



## School General Assembly Committees: Members' handbook

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## Foreword

I am delighted to present the *School General Assembly Committees (SGACs): Members' handbook*, developed in partnership with the UKAid-funded Building Learning Foundations (BLF) Programme. The purpose of this Handbook is to enable members of the SGACs to be well informed about their effective role in supporting school leadership, overall student performance and learning outcomes. It offers guidance on how SGAC members are expected to provide their contribution through participation in school self-review, school improvement planning and implementation, monitoring the quality of teaching and learning, and engaging parents and local community members to be active in supporting school activities. This handbook also provides guidance and hints into effective ways of communicating with school leaders and other members of School General Assembly.

Lastly, it is my hope that this Handbook will help SGAC members to improve their knowledge and thus increase their level of support to the school leadership and management which ultimately affect the overall school and students' performance. I am therefore calling SGAC members to read it entirely and share the content with parents they represent.



Dr. NDAYAMBAJE Irénée  
Director General.



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## Introduction

The purpose of this Handbook is to support members of the School General Assembly Committee (SGACs) to fulfil their responsibility to ensure the personal and academic development of all the learners in the school and to support all learners from the community to attend school regularly.

It is important that membership of the SGAC is seen by the school leadership as a positive and supportive role, accomplished by the SGAC working alongside the headteacher to ensure that there is a constant focus on learner achievement throughout the school year. The activities carried will have a different focus at different times of the year and the activities of the SGAC members and the discussions in the SGAC meetings will reflect this.

Term(s)	Focus
1	<ul style="list-style-type: none"> <li>evaluating the outcomes and lesson learning to ensure continuing improvement</li> <li>supporting the school self-review</li> <li>ensuring school improvement plans are developed and that they focus on objectives and activities to improve learner achievement</li> </ul>
2 & 3	<ul style="list-style-type: none"> <li>ensuring activities take place that focus on improving learner achievement, e.g.                             <ul style="list-style-type: none"> <li>quality of teaching and learning in the classroom</li> <li>participation of parents in supporting their children's learning and attendance</li> <li>availability of educational resources to support teaching and learning</li> </ul> </li> </ul>
2 & 3	<ul style="list-style-type: none"> <li>monitoring throughout the year to make sure that all activities to improve learner achievement are taking place as effectively as planned</li> </ul>

A key role of the SGAC is to hold the headteacher to account for the performance of the school. The SGAC is in turn accountable to the entire school community, represented by the School General Assembly (SGA), for the improved learning outcomes of all learners in the school. Thus, both the headteacher and the SGAC are seen as active participants in school improvement accountable to the local community. If the headteacher fails in his or her responsibilities, so does the SGAC.

It is the responsibility of the Chairperson of the SGAC to ensure that all members of the SGAC:

- are nominated and elected according to the guidelines
- have a good understanding of their role as described in this Handbook
- carry out their duties

The Handbook will be passed on to each new Chairperson at the time of their election.

## 1. Purpose of this handbook for School General Assembly Committee members

This handbook will support members of the School General Assembly Committee (SGAC) to carry out their role in the school. It provides guidance on how the SGAC members can support their school to provide the best possible education for all learners through participation in school improvement planning, monitoring the quality of teaching and learning, and engaging parents and local community members to be active in supporting school activities.

One of the main responsibilities of the SGAC is to hold the headteacher 'accountable' for the performance of the school. This means asking the headteacher to explain and provide evidence about what they are doing to improve the quality of teaching and learning in the school. This handbook will help the SGAC members understand their role in making sure their school is focussed on providing the best possible education for all children in their community.

## 2. The School General Assembly (SGA) and the School General Assembly Committee (SGAC)

### 2.1 Members of the SGA and SGAC

The members of SGA and SGACs are as follows:

<p><b>Members of the SGA</b></p> <ul style="list-style-type: none"> <li>All parents whose children attend the school</li> <li>All teachers of the school</li> <li>Learner representatives who are nominated by the learners in the school</li> <li>The Headteacher (who is the secretary of the SGA)</li> <li>The owner of the school and his/her assistants (no more than 3 people in public and government aided schools)</li> <li>Other people can be invited to attend the SGA to give information or advice related to a matter on the agenda but they are not allowed to vote.</li> </ul>	<p><b>Members of the SGAC</b></p> <p>Elected members:</p> <ul style="list-style-type: none"> <li>The Chairperson and Vice Chairperson of the SGA.</li> <li>Two parents (one man and one woman) who represent all the parents of the learners</li> <li>Two teachers (one man and one woman) who represent all the teachers in the school.</li> <li>Two learners (one girl and one boy) who represent all the learners in the school</li> </ul> <p>Non-elected members:</p> <ul style="list-style-type: none"> <li>The school Headteacher (who is the Secretary of the SGAC)</li> <li>The owner of the school or a person representing her/him (where relevant)</li> </ul> <p>At least 30% of the SGAC should be female</p>
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## 2.2 How members of the SGAC are elected

The **Headteacher** and the **owner** of the school are automatically members of the SGAC. Other members of the SGAC are elected for a period of no more than two years. All members, apart from learners, can stand for re-election. Learners cannot serve for more than two years.

**SGA Chairperson and Vice Chairperson:** The SGA nominates parents to stand for the position of SGA Chairperson and Vice Chairperson. The SGA hold a secret vote to nominate the person they want to represent them.

**Parent representatives:** The SGA elects one male and one female parent to represent them on the SGAC. *These parents should have children in the school and should not be teachers or work at the school.*

**Teacher representatives:** The whole group of teachers in the school elect one male and one female teacher to represent them on the SGAC.

**Learner representatives:** The whole group of learners in the school elect one male and one female learner to represent them on the SGAC.

If a member of the SGAC resigns, dies or is asked to leave, another person can be elected to replace them for the remaining period of the SGAC; not for the full two years.

While not a government directive, it is good practice to encourage parents with disabilities or parents of children with disabilities to stand for election. This would bring a different perspective to the discussions within the SGAC related to the needs of children with disabilities.

## 2.3 Responsibilities of the SGA and SGAC

Responsibilities of the SGA	Responsibilities of the SGAC
<ul style="list-style-type: none"> <li>• Give opinions and suggestions in relation to the overall development of the school and solutions to major problems of the school</li> <li>• Establish the priorities of the school in accordance with its vision</li> <li>• Examine and approve activity programs of the school and determine their priorities</li> <li>• Examine and approve internal rules and regulations of the school and other directives related to matters regarding education and management</li> <li>• Examine and approve budget estimates of the school and determine the contribution of parents when needed</li> <li>• Ensure the follow up of financial management of the school</li> <li>• Elect and dismiss members of the School General Assembly Committee of the school</li> </ul> <p>Note: The activities of the SGA are not funded by the school.</p>	<ul style="list-style-type: none"> <li>• Prepare for the SGA meetings</li> <li>• All members participate in the SIP process; one member is a member of the School Improvement Planning (SIP) Team;</li> <li>• Analyse the main problems of the school and suggest solutions</li> <li>• Give suggestions to the SGA with the aim of improving the quality and/or the performance of the school</li> <li>• Follow up the capacity development and monitoring of teachers to ensure they can improve the learners' performance</li> <li>• Follow up the management of the budget and property of the school</li> <li>• Follow up the discipline of teachers and learners</li> <li>• Follow up the implementation of the decisions taken by the SGA</li> <li>• Mobilise parents and the wider community to support school enrolment and attendance</li> <li>• Mobilise parents and the wider community to participate actively in children's education</li> <li>• Ensure the application of the laws, the regulations and directives of the school</li> <li>• Carry out any task assigned to it by the SGA</li> <li>• Hold the headteacher accountable for the performance of the school by carrying out all their responsibilities</li> </ul>

Members of the SGAC will often be given verbal and written information that is personal and confidential. It is vitally important that all members of the SGAC understand that while issues can be discussed among members of the SGAC during meetings, such information cannot be discussed with parents, teachers, learners or members of the community. Exceptions are when (a) it has been agreed that the person discussed in the meeting must be spoken to regarding the problem identified; and (b) the police or other authority must be notified of an illegal activity that has been identified and action needs to be taken to safeguard a child or adult or report a crime.

