
- Material resources (textbooks, class buildings, libraries, ICT equipment...)

Examples of **activities** in education are:

- Organizing trainings
- Observing lessons
- Organizing meetings.
- Establishing COPs
- Developing lesson plans

Examples of **outputs** in education are:

- Trainings given
- Lessons observed
- Lesson plans developed
- Teachers who are member of a CoP
- Recommendations formulated to improve gender equity in the school
- SIP

- Books purchased
- Functioning computers
- Classrooms built
- Trophies won by school team

Examples of **outcomes** in education are:

- Use of new manuals by teachers (not just being trained, but applying what is in the manual)
- Application of active teaching approaches (not just knowing or understanding, but also applying) by teachers;
- Integration of students with disabilities in all aspects of school life.
- Implementation of the CBC (not just training people in it)
- Satisfaction of COP members with its functioning (not just being a member of it)

Examples of **impact** in education are:

- Change in learning outcomes as a result of a training programme;
- Change in learners' attitudes towards learning;
- Reduction in dropout rate;
- Narrowing or closing of gender gap in learner results for maths in P6;
- Change in teachers' motivation as a result of participation in a Community of Practice;

- Change in number of learners who successfully complete primary education.
- Reduction in the number of cases of early pregnancies.

The **difference between outcome and impact** can be confusing. One difference is the time horizon. Impacts are long-term changes. A second difference lies in who is affected. Impacts are changes for a wider group of people. For example, the outcome of a lesson on healthy eating could be increased knowledge and skills of students, but the long-term impact could be that students' families and the wider community become more aware of the benefits of healthy food. A third difference is that achieving the outcomes is usually within your own power, whereas achieving impact is not in your direct power.

For example, a school is planning to buy textbooks:

- Activity: buying textbooks
- Output: set of textbooks
- Outcome: use of textbooks by the learners
- Impact: improved test scores of learners.

Table 10 shows more examples of the relation between inputs, activities, outputs, outcomes and impact. Can you find additional examples?

Table 10: Examples of inputs, activities, output, outcome and impact

Input	Activity	Output	Outcome	Impact
Resources (time, people...)	Training	Manual	Improved teaching	Improved learning outcomes
Resources (time, people...)	SIP Planning Process	SIP	Improved allocation of resources, alignment of roles...	Improved learning outcomes
Resources (time, people...)	SGAC meeting on gender equity	Action plan	Improved awareness about gender stereotypes	Increased gender equity within school

Source: (International Institute for Educational Planning, 2010)

Activity 24

Look again at the monitoring and evaluation activities that you listed at the start of this unit.

Identify related outputs, outcomes and impact from the context of your school? Where lies the focus currently?

Section 4: The Monitoring and Evaluation Cycle

Activity 25

The SGAC in your school agreed on a project to construct latrines. Different activities need to be carried out. Put the activities below in their successive order.

1. Communicating to parents the number of constructed latrines;
2. Mobilization of funds;
3. Handover activity;
4. Determining the number of toilets to be constructed;
5. Procuring human and material resources necessary for construction;
6. Supervision of the construction activities;
7. Reporting the progress of these activities;
8. Sanctioning the contractor for the delay of the construction work;
9. SGAC observed visit the site and make observations;
10. Hiring a new contractor;

In seeking to achieve continuous improvement in educational standards, schools should engage in a whole range of quality processes. The key ones include:

- Development planning.
- Implementation of school improvement strategies.

- Monitoring and evaluating.
- Continuing professional development of staff.

Monitoring and evaluation are not stand-alone activities. They are a set of linked tasks that are undertaken from the start to the end (and beyond) of a school improvement planning and implementation process (Figure 8). An effective M&E process follows the **PDCA Cycle**. PDCA stands for Plan, Do, Check and Act. Starting from a School Improvement Plan (Plan), actions are implemented (Do). It is checked whether the actions are implemented according to plan and whether they have the intended effects (Check). As a result, actions are taken, and the plan changed (Act).