All documentation related to SGAC and SGA meetings and other activities should be securely stored in a locked cupboard on school premises. These documents may contain confidential information related to discussions.

## 2.4 Responsibilities of the Chairperson

The Chairperson is responsible for:

- planning the date, agenda and letter of invitation for the SGA and SGAC meetings in consultation with the SGAC Secretary (Headteacher)

- ensuring that all SGAC members know their roles and responsibilities
- ensuring that all SGAC members attend the meetings
- leading the SGAC and SGA meetings
- supporting SGAC and SGA members to lead and participate in activities to improve the performance of the school
- reporting on progress to the Sector Education Officer.

## 2.5 Responsibilities of the Secretary

The Headteacher is the Secretary of the SGAC and is responsible for:

- organizing the venue for the SGAC and SGA meetings
- planning the date, agenda and letter of invitation with the Chair
- circulating the agenda and letters of invitation to SGA and SGAC members
- keeping a record of people who attended the meetings
- keeping the minutes of the meeting
- keeping a record of the action points and responsibility for implementation.

## 2.6 Responsibilities of the Owner

The owner of the school may be a representative of the Church in faith schools or may be a 'traditional' owner in a 'for profit' school. The owner is responsible for:

- ensuring a fair process of nomination and election to ensure SGAC members will take their responsibilities seriously
- ensuring that all SGAC members know their roles and responsibilities
- encouraging all SGAC members attend the meetings
- encouraging and supporting SGAC and SGA members to lead and participate in activities to improve the performance of the school
- ensuring that the school provides a safe and secure environment for learners.

## 3. SGAC meetings

The SGAC meets three times a year, once per term. Extraordinary meetings can be held whenever necessary; these meetings can be called by the Chairperson or Vice Chairperson if the Chairperson is absent. An extraordinary meeting can also be called if it is requested by one third (1/3) of the SGAC members.

The SGAC Secretary (Headteacher) should send written invitations 14 days before the meeting. Invitations to an extraordinary meeting should be sent 5 days before a meeting. The agenda for the meetings must be sent with the invitation.

### 3.1 SGAC meeting at the start of Term 1

Before this meeting the members of the SGAC will carry out activities to support the development of the annual School Improvement Plan (SIP). **(See Section 6.)**

The purpose of the meeting is to:

- discuss what evaluation activities found
- agree the findings of the school self-review
- agree the objectives, targets and activities of the annual school improvement plan
- agree ways to support the implementation of the school improvement plan
- plan for the meeting with the SGA.

### 3.2 SGAC meetings at the start of Terms 2 and 3

Before each of these meetings the SGAC members will gather information so that they can give feedback on school performance in the meetings. **(See Sections 7 and 8.)**

The purpose of these meetings is to:

- discuss how well the school is improving the quality of teaching and learning
- discuss how well the school is implementing the SIP
- discuss the level of improvement in the performance of learners
- give feedback on improvements to be made
- plan the 2<sup>nd</sup> meeting with the SGA.

**Annex 1: Guide to planning and holding SGAC and SGA meetings**

**Annex 2: Example of the invitation letter and agenda for the 1st SGAC meeting**

**Annex 3: Example of the invitation letter and agenda for the 2<sup>nd</sup> and 3<sup>rd</sup> SGAC meetings**

**Annex 4: Template for recording key action points from a SGAC and SGA meeting**

## 4. Preparing for the SGA meetings

The SGA meets two times a year, the first meeting takes place in the first term after the development of the SIP. The second meeting is held in Term 2 or 3 to discuss how well the school is meeting its targets and gather support for school improvement activities from the members. Extraordinary meetings can be held whenever necessary; these meetings can be called by the Chairperson or Vice Chairperson if the Chairperson is absent. An extraordinary meeting can also be called if it is requested by one third (1/3) of the SGA members.

The SGAC Chairperson or Vice Chairperson meets with the SGAC Secretary (Headteacher) to agree the agenda and invitation letter for the meeting. The Headteacher should send written invitations 14 days before the meeting. Invitations to an extraordinary meeting should be sent 5 days before a meeting. The agenda for the meetings must be sent with the invitation.

### 4.1 SGA meeting in Term 1

The first SGA meeting takes place after the first SGAC meeting. This meeting focuses on agreeing the targets and activities of the school improvement plan for the year. It also focuses on what the evaluation activities found.

The SGAC members:

- share information on school performance related to (e.g.):
  - Level of performance of learners in English and Maths in Years 1 - 3
  - Level of attendance
  - Level of dropout
- agree targets for improvement
- agree school led activities that will improve learner achievement
- agree activities that parents can lead or support to improve learner achievement.

### 4.2 SGA meeting in Term 2 or 3

The second meeting should focus on sharing:

- what the school has done to improve learners' achievement
- what improvement has taken place
- what still needs to improve.

**Annex 5: Example of the invitation letter and agenda for the 1<sup>st</sup> SGA meeting**

**Annex 6: Example of the invitation letter and agenda for the 2<sup>nd</sup> SGA meeting**

## 5. Standards, roles and responsibilities of the Headteacher

Everything a headteacher does should be for the purpose of improving the performance of learners. The Ministry of Education (MINEDUC), through the Rwanda Board of Education (REB) has developed a set of standards for headteachers. These standards describe the level of performance of headteachers in 5 areas in order to improve learner performance:

1. Creating Strategic Direction for the school: *developing the long term and annual plans that guide what the school will do to ensure that all learners have the opportunity to learn*
2. Leading Learning: *making sure that all learners are helped to improve their level of achievement*
3. Leading Teaching: *making sure that all teachers do their best to improve the learning of learners*
4. Managing the school as an organisation: *making sure that the school is well managed and supports learners and teachers to do their best*
5. Working with Parents and the Local Community: *making sure that all parents know how their child and the school is performing and getting their support for school activities*

**Annex 7: Professional standards for effective school leadership in Rwanda: a summary**

## 6. School improvement planning (SIP)

### 6.1 Introduction to SIP

School improvement planning is about making sure that the school does things that help all learners improve their performance.

Every year the Headteacher will lead a school self-review which will identify how well the school is doing and what it needs to improve. This helps the headteacher to develop the plans which guide school improvement:

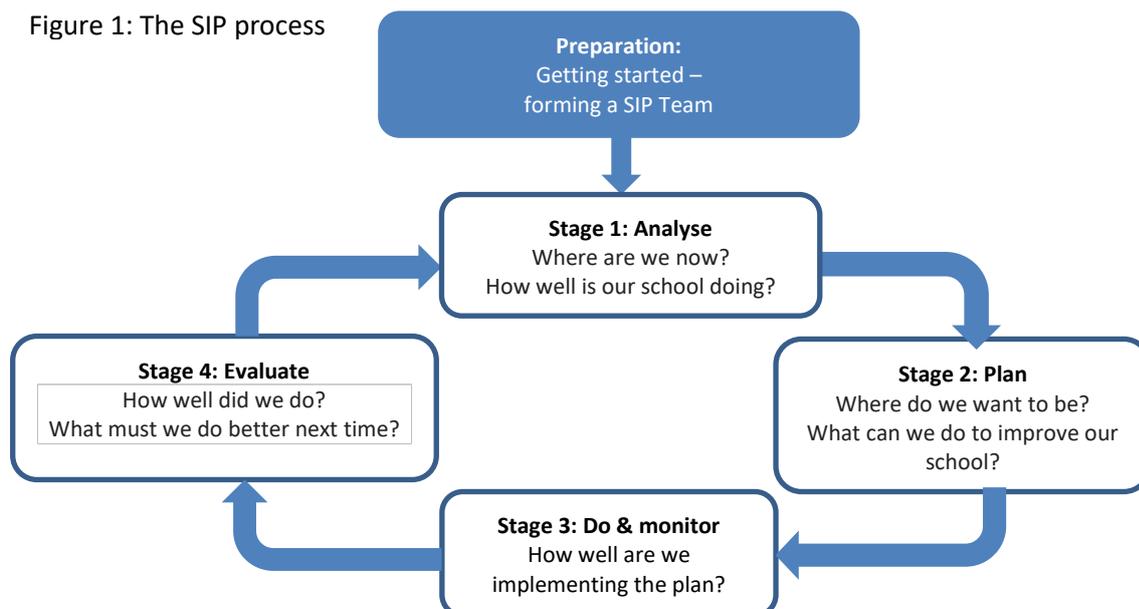
- a Strategic Plan which shows what the school aims to achieve over a period of 3 or 4 years
- an annual School Improvement Plan (SIP) which is written at the start of every school year and describes what the school will achieve that year and what it will do to achieve it.

### 6.2 School improvement planning process

School improvement planning has 4 stages: Analyse, Plan, Do and Evaluate. These are illustrated in the diagram below

(Figure 1) and are explained in Section 7.

Figure 1: The SIP process



### 6.3 SGAC support for school improvement planning

Each school should have a SIP team that is led by the Headteacher and is responsible for developing the school plans. The SGAC are members of the SIP team and the following are examples of the kind of support they can provide:

- collect relevant data from the local community
- analyse and interpret school data to identify how well the school is performing
- identify challenges and priority areas
- help to set targets for improvement
- identify activities that can help to improve performance
- explain the information in the SIP to parents.

This ensures that the SIP team has members from the school and the local community. The headteacher can also identify other people who have the skills and knowledge to support school improvement planning.

**Annex 8: Roles of SGAC parent representatives, the SGAC and school leaders in increasing participation** (Adapted from Parent-School Partnership for Education Toolkit [REB, USAID, Save the Children 2018])

**Annex 9: Roles of members of the SIP team (Draft School Improvement Planning [REB 2018] (based on law n° 23/2012 of 15/06/2012 governing the organization and functioning of nursery, primary and secondary education and describes the role of members of the SGAC in SIP).**

## 7. Stage 1 of school improvement planning: Analyse

### 7.1 Collect and record relevant data

The headteacher is responsible for making sure that all the information needed to help make decisions about how to improve learner performance is collected, recorded, analysed and interpreted.

Data collection and recording begins at the start of the school year and continues throughout the year.

The data is collected and recorded by different staff members. The Headteacher is responsible for compiling the data and ensuring it is analysed.

The template in Annex 9 will help you identify whether the school is recording all the data needed for school improvement planning and whether it is discussed as part of the data analysis process. The templates in Annexes 10- 12 are examples you can use to help with the data collection from learners and parents. Use the checklist in Annex 10 to find out if the data is available in your school. If the data is not available, ask the headteacher to start collecting it during this school year.

**Annex 10: Checklist of the data that a school should collect and record**

**Annex 11: Example of how data from interviews and surveys can be recorded**

**Annex 12: Template for deciding which types of data to collect**

**Annex 13: Template for collecting parents' views about the school.**

## 7.2 Understand the data

The most important data we have to analyse is the learners' test results. This will tell us how well each child is learning and will help us find out which learners need most help.

If the headteacher tells you that the average score for Maths in Grade 2 this year was 22 out of 40 or 55%, you might think that was good, but we need more information to get a complete picture.

- What was the average score last year?
- What is the average score in other schools?
- How many learners failed?
- How many girls failed? How many boys?

Once we know which learners are not doing well, we need to find out why those learners are not doing well. We need to ask more questions: e.g.

- What is the attendance rate of the learners who are scoring less than 50%?  
*(Do they have low scores because they are often off school? – if so, why are they off school and what can the school/SGAC do?)*
- Do the learners with low scores have any hearing or sight problems?  
*(Was information collected from the parents of the children at enrolment in P1 about any disabilities or difficulties of the children? Has the teacher checked the hearing and sight of the learners? Has the local clinic been asked to carry out eyesight and hearing tests of all children? If a learner has a problem what guidance or help can be given to the parents? What can the teacher do to support the learner?)*
- What other reasons have teachers identified for learners' having low scores?  
*(Have the teachers identified the learning difficulties of children in that class and taken steps to better support their learning? Do learners have a problem writing? Do they find it difficult to pay attention? Do they understand the teacher's instructions?)*
- Does the teacher have practical Maths resources the learners can use?  
*(How much practical work do the learners get to do?)*
- Do the children have enough opportunities to practice the Maths? *(How much work have these learners done in their exercise books?)*
- How do the Maths scores of learners with less than 50% compare to their scores in other subjects?  
*(Is it just Maths they find difficult or do they have low scores in other subjects? What do they do well? How can we use what they do well to help them learn Maths?)*

Asking these questions helps to identify the different kinds of support learners and teachers need. It also helps to identify activities for the SIP.

## 8. Stage 2 of school improvement planning: Plan

### 8.1 The school improvement plan

The school improvement plan is developed after the school self-review. Now we know what our school is doing well and what we have to improve. Some activities need to take place every year to make sure the learners continue to improve.

Look at the example of one page of a school improvement plan in Annex 14: An example of one page of a School Improvement Plan (Adapted from REB 2018). By the end of 2020, every school in Rwanda will be required to include targets and activities for Inclusive Education in their annual SIP and Performance Contract.

Below is a description of the different parts of the SIP:

- Goal:** *What we want the learners to achieve (improved continuous assessment and test results, improved attendance and reduced dropout)*
- Objectives:** *What we will do to help the learners achieve that goal (there can be more than one Objective for each goal)*
- Indicator:** *How we will know we've achieved the objective*
- Baseline:** *The situation at the beginning*
- Target:** *What we want at the end*
- Activities:** *What we will do to achieve the objective.*
- Timeline:** *When the activity will take place*
- Budget:** *What funds or resources are needed*
- Means of verification:** *The evidence we will use to show we have achieved the target or carried out the activities successfully*
- Responsible person:** *The person who has to make sure the activity takes place (either by doing it themselves or making sure others do it).*

## 8.2 Setting goals, objectives and activities

**Goals:** The school goals are written in the 3- to 5-year Strategic Plan.

Example of goals for P1-3 learners:

By the end of the 2019 school year 75% of both females and males in P1-3 achieve over 60% in Maths and English end of term tests and no learners achieve less than 35%.