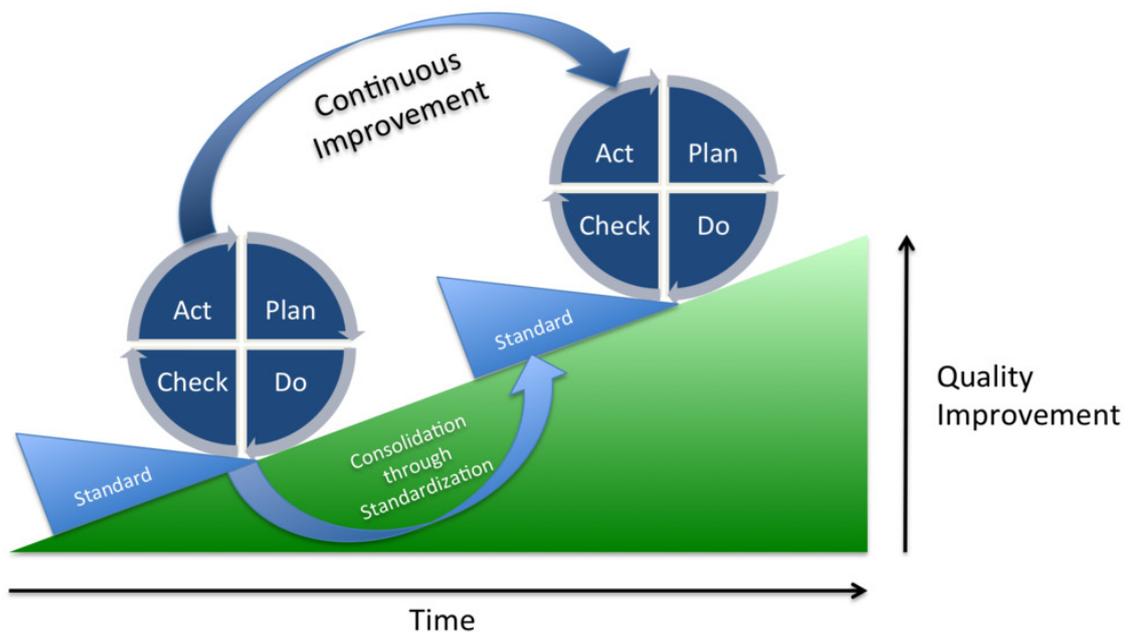


Figure 8: The M&E cycle (Binon, 2017)

Monitoring and evaluation are crucial for continuous school improvement. At each stage of the cycle, it is important to document the process well. Gradually, over time, you will develop instruments and procedures to go through the cycle (see phases in M&E). Setting standards allows you to consolidate the improvement (Figure 8). As time proceeds, this procedure will enable you to improve the quality of the organisation.

Activity 26

Return to your ordering of activities in Activity 25. Classify the activities according to each step in the PDCA Cycle.

Planning of a M&E system includes:

- determining goals,
- setting targets and indicators,
- selecting your data sources and collecting data.

1. Determining Goals

Goals are crucial for a strong M&E system. They provide purpose and priority to allocate resources. Clear goals focus attention and effort and enable people, groups, and organizations to coordinate their efforts. They show that even though everything is important, some activities and outcomes are more important than others. Because more happens in schools than the pursuit of explicit goals, even the most goal-focused leaders will need to manage the constant distractions that threaten to undermine their best intentions. A focus on shared goals enables leaders and staff to recognize that they are being distracted and to consciously decide what to do about it. The choice of changes that head teachers encourage and promote through goal setting will determine the impact on teaching and learning.

2. Setting Indicators and Targets

If you want to know whether you have achieved a goal, you need to translate that goal into something that you can measure. This is an indicator. Indicators are visible measures

that inform us (“indicate”) whether we are achieving the desired outcome. A target is the specific value of the indicator that we want to achieve. For example, if our goal is to improve learning outcomes in the school, an indicator can be the exam results of learners. A target could be the number of learners that achieve 50% or more.

A good indicator should be **SMART**. SMART stands for:

- **Specific:** it should identify concrete events or actions that will take place.
- **Measurable:** it should be possible to measure the indicator
- **Appropriate/ Attainable:** the indicator should give reliable information about the goal you want to achieve
- **Realistic:** it should be feasible to collect and analyse the data for the indicator
- **Time-bound:** the indicator should specify the time frame for the goal to be achieved.

For example, assume that your school has identified a goal to increase the number of students who perform well in mathematics (this goal is not SMART) (REB, 2018):

- *Let us make this goal specific:*

The number of senior five students scoring at least 60% in mathematics will be increased.

This goal is specific since it specifies the students whose performance will be increased (Senior five), in what subject (Mathematics) and the score.

- *Make it measurable:*

The number of senior five students scoring at least 60% in mathematics will be increased from 36% to 75%. This goal is measurable. It shows how much the students’ performance in mathematics will increase (36% to 75%)

- *Make it achievable:*

Ensure that the goal can be achieved and avoid exaggeration in setting targets.

Is it likely that the performance will increase from 36% to 75%? Perhaps There is great chance that the increment of performance in Mathematics goes from 36% to 75 %. It is therefore achievable.

- *Make it relevant:*

Ensure that the goal is significant and important to the students.

This goal is relevant because it is important for students to perform well in mathematics.

- *Make it time-bound:*

Ensure that the goal indicates the time limits.

This goal is time-bound because it is limited in time (three years)

The number of senior five students scoring at least 60% in mathematics will be increased from 36% up to 75% within three years.

Activity 27

Formulate two SMART indicators for the activities that you classified in the previous Activity.

Next, share your indicators with your neighbour and check if each indicator fulfils all the SMART criteria.