By the end of the 2019 school year the average attendance has increased: Females from 80% to 95%; Males from 82% to 95%.

By the end of the 2019 school year 70% of female and male students pass the school leaving exam.

**Objectives and activities:** Once we know what our goals are we need to identify our objectives. These tell us what we will put in place to help us achieve our goals. The objectives are written in the strategic plan and are also written in the school improvement plan. In the SIP we also identify all the activities that will be carried out to help us achieve each objective.

It is the responsibility of the SIP team (including SGAC members) to identify the annual objectives and activities for English, Maths and other key subjects. Below are some examples of objectives and activities for the SIP:

### Example 1:

**Objective:** All English teachers in P1-P3 can use a competence-based approach to teach English by the end of the 2019 school year.

**Activities:**

- All teachers of English hold a Community of Practice (CoP) meeting every month with the support of the School Based Mentor (SBM) where one is present
- Teachers, with support of a teacher competent in inclusive education or SBM, identify the learning difficulties of children which may affect their learning of English and take steps to better support their learning
- Teachers carry out peer observation of each other's English lessons once every two weeks
- The headteacher monitors and gives feedback on the quality of teachers' schemes of work and lesson plans
- The headteacher or Director of Studies observes every P1-3 English teacher once a month (with the SBM)
- The headteacher or Director of Studies checks and gives feedback on the quantity and quality of the work in learners' exercise books every month
- The learners' ideas about what they like and don't like about learning English is analysed by teachers and used to improve their lesson plans
- All teachers develop reading texts, stories, wall charts and other materials to support listening, speaking, reading and writing in English for P1-3 learners
- Teachers set up paired-reading activities where learners from Years 4-6 write stories for learners in P1-3; read their stories to the learners and listen to learners in P1-3 read to them
- Teachers provide guidance for parents to set aside 'shared learning time' in their homes
- The headteacher carries out a 'Management Walk' twice a day at different times to ensure that all teachers are working in their classrooms.

### Example 2:

**Objective:** All learners have a range of practical hands-on Maths materials they use in class by the end of the 2018-2019 school year.

**Activities:**

- All teachers of Mathematics, with the support of the SBM where present, meet to share ideas on the range of practical Maths resources that can be made and used by learners in the classroom
- The teacher trained on inclusive education, or the SBM, guides teachers on enabling children with learning difficulties to use hands-on Maths materials more frequently than other children to support their learning
- Teachers meet once a month to share ideas and make Maths resources
- The parent members of the SGAC organize the collection of local materials from the community to support making Maths resources
- Teachers carry out peer observation of each other's Maths lessons once a month to share ideas on how to use the Maths resources
- The SBM records the range of Maths materials that have been developed and how they are used

## 8.3 Allocate budget to SIP activities

The school receives a budget every year and it is important that some of this budget is allocated to activities which improve

the quality of learning for learners.

Once the SIP has been developed, the school treasurer should explain to the SGAC how the school budget will be spent. The SGAC members need to make sure that the budget is used to help the school achieve its goals. The school treasurer should make the accounts open to the members of the SGAC.

## 9. Report to the SGA for approval of the annual SIP

Once the SIP has been developed it needs to be reviewed to ensure that it contains all the necessary information. The questions in Annex 15 which guide an analysis of the SIP will support this process. They can be used both before and during the SGAC meeting.

Once the SIP has been reviewed and agreed by the SGAC (see Section 3.1) it should be presented to the SGA for discussion and approval (see Section 4.1).

The purpose of the SGA meeting is:

- The SGAC members share information from the self-review on school performance, e.g.:
  - \*Level of performance of learners in English and Maths in Years 1 - 3
  - \*Level of attendance
  - \*Level of dropout*(\*with all data disaggregated by gender, disability and those identified with learning difficulties)*
- Agree the targets for improvement
- Agree the objectives
- Agree the school led activities that will improve learner achievement
- Gain commitment from parents to lead or support activities to improve learner achievement.

The members of the SGAC will explain to the SGA that they have held meetings with staff, learners and parents to get their views; analysed the school records on exam results, attendance, dropout etc. and have identified their objectives for the year and the activities the school will carry out in order to achieve those objectives.

### HB 3.1 SGAC meeting at start of Term 1

### HB 4.1 SGA meeting at start of Term 1

### Annex 1: Guide to planning and holding SGAC and SGA meetings

### Annex 2: Example of the invitation letter and agenda for the 1st SGAC meeting

### Annex 4: Template for recording key action points from a SGAC and SGA meeting

### Annex 15: Questions to guide an analysis of the SIP

## 10. Stages 3 & 4 of school improvement planning: Monitor, evaluate and report on the quality of teaching and learning

### 10.1 Monitoring and Evaluation

Monitoring takes place during terms 1, 2 and 3 of the school year. Monitoring means that we check that all the activities are being carried out:

- with all the right people
- at the right time
- at the right quality
- and are helping us achieve our objective.

Evaluation takes place in term three of the school year. Evaluation means that we check that all the activities that have been carried out have helped us to achieve our objective, and that we have achieved our goals i.e. that we have improved the results of our learners.

**If we have not improved the results of our learners we have failed.**

### 10.2 The new curriculum and how learners learn

Once the school improvement plan is developed it is the responsibility of the SGAC to ensure that all the planned activities are taking place to improve the quality of teaching and learning in the school. The new competency-based curriculum has introduced a new way of teaching and learning in Rwandan schools. In the past the main focus was on learners gaining knowledge, now the focus is on knowledge, skills and attitudes. Learners are helped to acquire a range of different skills:

- critical thinking and problem-solving skills - *so that they can find solutions to problems*
- creativity and innovation – *so that they can generate new ideas*
- research – *so that they can find answers to questions*
- communication – *so that they can communicate their ideas*
- interpersonal skills and life skills – *so that they can cooperate with others in a team and respect the rights, feelings and views of others*

This means that teachers have to teach in a new way, the teacher will give learners tasks that they complete in groups or

pairs as well as on their own. Classrooms will be a little noisier as learners often need to talk to one another to complete their tasks.

Members of the SGAC need to be able to explain to parents that there is a new way of teaching and learning so that parents understand why learners are frequently working together in pairs and groups to complete tasks, playing games and doing lots of different activities to help them learn. They can get further advice on this from the teacher representatives on the SGAC as well as the Headteacher and the SBM.

### 10.3 What is the role of school staff in improving the quality of teaching and learning?

The headteacher, subject leaders and school-based mentor are responsible for improving teachers' skills. All teachers should participate in activities to improve their teaching for 2 hours each week.

#### The teachers are responsible for:

- writing schemes of work and lesson plans that clearly show how all learners, especially those with learning difficulties will be supported to learn
- identify the learning difficulties of learners and classroom strategies to support their learning
- using teaching approaches that help all learners to learn
- making and using a range of practical 'hands-on' resources to support learning
- monitoring and recording learners' progress
- ensuring a safe and secure learning environment
- participating in CPD activities to improve their teaching
- helping parents understand how they can support learners at home
- supporting and working with parents and community members to organize after school activities that support learners.

#### The School Based Mentor (SBM) is responsible for:

- helping teachers to improve their English language skills
- organising meetings to help P1 – 3 teachers improve their teaching of English and Mathematics
- observing lessons and giving teachers feedback to help them improve
- keeping records of the meetings and observations that are carried out.

#### The Subject Leader is responsible for:

- organising meetings to help teachers improve their teaching of a specific subject
- observing teaching and give teachers feedback to help them improve
- keeping records of the meetings and observations that are carried out.

#### The Headteacher is responsible for:

- monitoring that the SBMs and SLs hold regular meetings and observations to help teachers improve the teaching of their subjects
- monitoring the quality of the schemes of work and lesson plans for each class
- observing lessons and giving teachers feedback to help them improve
- ensuring that records are kept of all CPD activities
- ensuring that all teachers attend their classes on time and taking action when they are often late
- monitoring and keeping records of the attendance of teachers and taking action when they are often absent
- ensuring that all activities identified in the SIP are taking place
- ensuring that all teachers participate in CPD activities for at least 2 hours per week.

### 10.4 How can the SGAC monitor and evaluate the quality of teaching and learning?

The Headteacher, School Based Mentor, Subject Leader and Teachers are all required to keep a record of the activities that take place to improve learner performance. During terms 1 and 2 the role of the SGAC is to monitor that all the activities listed in the SIP are taking place and that records of the activities are being kept. Each representative has their own role in this as follows:

- The **SGAC Chairperson** and **Vice Chairperson** can check the records to see if the activities are taking place.

#### **Annex 10: Checklist of data used for planning, monitoring and evaluation - Sections 2, 3 & 4.**

- The **SGAC teacher representatives** can ask teachers about:
  - the quality and frequency of the support they are given to improve their teaching
  - the challenges they have.

#### **Annex 16: Teachers' views about the activities to improve learner achievement**

- The **SGAC learner representatives** can use an activity to find out what learners like and don't like about their school, and what would make their school better:

### **Annex 17: What do learners think about their school?**

- The **SGAC parent representatives** can talk to parents to find out what they think about the school; explain to parents the importance of learners attending on time and every day; encourage parents to support their learners at home by setting homework and reading time; motivating parents to support after school clubs to improve their children's performance.

### **Annex 13: Template for collecting parent's views about the school**

During Term 1 the SGAC will evaluate whether the activities in the SIP have led to better results for learners in a previous school year. If the plan has been well developed based on a good analysis of what learners need to help them improve, and all the activities have been carried out effectively - then the test results of all learners should have improved. The SGAC can use the following questions to support their evaluation:

- Has the average test score increased? of girls? of boys? of learners with disabilities? of learners with learning difficulties? in all classes P1-P6?
- Has the number of learners who have failed reduced? of girls? of boys? of learners with disabilities? of learners with learning difficulties? in all classes P1-P6?
- Has the attendance of all learners increased? of girls? of boys? of learners with disabilities? of learners with learning difficulties? in all classes P1-P6?
- Has the dropout decreased? of girls? of boys? of learners with disabilities? of learners with learning difficulties? in all classes P1-P6?

## **11. SGAC and SGA meetings to discuss progress on the quality of teaching and learning and the implementation of the SIP**

### **11.1 Managing conflict**

If SGAC members are going to monitor how well the activities are being carried out they are likely to encounter conflict. This can be from the Headteacher who may not feel they should have to explain or justify things to SGAC members, or it may be a member of the SGAC who is not happy about the way things are going. The SGAC members will need to be aware of the possibility of conflict and how they can deal with it.

Look at some of the suggestions in **Annex 18: Managing conflict in meetings**

### **11.2 SGAC and SGA meetings to discuss progress**

The 2<sup>nd</sup> and 3<sup>rd</sup> meetings of the SGAC take place in Terms 2 and 3. The meeting in Term 2 and 3 will focus on what the monitoring activities found.

At these meetings the SGAC members use the evidence from the monitoring and evaluation activities to:

- discuss how well the school is improving the quality of teaching and learning
- discuss how well the school is implementing the SIP
- discuss the level of improvement in the performance of all learners
- discuss the level of improvement in the attendance and dropout
- give feedback on improvements to be made
- plan the meeting with the SGA.

The SGAC Chairperson will lead a discussion on the extent the school management has made sure that the activities to improve the performance of the learners have taken place.

The SGAC Chairperson will also make sure that every member of SGAC makes a contribution to the discussion.

A summary of the progress on the SIP and improvements to quality of teaching and learning will be made and used for the discussions at the SGA.

### **HB 3.2 SGAC meeting in Terms 2 and 3**

### **HB 4.2 SGA meeting in Term 2 or 3**

#### **Annex 1: Guide to planning and holding SGAC and SGA meetings**

#### **Annex 3: Example of the invitation letter and agenda for the 2<sup>nd</sup> and 3<sup>rd</sup> SGAC meetings.**

#### **Annex 4: Template for recording key action points from a SGAC and SGA meeting.**

#### **Annex 6: Example of the invitation letter and agenda for the 2<sup>nd</sup> SGA meeting.**

#### **Annex 19: Summary of information for presentation to the SGA (template for completion)**

## Annex 1: Guide to planning and holding SGAC and SGA meetings

There are different ways to plan and hold a meeting depending on the objective of the meeting. Below are some areas that can be taken into consideration:

- Identify the purpose of the meeting in advance
- Think about who should attend the meeting and prepare invitations. Use different ways of communicating to make sure the message gets to everyone, including parents with high potential of exclusion from the activity.
- Send invitations on time (15 days before normal meetings, and 5 days before urgent meetings)
- Prepare the venue for the meeting and make sure there is enough seating for everyone, with consideration given to access for people with disability
- Make a plan of how the meeting will be conducted to make sure that parents and teachers participate actively, taking into account the illiteracy of some parents, people with disabilities and the potential reluctance of some people to speak openly in front of those seen as possessing authority or power.

### PARTS OF THE MEETING

#### 1. Open the meeting

- The SGA Chairperson welcomes people to the meeting
- SGA Chairperson introduces members of the SGAC, the person taking the minutes and any visitors
- Ask everyone to fill in the attendance sheet that is passed around, with support given to those who would need help to complete the sheet
- Explain the objective of the meeting
- Read the agenda of meeting and check if there is any additional points to be added
- Set ground rules, such as respecting ideas of others, staying on topic, avoid receiving phone calls, not interrupting others, etc.

#### 2. Read the minutes of the previous meeting

- Read the summary of the previous meeting
- Check if the decisions taken at the previous meeting were carried out
- Discuss challenges or future action points
- Approve the minutes.

#### 3. During the meeting

- Address each agenda item in turn
- The person writing the minutes records a summary of the main ideas discussed
- For each item on the agenda decide: Action Points, person responsible for carrying out the action and time frames for action (see Annex 5).

#### 4. Close the meeting

- Share a summary of decisions and action points with the group
- Identify date of next meeting
- Thank the participants
- Remind the participants to sign the attendance list.

#### 5. Things to be considered while chairing a meeting

- Manage the time of meeting well
- Ensure the discussions are productive while ensuring that the voices of those who have negative experiences are heard as well as those who have positive experiences
- Encourage active participation of all participants, including men and women, community members and teachers, people with disability, and other parents representing families at high risk of exclusion from school or school activities
- Ensure that it is not always the same people that are giving their ideas or points of view
- Discourage participants from having discussions in side groups
- Reach consensus after having discussed an issue
- Support attendees who have difficulty in expressing themselves orally so they can also be heard
- Be prepared to manage the different behaviours of participants in the meeting.