If you have time left, try and formulate another SMART indicator related to teaching and learning in your school. Share some indicators with the whole group.

3. Collecting Data

Being serious about monitoring and evaluation does not mean that you have to collect lots of data. It is about collecting the information that you need to go through the cycle. Three questions are crucial in identifying what information to collect:

What do we want to know?

Agree with the school team on what information is most important. What do you really need to know to monitor and evaluate the actions in your SIP, and what information is “nice to know”, but not necessary?

How can we find out?

There is a range of methods that can be used for monitoring and evaluation and it is important that you take time to identify the most appropriate strategies. First, try to use as much data that are already available. For example, attendance list, examination results, logbooks for the library or computer room etc. When you have an overview of what data is already available, you can identify the information that you still need to collect.

Some **methods** that you can use to collect information are:

- **Self-evaluation tools.** For example, teachers could respond to the agreed indicator and provide evidence to support their judgment. A combined response from staff can provide a comprehensive view of how the school is performing.
- **Analysis of classroom documentation and materials,** such as lesson plans, learners’ work, homework and classroom display. Such monitoring should be carried out using an agreed specification of desired standards of practice, for example by using a checklist that everyone agrees upon.
- **Interviews** with individual members of staff about the teaching and learning process, classroom methods and issues related to the functioning of the school.

- **Active participation** by the school leadership in classroom activities. As we will discuss later, **lesson observations** by the school leadership have the potential to generate positive and supportive professional discussion. It also allows the school leadership to see at first hand the challenges that classroom teachers are facing. It also permits to assess the impact of professional development.
- The use of **questionnaires** with pupils, teachers and parents can assist in providing information about teaching and learning.

How will the results be used?

Before you collect data, you should know how you will use the information. This will help you make sure that you collect the right information, not too much or too little information and that the data are in the right format.

When collecting data from learners, teachers or parents, explain how the data will be used. If people know that data are collected to improve teaching and learning (and not to evaluate or punish people!), they will be more likely to respond honestly and give useful information. Make it clear whether the data are anonymous (names will not be collected or can be recognized), confidential (names are only available to the people collecting and analysing the information) or not (names are collected and will be used).

4. Data Sources

When we have set goals, indicators and targets, we need to decide how we will collect the data to identify whether we are on track to achieve the targets for the indicators. Before you start collecting data, make sure that the data are not already available. If you can use existing data, it saves you the effort (and/or expenses) to collect additional data.

Interesting data on the school profile include:

- student demographics (age, sex);
- staff profile
- programs and services offered by the school (for example, guidance and library services)
- students' identification and residence
- school facilities
- class sizes
- school vision, mission and values
- School Improvement Plan
- location of the school
- stakeholders of the school
- history of the school

Interesting data on school quality are:

- promotion rates
- enrolment trends
- repetition rates
- drop-out rates
- completion rates

- national exam results (age- and sex-disaggregated)
- pupils' test results
- error analysis of tests that indicates on which questions students score well or weak. error analysis is the analysis of what kind of errors are made by students in order to get insight in what learning outcomes they have achieved.
- surveys of staff, students, parents and other community members

Information about indicators can be structured in an indicator table. In an indicator table, you specify what, how, by whom and when information will be collected (Table 11).

Table 11: Example of an indicator table (REB, 2018)

Indicator	Information	Data source	Method/ approach of data collection and analysis	Needed resources	When	By Whom (Responsible for collecting the information).
50% of students have enough school materials	Number of students without school materials Reason why?	Teacher, students, parents	Interview Observation	2 hours	End January (annually) Last Friday of the month (monthly)	Deputy in charge of studies.

Section 5: Levels of Monitoring and Evaluation

We have learned that monitoring and evaluation is crucial for continuous school improvement. Therefore, M&E needs to be embedded in the school practice. It is not about one person “doing” M&E in the school, but all members of the school community should be involved in M&E. Indeed, some people can take a leading or coordinating role in ensuring that all members are aware and have the competences for M&E. However, creating such a school-wide M&E system takes time. Based on the European Foundation for Quality Management (EFQM) model, we can distinguish three stages (or levels) in the development of an M&E system in a school. Each stage is valuable and should be stimulated by school leaders.

1. Individual level (activity oriented)

In this stage, M&E is very much an individual activity:

- Each teacher focuses on implementing the curriculum
- Problems are only addressed when there are complaints
- There is no shared vision
- School policy is ad-hoc and short term
- Teachers work in isolation
- There are few common rules or procedures

Key questions are:

- How can I improve my teaching?
- Do I follow the rules?
- How can I complete the curriculum within the set time?’
- Do my learners learn as a result of my teaching?

2. Group level (process oriented)

In this stage, groups of people work together, and M&E moves to the group level. There is a shared vision within the group. Teachers and the head teacher share the responsibility for good teaching and learning and there are regular discussions among peers. There is increasing attention for the education processes within the school.