This is adapted from *Parent-School Partnerships for Education Toolkit* (REB, Save the Children, USAID, 2018)

## Annex 2: Invitation letter and agenda for the first SGAC members meeting

Date:  
Name of School:  
Address:

### Invitation to a meeting of the School General Assembly Committee

Dear members of the School General Assembly Committee,  
You are invited to attend the first meeting of the School General Assembly Committee (SGAC) for the school year 20xx.

The SGAC meeting will be held on (*day, date/month/year at time*). The meeting will be held in (*room where the meeting will be held*). The meeting will last for no more than 75 minutes.

The purpose of this meeting is to discuss the annual School Improvement Plan, to discuss the evaluation of SIP of previous year and to plan for our first SGA meeting of the year.

It is very important that you attend this meeting. Please see the agenda for the meeting at the end of this letter.

*Signature*

Chairperson of the General Assembly of .... *name of school* ...  
*Name of Chairperson*

### Agenda of the first SGAC meeting for the school year 20xx

1. Opening formalities
2. Reading and agreement of the minutes of the previous meeting.
3. Annual School Improvement Plan
  - a. Discuss what evaluation activities found
  - b. Review of the process and SGAC participation
  - c. Discussion of the objectives and activities of the finalised annual plan
  - d. Agreement of the plan to be presented to the SGA
4. Discussion
  - a. Questions and answers
  - b. Challenges
5. Agree on the agenda of the SGA meeting
6. Setting the time, date and place of the next SGAC meeting
7. Closing formalities, during which people are thanked.

## Annex 3: Invitation letter and agenda for the 2<sup>nd</sup> and 3<sup>rd</sup> SGAC members meeting

Date:  
Name of School:  
Address:

### Invitation to the 2<sup>nd</sup> / 3<sup>rd</sup> meeting of the School General Assembly Committee

Dear members of the School General Assembly Committee,  
You are invited to attend the *second / third* meeting of the School General Assembly Committee (SGAC) for the school year 20xx.

The SGAC meeting will be held on (*day, date/month/year at time*). The meeting will be held in (*room where the meeting will be held*). The meeting will last for no more than 75 minutes.

The purpose of this meeting is to discuss the implementation and monitoring of the SIP. We will discuss:

- (a) to what extent the school has carried out all the activities in the SIP, and
- (b) to what extent the school is being successful in improving the level of achievement of the learners.

We will also plan for the next SGA meeting.

It is very important that you attend this meeting. Please see the agenda for the meeting at the end of this letter.

*Signature*

Chairperson of the General Assembly of .... *name of school* ...  
*Name of Chairperson*

### Agenda of the 2<sup>nd</sup> / 3<sup>rd</sup> SGAC meeting for the school year 20xx

1. Opening formalities
2. Reading and agreement of the minutes of the previous meeting.
3. Progress on implementation of the School Improvement Plan
  - a. Review of the activities that are taking place to improve learners' performance
  - b. Identification of what has been successful
  - c. Identification of what needs to improve
  - d. Next steps and commitment
4. Discussion
  - a. Questions and answers
5. Agree the agenda of the SGA meeting
6. Set the time, date and place of the next SGAC meeting
7. Closing formalities, during which people are thanked.

**Annex 4: Template for recording key points from a SGA or SGAC meeting**

Name of meeting: ..... Date: .....

*(Remember to attach the attendance list.)*

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

Key point raised	Agreed action	Who is responsible?	By when?

SGAC Chairperson names and signature

SGAC Secretary names and signature

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## Annex 5: Invitation letter and agenda for the first SGA meeting

Date:  
Name of School:  
Address:

### Invitation to a meeting of the School General Assembly

Dear *Parents and Teachers*,

You are invited to attend the first meeting of the School General Assembly (SGA) for the school year 20xx.

The SGA meeting will be held on (*day, date/month/year at time*). The meeting will be held in (*room where the meeting will be held*). The meeting will last for no more than 75 minutes.

We are having this meeting to talk about the plan the school has made to help improve the school's test and evaluation results and provide support for all learners.

It is very important that you attend this meeting. Please see the agenda for the meeting at the end of this letter.

*Signature*

Chairperson of the General Assembly of .... *name of school* ...  
*Name of Chairperson*

### Agenda of the first SGA meeting for the school year 20xx

1. Opening formalities
2. Reading and agreement of the minutes of the previous meeting.
3. Annual School Improvement Plan (SIP)
  - a. Thank people for their participation in the development of the SIP
  - b. Share and discuss the objectives and activities of the finalised plan
  - c. Summarise the main points of the discussion and any changes to be made to the plan
  - d. Vote taken to agree the (amended) plan
4. Formation of teams and commitment to support parent activities to support improved learners' achievement
5. Discussion
  - a. Questions and answers from SGA members
6. Closing formalities, during which people are thanked
7. Setting the time, date and place of the next SGA meeting
8. Closing formalities, during which people are thanked.

## Annex 6: Invitation letter and agenda for the 2<sup>nd</sup> SGA meeting

Date:  
Name of School:  
Address:

### Invitation to the 2<sup>nd</sup> meeting of the School General Assembly

Dear *Parents and Teachers*,

You are invited to attend the second meeting of the School General Assembly (SGA) for the school year 20xx.

The SGA meeting will be held on (*day, date/month/year at time*). The meeting will be held in (*room where the meeting will be held*). The meeting will last for no more than 60 minutes.

We are having this meeting to talk about how well we are carrying out the activities in our school plan and how much we have improved the learning of all the learners in our school. We will also talk about some of the problems we have.

It is very important that you attend this meeting. Please see the agenda for the meeting at the end of this letter.

*Signature*

Chairperson of the General Assembly of .... *name of school* ...  
*Name of Chairperson*

### Agenda of the 2<sup>nd</sup> SGA meeting for the school year 20xx

1. Opening formalities
2. Reading and agreement of the minutes of the previous meeting
3. Progress report on implementation of the annual School Improvement Plan (SIP)
  - a. Share the activities that have taken place to improve learners' test results
  - b. Share how successful we have been in improving learners' results
  - c. Share and discuss what needs to improve
  - d. Summarise the main points of the discussion and any actions to be taken
  - e. Agree the next steps and commitment
4. Progress report from parents and teachers on out-of-school activities to support learners' achievement
5. Discussion
  - a. Questions and answers from SGA members
6. Closing formalities, during which people are thanked
7. Setting the time, date and place of the next SGA meeting
8. Closing formalities, during which people are thanked.

## Annex 7: Professional standards for effective school leadership in Rwanda: a summary

	Knowledge	Professional & interpersonal skills	Evidence of competence	Attitudes and values
Standard 1 <i>Creating strategic direction for the school</i>	<ul style="list-style-type: none"> <li>International and national priorities regarding education</li> <li>School Improvement Planning (SIP) process</li> </ul>	<ul style="list-style-type: none"> <li>Lead school improvement planning process within the school</li> <li>Use data to inform school actions that promote student success in alignment with school's vision, mission, or core values</li> </ul>	<ul style="list-style-type: none"> <li>Well written school improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>Valuing input from all stakeholders in the school improvement planning process</li> </ul>
Standard 2 <i>Leading learning</i>	<ul style="list-style-type: none"> <li>Strategies for raising student learning achievement</li> <li>effective learning strategies and child development;</li> </ul>	<ul style="list-style-type: none"> <li>Set specific and challenging student learning goals and targets</li> <li>Use student learning assessment and school performance data to identify student learning gaps, their root causes and plan for addressing them</li> </ul>	<ul style="list-style-type: none"> <li>There are specific and challenging student learning goals and targets</li> </ul>	<ul style="list-style-type: none"> <li>Creating and sustaining a conducive and safe learning environment</li> </ul>
Standard 3 <i>Leading teaching</i>	<ul style="list-style-type: none"> <li>The principles of effective teaching and assessment for learning</li> <li>Systems that support the monitoring of teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>Articulate the principles and practices of effective teaching</li> <li>Allocates teachers with teaching and learning resources to grades based on student learning needs and teacher capability to meet the needs</li> </ul>	<ul style="list-style-type: none"> <li>Strategies are in place for staff induction</li> <li>Criteria are in place for allocating teachers to grades</li> </ul>	<ul style="list-style-type: none"> <li>CPD of teachers as an integral part of improving teaching and learning</li> </ul>
Standard 4 <i>Managing the school as an organisation</i>  <i>Not a focus in leadership for learning</i>	<ul style="list-style-type: none"> <li>Relevant educational and school laws, policies, standards, processes, procedures and priorities</li> </ul>	<ul style="list-style-type: none"> <li>Translate educational and school laws, policies, regulations, standards, processes, procedures and priorities into the daily school operations</li> </ul>	<ul style="list-style-type: none"> <li>Data are available to show that resources and expenditures produce results</li> </ul>	<ul style="list-style-type: none"> <li>Making management decisions that enhance learning and teaching</li> </ul>
Standard 5 <i>Working with parents and the local community</i>	<ul style="list-style-type: none"> <li>Strategies for working with parents, local development partners and the local community</li> <li>The context and community in which the school is located</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with school community members, parents, and other stakeholders the purpose of and progress towards student learning goals</li> <li>Ensure that SGA, SGAC and SAC meetings resolutions are implemented</li> </ul>	<ul style="list-style-type: none"> <li>Parents and stakeholders participate actively in the classroom (homework, scholastic materials) and school activities</li> </ul>	<ul style="list-style-type: none"> <li>Involving parents and local community in supporting teaching and learning</li> </ul>

## Annex 8: Roles of SGAC parent representatives, the SGAC and school leaders in increasing participation

Role of SGAC parent representatives	Role of SGAC Chairperson and school leadership
Participate in developing the school improvement plan and support learners and parents to share their views - including those at most risk of exclusion from school and school activities	Involve parents and learners in the development of the school improvement plan
Encourage parents to participate actively in various SGA committees and other temporary committees formed to resolve identified issues as they arise	Involve all parents/guardians in decision making
Work in partnership with the SGA Chair and Head Teacher to identify ways parents can support the activities in the school improvement plan	Present the school goals, objectives and activities to parents; value their inputs and solicit their support for implementation of relevant activities
Encourage parents and local community members to participate in after-school, home and community activities which support improved learner achievement.	Support and encourage parents and local community members who carry out activities to improve learner achievement
Encourage both male and female parents to participate in SGA meetings and arrive on time	Ensure SGAC and SGA meetings are well planned and involve all SGA members both males and females
Encourage representation in the SGA of parents from different social/economic statuses, different geographical locations, parents with disabilities or parents of children with special needs (physical or learning difficulties), and other parents from families at most risk of being excluded from school and school activities	Ensure SGA meetings are well planned and all parents feel free to voice their views; ensure there is no discrimination or 'shaming' of parents
Ensure there is both male and female parent representation in the SGAC, while also ensuring that parents from lower social/economic statuses, and parents with disabilities or parents of children with special needs (physical or learning difficulties) are not discriminated against when elections to the SGAC take place	Empower all SGAC members to effectively assume their responsibilities; ensure there is a fair and free election of SGAC members
Throughout the year, publicly recognize committed teachers and appreciate their efforts	Throughout the year, publicly recognise parents who participate actively in SGA meetings, contribute to the school improvement plan and are actively engaged in activities to improve learner achievement

This is adapted from *Parent-School Partnership for Education Toolkit* (REB, USAID, Save the Children 2018)

## Annex 9: Roles and responsibilities of SGAC members in the SIP team

<b>Team members</b>	<b>Role of the team member</b>
<b>School head teacher</b>	<ul style="list-style-type: none"> <li>• Convenes the school planning team</li> <li>• Provides guidelines for the planning process</li> <li>• Facilitates the planning process</li> <li>• Invites people from the wider school community to participate to the planning process based on the skills and knowledge they can offer</li> <li>• Communicates to participants what is expected from them in order to determine their readiness to the planning process</li> <li>• Informs participants about the overall view of the school (goals, mission, demography, etc.)</li> <li>• Establishes responsibilities and timelines</li> <li>• Discusses with participants the challenges that may hinder their full participation to the planning process in order to accommodate them in advance (e.g.: availability, readiness)</li> <li>• Present the school profile</li> </ul>
<b>School owner</b>	<p>Helps the planning team to understand the desired picture of the school. The school owner will:</p> <ul style="list-style-type: none"> <li>• Share the school vision and mission with the SIP team members</li> <li>• Make sure that the strategic plan fits with the school mission</li> <li>• Participate in setting the direction of the school</li> </ul>
<b>Teachers (2) (members of SGAC)</b>	<ul style="list-style-type: none"> <li>• Provide reports, records and needed information related to teaching and learning</li> <li>• Actively participate in the development of the annual school improvement plan</li> <li>• Describe their expectations and ambitions for learners' performance</li> </ul>
<b>Students (2) (members of SGAC)</b>	<ul style="list-style-type: none"> <li>• Find out from other students and share their views on how they feel about the way they learn, their teachers, their classrooms, the school environment and how the school cares for their welfare</li> </ul>
<b>Parents (2) (members of SGAC)</b>	<ul style="list-style-type: none"> <li>• Consult with representative samples of parents, including those families at most risk of exclusion from school and school activities and also enable parents with disabilities to contribute their views</li> <li>• Find out from parents and share their views on what help their children need to learn, the difficulties their children face in the school, their aspirations for their children and the school</li> <li>• Find out from other parents and share their concerns about their children and the school</li> <li>• Participate in setting the goals, strategies and priorities of the school</li> <li>• Identify resources to support the implementation of the plan</li> </ul>
<b>Other members of the SIP team (where they are present in the school)</b>	
<b>Treasurer/ Bursar</b>	<ul style="list-style-type: none"> <li>• Provide information about the current financial situation of the school</li> <li>• Participate in setting goals, strategies and priorities of the school</li> </ul>
<b>Deputy Heads</b>	<ul style="list-style-type: none"> <li>• Deputy Head in charge of studies (DOS) - provides information about the quality of teaching and learning of all learners based on observation of teaching, review of learners' workbooks, feedback from teachers, discussions with learners and parents</li> <li>• Deputy Head in charge of discipline - provide information related to students' discipline</li> <li>• Participate in setting the goals, strategies and priorities of the school</li> </ul>
<b>Representative of Support Staff</b>	<ul style="list-style-type: none"> <li>• Share with the planning team the information about issues related to support staff, and what is expected from the supporting staff in implementing the SIP</li> </ul>

This is adapted from *Draft School Improvement Planning*, REB 2018

## Annex 10: Checklist of the data used for planning, monitoring and evaluation

Use this form to record whether the data is available, and whether it is discussed for school improvement planning and monitoring of school improvement. **Y – Yes; N – No; P – Partly**

Types of data	Example of data	Data is available	Data is used for SIPing	Data is used to monitor progress
1. Data on school strategic direction	School mission			
	School vision			
	School values			
	School Strategic Plan (3-5 years)			
	Annual School Improvement Plan			
2. Data on learning	Results for boys and girls in national examinations			
	Results for boys and girls in term tests of all classes			
	Formative assessment results for boys and girls			
	Student lateness and attendance (boys, girls, learners with disabilities and learning difficulties)			
	Student dropout (boys, girls, learners with disabilities and learning difficulties)			
	Student repetition (boys, girls, learners with disabilities and learning difficulties)			
	Support for students with physical difficulties (boys and girls)			
	Support for students with learning difficulties (boys and girls)			
3. Data on teaching	Professional development activities for teachers			
	Classroom visits & lesson observations			
	Teacher qualifications			
	Teacher motivation strategies e.g. termly / annual certificates for good attendance, timekeeping, improved learner performance, innovation			
	Teacher weekly schemes of work			
	Teacher lesson plans			
	Resources for teaching and learning e.g.: Textbooks, Library books, Science equip.			