Key questions are:

- What are everyone’s tasks and responsibilities?
- What are we doing well and what should we work on?
- What processes do we have in place and how can we improve them?
- How can we stimulate each other?
- How can we align and systematize what we are doing?

3. School level (system oriented)

At this level, M&E becomes a school-wide activity. It deals with the management of the whole organization, including supporting services. The school policy has the support within

the school team. Activities and results are regularly measured and evaluated in order to develop and review the school policy. Teachers influence each other in a desire to improve the school performance. There is focus on the wishes and needs of learners and parents: the school wants to prevent problems and complaints.

Key questions are:

- How can we create an overview of what different groups are doing?
- How can we integrate everything into a SIP?
- How can we learn from each other?
- How can we evaluate what we are doing in the school?
- Who do we involve (learners, parents, local community), how and when?

Table 12 summarizes these three levels of M&E in an organisation.

Table 12: Levels/ Phases in M&E based on EFQM

Level/ Phase	Processes	Results and Indicators
Individuals	Activities	Data are available
Groups	Processes	Better data are available. Data can be compared among teachers and over time. Trends can be identified.
Organisation	System	Internal indicators. Data are compared with targets in school policy.

source: EFQM, n.d.

Activity 28

Review the guiding questions for each level of M&E. At which level(s) of M&E does your school focus? What can be done to move to the other levels? After a few minutes, discuss your ideas with your neighbour.

Section 6: Involving Others in Monitoring and Evaluation

M&E should not be the responsibility of only one person in the school. Involving learners, teachers, parents and other stakeholders in M&E will improve the quality of the data and their analysis. The involvement of others should not be limited to the data collection. You should discuss the current situation and set priorities together (see Activity 9). An open discussion, using all the information that has been collected, allows all partners to assess the school's strengths and weaknesses in the delivery of curriculum, and determine priorities for improvement.

Some questions that you can use when **discussing data** with others are:

- Is there anything in the information that you do not understand?
- If so, what would you like to be clarified?
- Is there anything about the information that you find surprising?
- Is there anything that concerns you in the information?
- How does the information fit with your feelings about how learners at this school are doing?
- Is it different from what you have experienced in the classroom or at home?

One of the activities that you can do to involve others in your school is to **identify strengths and weaknesses** of the school. The purpose of such an activity is to establish the priority areas in curriculum delivery.

Below we briefly describe how you can lead such an activity with teachers within your school.

Activity 29

Participants break into small groups, each equipped with a flip chart paper and markers or pens. Ask the groups to articulate the school's strengths and weaknesses in curriculum delivery, as follows:

Based on students' performance data of the school:

- In which areas of the curriculum are our students performing well? List the answers under the heading "Strengths" on the flipchart paper.
- In which areas of the curriculum are students performing poorly? List the answers under a column entitled "Weaknesses" on another flipchart paper.
- Let teachers discuss why they think students are performing poorly in those areas.

Then reflect on the following questions:

- Which of these strengths and weaknesses are most important to you?
- Of the most important, which one should be dealt with first? Select 3 weaknesses that you want to address first.
- All participants work to combine similar weaknesses, and a new, final list of strengths and weaknesses is posted.

The strengths and weaknesses should be based as much as possible on data that have been collected. While the weaknesses will ultimately determine the priorities for improvement, it is important to discuss the school's strengths as well. Why? A discussion of weaknesses alone could make participants feel that the school is not doing anything well. By listing what is done well, a positive tone is set for the discussion.

After the discussion, all groups post their strength charts and their weakness charts together. All participants take 5 to 10 minutes to look at and reflect on each other's charts and to ask each other questions for clarification. While everyone does not have to agree on each strength and weakness, everyone should understand each one. Participants then spend a further 5 minutes grouping similar strengths and similar weaknesses. When this task has been accomplished, two lists are developed—one showing all the strengths listed by the groups and one showing all the weaknesses.

One methodology to identify priorities in a group is to use small red stickers (dots). You give each participant a number of dots equal to one third the number of weaknesses. For example, if you have a list of 9 weaknesses, you give each participant 3 dots. All team members vote, using the stickers, for the weaknesses that they believe should be addressed first. Members must use all their dots, but they may not use more than one dot per weakness. The weakness with the most dots becomes the priority for enhancing curriculum delivery.

GLOSSARY

- **Activities**

The actions that are done to achieve the result

- **Baseline**

Shows the current situation to be improved.

- **Evaluation**

Evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim of evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability.

- **Goal**

Measurable statement of the desired long-term change in the future after addressing the identified problem. Each goal is achieved through a number of objectives.

- **Indicator**

Standard against which the school can measure its progress towards the set objective.

- **Inputs**

Resources that we need for the action, such as time, money, technology and information

- **Means of Verification**

Sources from which the status of each indicator will be identified. Where and how the information will be obtained.

- **Monitoring**

Monitoring is a continuous and internal process and includes a systematic and continuous collection, analysis and use of information for management control and decision-making.

- **PDCA Cycle**

The PDCA is a project management cycle and stands for:

- Plan: taking stock, identifying resources, setting targets
- Do: implement, observe and collect data
- Check: did things happen according to plan? (monitoring and evaluation)
- Act: how to improve? (revising the plan, developing a new annual action plan)

- **Objective**

Specific measurable statement of desired immediate or direct change after addressing the root causes of the identified problem.

- **Outcomes**

Short term results of the outputs on the participants, in between the outputs and the impact

Impact Long term results of the actions, not only on the people that were targeted by the activity, but also on the wider community.

- **Outputs**

Immediate results of the activities on the people that were targeted by the activity

- **School Vision**

The desired picture of the school in the future that drives all the school activities, attitudes and values.

- **School Mission**

The school mission tells us how to achieve the vision.

- **School Improvement Plan (SIP)**

A plan through which schools set goals for the improvement of student achievement and make decisions about how and when these goals will be achieved.

- **SMART**

Specific, measurable, appropriate/ attainable, realistic, time bound.

- **Target**

Measurable statements that indicate the performance level that the school would like to achieve on the identified objective by a given time.

REFERENCES

- Beinhocker, E. D. (2006). *The origin of wealth: Evolution, complexity, and the radical remaking of economics*. Harvard Business Press.
- Binon, K. (2017). *Dialogotekst Onderwijskundig Leiderschap*. Mechelen: Katholiek Onderwijs Vlaanderen.
- Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M. T. (2007). Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. School Leadership Study. Executive Summary. *Stanford Educational Leadership Institute*. Retrieved from <https://edpolicy.stanford.edu/publications/pubs/243>
- Dawson, R. (2013, March). 7 Characteristics of Powerful Visions for Effective Leadership. Retrieved 6 November 2017, from Rossdawsonblog website: <http://rossdawsonblog.com/weblog/archives/2013/03/the-7-characteristics-of-powerful-visions-for-effective-leadership.html>
- EFQM. (n.d.). The EFQM Excellence Model.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. John Wiley & Sons.
- Fullan, M. G. (1992). Visions That Blind. *Educational Leadership*, 49(5), 19–22.
- Gabriel, J. G., & Farmer, P. C. (2009). *How to help your school thrive without breaking the bank*. Retrieved from <http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx>
- Haddock, P. (2015). *Monitoring and Evaluation Training* (No. 30). INTRAC.

- Heck, R. H. (2000). Examining the impact of school quality on school outcomes and improvement: A value-added approach. *Educational Administration Quarterly*, 36(4), 513–552.
- International Institute for Educational Planning. (2010). *Strategic Planning Concept and rationale* [Working Paper]. Retrieved from UNESCO website: <http://unesdoc.unesco.org/images/0018/001897/189757e.pdf>
- Kaufman, R. A., & Herman, J. J. (1991). *Strategic planning in education: Rethinking, restructuring, revitalizing*. Technomic Pub Co.
- Kools, M., & Stoll, L. (2016). *What Makes a School a Learning Organisation?* [OECD Education Working Papers]. Retrieved from Organisation for Economic Co-operation and Development website: <http://www.oecd-ilibrary.org/content/workingpaper/5j1wm62b3bvh-en>
- Mintzberg, H., Ahlstrand, B., & Lampel, J. (2009). *Strategy safari: Your complete guide through the wilds of strategic management*. Pearson Education Limited, Upper Saddle River.
- Morgan, G. (1997). *Images of organization; 2nd. Auflage, Thousand Oaks, Calif.*
- REB. (2018). *School Improvement Planning: A Trainee Manual*. Kigali, Rwanda: Rwanda Education Board.
- Schlechty, P. C. (2009). Bureaucratic Images of Schools. *Leading for Learning: How to Transform Schools into Learning Organizations*, 69–112.
- UNESCO. (2014). *Teaching and Learning: Achieving Quality for All*. Retrieved from UNESCO website: <http://www.unesco.org>
- Vandenberghe, R. (1995). Creative management of a school: A matter of vision and daily interventions. *Journal of Educational Administration*, 33(2), 31–51.
- VVOB. (2015). *An Introduction to M&E*. VVOB.
- Wright, P. L., Kroll, M. J., & Parnell, J. A. (1998). *Strategic management: concepts and cases*. Prentice Hall.

APPENDICES

Appendix 1: School Improvement Planning Structure

GOAL: The number of senior five students scoring at least 60% in mathematics will be increased from 36% up to 75% in three years from now										
Outcome: Students who perform well in mathematics, ready to pursue Mathematics-related courses in higher education.										
OBJECTIVES	Output	Indicator	Baseline	Target/Milestones			Activities	timeline	Responsible	Means of verification
				Yr 1	Yr 2	Yr3				
The number of mathematics teachers who effectively use learner centred approach in teaching will be increased from 4 to 8 teachers by November 2017	The number of teachers able to use learner centred approach in teaching Mathematics is increased.	The number of mathematics teachers using learner centred approach in teaching.	4 teachers trained	8 teachers	-	-	-Identify training needs of teachers Conduct the training of teachers Provide demo-lessons Conduct class visits to verify the use of learner centred approach.	By Feb 2017 By April 2017 By June 2017 Two visits per month per teacher	DOS A resource person Selected teacher HT & DOS	Report from classroom visits Attendance list of participants Report of lesson observation Classroom visit reports

By October 2018, the completion of O'level mathematics syllabus will raise from 65% to 100%	The O'level mathematics syllabus is fully covered.	% of the expected content covered	Only 65% of O'level mathematics syllabus is covered.	80% of O'level mathematics syllabus is covered	100% of O'level mathematics syllabus is covered	-	Identify uncovered chapters in mathematics	Feb 2013	DOS	-	List of Uncovered chapters
							Provide courses during extra-time	March 2017- July 2018	Mathematics teachers	150000F	Time table of extra courses
							Elaborate the scheme of work for all O'level classes	January of every year	All teachers	15000	Developed scheme of work.
							Make follow-up of the compliance with the scheme of work.	Once per term	HT & DoS	-	Report on the follow-up done.

source: REB, 2018

Appendix 2: Annual Action Plan Structure

GOAL1: The number of senior five students scoring at least 60% in mathematics will be increased from 36% up to 75% in three years from now											
Specific Objective 1. The number of mathematics teachers who effectively use learner centred approach in teaching will be increased from 4 to 8 teachers by November 2017											
Outputs	Indicators	Baseline	Target				Activities	Timeline	Budget	Means of verification	Responsible
			Q1	Q2	Q3	Q4					
Learner centred approach is effectively used	The number of teachers who use learner centred approach in teaching and learning process	4 teachers	4	6	7	8	<ul style="list-style-type: none"> Train 4 teachers on participatory methods (one day). 	July 2017	80000	Training report	HT&DOS
							<ul style="list-style-type: none"> Supervise every teacher twice per month by head teacher and once per week by deputy in charge of studies, provide feedback. 	June 2017 - July 2017	-	Supervision report	HT&DOS
							<ul style="list-style-type: none"> - 3 Demo lessons observation in a term. 	September 2017 to November 2017	10000	Report	HT&DOS

Specific objective 2: By December 2017, the completion of O'level mathematics syllabus will raise from 65% to 80%											
The completion of O'level mathematics syllabus is raised.	Percentage of the syllabus completed	Only 65% chapter taught in Mathematics are covered.	-	-	-	80%	Provide course during extra time.	November 2017- December 2017	150000	Students notes book	DOS& Mathematics teachers.

source: REB, 2018

Appendix 3: Monitoring and Evaluation Template

GOAL1						
OBJECTIVE1:						
Planned activities/ Timeline	Implemented activities/time (when).	Estimated budget	Used bud- get	Responsible person	Comments and observation	Recommendations

Source: REB, 2018

Appendix 4: Data Collection Methods

Technique and its meaning	Example	Advantages	Disadvantages
<p>Observation: A technique that involves to systematically select, watch and record behaviour and characteristics of living beings, objects or phenomena.</p>	<p>Classroom visit whereby the Head teacher observes how the teacher manages the class.</p>	<p>-Collect data where and when an event or activity is occurring -Does not rely on people's willingness to provide information - Directly see what people do rather than relying on what they say they do.</p>	<ul style="list-style-type: none"> ▪ Susceptible to observer bias ▪ People usually perform differently when they know they are being observed ▪ Does not increase understanding of why people behave the way they do.
<p>Documentation: This a data collection technique which involves systematic data collection from existing records</p>	<p>Review of student performance report, school statistics, training documents etc.</p>	<p>-Relatively inexpensive -Good source of background information -It may bring issues not noted by other means</p>	<ul style="list-style-type: none"> ▪ Information may be inapplicable, disorganized, unavailable or out of date ▪ Could be biased because of selective survival of information ▪ Information may be incomplete or inaccurate ▪ Can be time consuming to collect, review, and analyse many documents

<p>Interview: This is a data-collection technique that involves oral questioning of respondents, either individually or as a group. Answers to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-interview) or by tape-recording the responses, or by a combination of both.</p>	<p>Interviewing students to collect their views regarding how they appreciate their welfare at school</p>	<p>-Useful for gaining insight and context into a topic -Allows respondents to describe what is important to them -Useful for gathering quotes and stories</p>	<ul style="list-style-type: none"> ▪ Susceptible to interview bias ▪ Time consuming and expensive compared to other data collection methods ▪ May seem intrusive to the respondent
<p>Focus group: This is a technique of data collection which involves a group of 8 - 12 people to freely discuss a certain subject with the guidance of a facilitator or reporter.</p>	<p>A group of teachers discussing challenges in their career</p>	<p>-Quick and relatively easy to set up -Group dynamics can provide useful information that individual data collection does not provide -Is useful in gaining insight into a topic that may be more difficult to gather information through other data collection methods</p>	<p>-Susceptible to facilitator bias, group thinking -Discussion can be dominated or side-tracked by a few individuals -Data analysis is time consuming and needs to be well planned in advance - Does not provide valid information at the individual level - The information is not representative of other groups</p>

<p>Questionnaires: is a data collection tool in which written questions are presented to respondents who in turn answer them in written form</p>	<p>Administering a questionnaire to students to collect their views on their lessons of preference</p>	<p>-Reduces chance of evaluator bias because the same questions are asked of all respondents -Many people are familiar with questionnaires -Some people feel more comfortable responding to a questionnaire than participating in an interview.</p>	<p>-Unable to probe for additional details -Good questionnaires are hard to write and they take considerable time to develop and hone -Respondents may not complete the questionnaire resulting in low response rates</p>
<p>Checklist: This is a data collection technique which requires establishing a list of elements to be observed and check their presence.</p>	<p>Checking the availability of teaching aids like science laboratory materials, library books, etc</p>	<p>-Easy to use -Not time consuming</p>	<p>-No deep information is collected</p>

Source: REB, 2018

Appendix 5: Multiple Choice Questions

1. In the PDCA Cycle, the different steps stand for:
 - A. **Plan-Do-Check-Act**
 - B. Perform – Do – Control – Approve
 - C. Perform – Do – Correct – Act
 - D. Plan – Delay – Comply – Act
 - E. Plan – Debate – Control – Agree

2. Which of the following are elements of a SIP?
 - A. Vision
 - B. Mission
 - C. Outcome
 - D. Output
 - E. Indicator of success
 - F. allocated budget
 - G. All of the above

3. Which of the following is not a part of the SIP framework?
 - A. Situation analysis

- B. Identification of goals
 - C. Monitoring and evaluation
 - D. Identification of problems
 - E. Community involvement
 - F. None of the above
4. Which of the following statements explains why there should be close links between the vision, mission, values and SIP of a school?
- A. The SIP is an instrument to implement the vision and mission of a school
 - B. The SIP, mission, vision and values are developed by the same team
 - C. The SIP can inform the formulation of the vision, mission and values of the school
 - G. All of the above
5. Which of the following statements related to the vision and mission of a school is not correct?
- A. The head teacher is responsible for developing the vision and mission of the school
 - B. All school stakeholders should be involved in developing the vision and mission of the school
 - C. A school should develop a mission and vision every 5 years
 - D. A school mission specifies how the vision will be realized

6. In the term SWOT, the letters O and T stand for:
- A. Opportunities and Theories
 - B. Options and Tasks
 - C. Opportunities and Threats
 - D. Options and Threats
 - E. None of the above
7. Which of the following statements related to SMART actions is not correct?
- A. SMART actions are measurable
 - B. SMART actions are small
 - C. SMART actions are realistic
 - D. SMART actions are timely
8. Which of the following statements related to the mission of a school is not correct?
- A. it communicates the direction of the school;
 - B. it helps to make day-to-day operating decisions;
 - C. it keeps the school focused;
 - D. it motivates school staff, students and other stakeholders.
 - E. it should be well known by all stakeholders

- F. it describes in detail the priorities of the school
9. Which of the following questions is an example of double loop learning?
- A. What is the correct procedure to develop the school's budget?
 - B. Do the teachers in the school implement the CBC correctly?
 - C. How can we support new teachers in a better way?
 - D. Do we collect evidence about absenteeism and dropouts?
10. Absenteeism and dropouts among learners are a barrier to inclusive education. Which of the following actions is not a good action to achieve a more inclusive school?
- A. Monitor attendance rates.
 - B. Punish children who fail to attend school regularly
 - C. Organize community meeting to raise awareness.
 - D. Home visits to find out why children are not at school.
 - E. Make a support plan to get children into school
 - F. None of the above
11. Attitudes of some parents and community members are a barrier to inclusive education. Which of the following actions is not a good action to achieve a more inclusive school?
- A. Organize a School Open Day
 - B. Organize meetings for whole community

- C. Organize Meetings for parents of children with disabilities
 - D. Refer parents of children with disabilities as much as possible to specialized schools
12. Studies of school cultures of high-performing and adaptive schools often show the same values. Which of the values below is not a characteristic value of highly performing schools?
- A. performance orientation
 - B. mutual trust
 - C. openness
 - D. non-hierarchical culture
 - E. authoritarian culture
13. Which of the following activities is not an example of monitoring?
- A. Checking whether resource allocation is as intended in the SIP;
 - B. Conducting lesson observations in your school;
 - C. Following up on the use of physical resources (computers, books) by teachers and students;
 - D. Checking whether teachers apply student-centred teaching skills;
 - E. Regularly assessing the progress (at intervals of less than six months) made towards achieving the targets identified in the SIP.
 - F. Assessing the achievement of goals at the end of the SIP's lifetime;

14. Which of the following activities is not an example of evaluation?

- A. Organizing a survey with parents on the reasons for school dropouts;
- B. Using evidence (data) to continue, revise or stop an activity;
- C. Assessing why an action was successful or a failure after its completion;
- D. Comparing and discussing dropout rates from this year with those from last year;
- E. Reviewing and discussing teachers' planning;

15. Which of the following activities is not an example of evaluation?

- A. Assessing the achievement of goals at the end of the SIP's lifetime;
- B. Comparing and discussing dropout rates from this year with those from last year;
- C. Analysing student results (end of year exams) and subsequent discussion among teachers and school leadership.
- D. Having regular discussions with learners and members of the local community
- E. Having a performance interview with teachers at the end of the school year

16. Which of the following activities is not an example of monitoring?

- A. Discussions at staff meetings about pupil and class progress.
- B. Conducting regular lesson observations followed by feedback conversations
- C. Having regular discussions with learners and members of the local community
- D. regularly observing parts of Community of Practice sessions

- E. checking at the end of the year whether the objectives of the Annual Plan have been achieved

17. Which of the following statements related to monitoring is not correct?

- A. Monitoring is a daily process
- B. Monitoring focuses more on activities and outputs, whereas evaluation focuses more on outcomes and impact
- C. Monitoring is mainly the role of school leaders
- D. Monitoring should be based on evidence
- E. The main purpose of monitoring is learning

18. Which of the following statements related to evaluation is not correct?

- A. Evaluation is done at certain times, for example once a term
- B. Evaluation should be based on evidence
- C. Evaluation is mainly the role of school leaders
- D. The main purpose of evaluation is learning
- E. Evaluation focuses mainly on the impact of actions

19. Which of the following is not a good example of an outcome of a PLC that focused on gender?

- A. number of meetings organized

- B. improved knowledge to promote gender responsiveness of school
- C. improved skills to make the school more gender responsive
- D. use of manual to promote gender responsiveness
- E. more attention for gender during staff meetings

20. Which of the following is not a good example of an outcome of a PLC that focused on gender?

- A. improved learning outcomes by girls
- B. improved knowledge to promote gender responsiveness of school
- C. improved skills to make the school more gender responsive
- D. use of manual to promote gender responsiveness
- E. more attention for gender during staff meetings

21. Which of the following is not a good example of an output of a PLC that focused on gender?

- A. number of PLC meetings organized
- B. actions points agreed during the sessions
- C. improved skills to make the school more gender responsive
- D. minutes of PLC meetings
- E. manual developed during PLC sessions

22. Which of the following is not a good example of impact of a PLC that focused on gender?

- A. more gender responsive teaching in schools
- B. improved learning outcomes by girls
- C. reduced dropout rates of girls and boys
- D. establishment of a girl's room in the school
- E. none of the above

23. Teachers in a school decide to work together in a CoP to focus on the use of ICT during teaching. The number of times teachers use ICT in a class is an example of:

- A. output
- B. outcome
- C. impact
- D. activity
- E. none of the above

24. Members of a PLC decide to focus on making the school more inclusive. They decide to pair learners who need additional support with other learners who can help them with their learning. After a year, the dropout rates have fallen. This is an example of:

- A. output
- B. outcome

- C. impact
- D. activity
- E. none of the above

25. A school decides to buy textbooks. The number of textbooks bought is an example of:

- A. output
- B. outcome
- C. impact
- D. activity
- E. none of the above

26. Consider the following indicator. The number of senior five students scoring at least 60% in mathematics will be increased from 36% to 75%. Which of the following statements is correct?

- A. The indicator is SMART
- B. The indicator is not SMART because it is not specific
- C. The indicator is not SMART because it is not measurable
- D. The indicator is not SMART because it is not timebound
- E. The indicator is not SMART because there is no baseline value

27. Which of the following is an example of a threat in a SWOT analysis?

- A. The education level of the teachers
- B. Big class sizes
- C. Lack of computers
- D. Lack of interest from parents in the education of their children
- E. All of the above

28. Which of the following is an example of a strength in a SWOT analysis?

- A. Delivery of computers by REB
- B. Strong commitment by teachers
- C. New competence-based curriculum
- D. CPD training programme for STEM teachers offered by an NGO
- E. All of the above



Leaders in
Teaching



Belgium
partner in development



Flanders
State of the Art