Types of data	Example of data	Data is available	Data is used for SIPing	Data is used to monitor progress
<b>4. Data on school management</b>	Attendance of male and female teachers			
	Student-classroom ratio			
	Student-teacher ratio			
	Performance management of teachers			
	School budget and accounts			
	School infrastructure			
<b>5. Data on the SGAC and wider community involvement</b>	Attendance registers of parents who attend school meetings			
	Attendance records of parents involved in different school activities			
	Record of strategies to support learners, led or supported by parents			
	Record of strategies for community-based learning supported by the school			
	Record of parents who provide learning materials for their children.			
	Record of parents' views of the school			
	SGAC agendas and meeting notes			
	SGA agendas and meeting notes			
	Inspection and SEO visit reports			

### Annex 11: Examples of how data gathered by parents or learners can be recorded

One challenge that is often identified is that some learners are often absent from school. This will have an impact on their learning. The more they are absent from school, the farther behind they are in their learning.

We can hold meetings with parents to tell them to send their children to school, but it is also important to find out why they don't send their children to school. The more we know about why children don't attend, the better we can help parents think of ways to send them.

That's why if learners are often absent from school it is important to talk to learners and parents to find out why.

A teacher can collect and record learners' reasons for not attending. The SGAC parent member can also help the school to collect information or data from parents and guardians.

Below is an example of a form you could use for collecting information. There are separate columns for different learners so that we can see what the differences are between girls and boys and between children at different levels of primary.

Reasons why learners do not attend primary school regularly or have dropped out of primary school	Boys		Girls	
	Grades 1-3	Grades 4-6	Grades 1-3	Grades 4-6
Look after younger children	✓		✓✓	✓✓✓✓✓ ✓✓✓
No money	✓✓	✓✓✓	✓	✓✓✓
Helping with the family farm or business	✓✓	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓	✓	✓✓✓✓✓ ✓
Have found work		✓✓✓✓✓ ✓✓✓✓✓ ✓		✓✓
Do not like attending school	✓✓✓✓	✓✓✓✓✓ ✓	✓✓✓	✓✓✓✓✓

### Annex 12: Template for deciding which types of data to collect

Write here the type of information to be gathered	Boys		Girls	
	Grades 1-3	Grades 4-6	Grades 1-3	Grades 4-6

**Annex 13: Template for collecting parents' views about the school**

**This questionnaire can be used by the SGAC parent representatives.**

	Yes	Partly	No
1. My child is happy at this school			
2. My child feels safe at this school			
3. My child makes good progress at this school			
4. My child is well looked after at this school			
5. My child is taught well at this school			
6. My child receives appropriate homework for their age			
7. This school makes sure its pupils are well behaved			
8. This school deals effectively with bullying			
9. This school is well led and managed			
10. This school responds well to any concerns I raise			
11. I receive information from the school about my child's progress			
12. I would recommend other parents to send their children to this school			

*Adapted from the 'Parent View' questionnaire, OFSTED, UK*

## Annex 14: Example of part of a School Improvement Plan

**GOAL 1: The percentage of Primary 1 to 3 learners scoring at least 60% in English will increase to 55% by 2018, 65% by 2019, 75% by 2020**

**Objective 1:** All English teachers in P1-P3 can use a learner-centred approach to teach English by the end of the 2018-2019 school year.

**Objective 2:** All learners have access to the new learner centred textbooks for English at a ratio of 1 textbook for 2 learners

Indicators	Baseline	Target	Activities	Timeline	Budget	Means of verification	Responsible person
<b>Objective 1: All English teachers in P1-P3 can use a learner-centred approach to teach English by the end of the 2018-2019 school year.</b>							
The number of teachers who use a learner centred approach for teaching English	1 teacher	4 (all) teachers	All teachers, with support of the SBM or a teacher competent in inclusive education, identify learners' with learning difficulties which affect their learning of English and take steps to better support their learning	Aug – June 2018	n/a	Teacher records	SBM
			SBM holds a Community of Practice (CoP) meeting with all English teachers every month	Aug 2018 – June 2019	n/a	SBM CoP report / Teacher CPD reports	SBM
			Teachers carry out peer observation of each other's English lessons once a month	Aug 2018 – June 2019	n/a	SBM CoP report / Teacher CPD reports	SBM
			The HT monitors the teachers' schemes of work and lesson plans	Aug 2018 – June 2019	n/a	Supervision reports	HT
			The HT or DOS observes every P1-3 English teacher once a month (with the SBM)	Aug 2018 – June 2019	n/a	HT supervision reports / SBM CoP report	HT & SBM
			The HT or DOS checks the work in learners' exercise books every month	Aug 2018 – June 2019	n/a	HT supervision reports	HT
			All teachers develop reading materials, wall charts and other materials to support listening, speaking, reading and writing in English for P1-3 learners	Aug 2018	50,000	HT supervision reports / SBM CoP reports / Teacher CPD reports	HT and SBM
			The HT carries out a 'Management Walk' twice a day at different times to ensure that all teachers are in their classrooms teaching	Aug 2018 – June 2019	n/a	HT supervision reports	HT

**Objective 2: All learners have access to the new learner centred textbooks for English at a ratio of 1 textbook for 2 learners**

Sufficient textbooks for Grade 1 – 3 learners	1 TB for 9 learners	1 TB for 2 learners	School concert to raise funds to buy books	Jan 2019	...	...	...
			Approach local business for donations	....	....	....	....
			etc.	....	....	....	....

## Annex 15: Questions to guide an analysis of the SIP

### GOAL

Is there a focus on Primary 1 to 3 to ensure all learners have a good foundation in English, Mathematics and Kinyarwanda?

How does the target in the goal compare to learners results? Is the target ambitious enough?

Does the target also aim to reduce the number of learners who fail or the level they fail by? e.g. “no learners score less than 35%”, or

Does the target ensure an improvement in learning of all learners, e.g. “all learners’ average result increases by 10 percentage points”.

### OBJECTIVES

Do the objectives in the plan focus on improving the quality of teaching and learning?

### ACTIVITIES

Are there activities to ensure that teachers improve how to teach?

- Teachers’ hold community of practice meetings, led by teachers with support from School Based Mentor as necessary
- Teachers are supported by a teacher competent in inclusive education to identify and support children with disabilities and learning difficulties
- Peer observation of one another’s classes
- Observation of teachers’ lessons by the headteacher or DOS and SBM and feedback on how to improve
- Teachers have evidence of 2 hours of continuing professional development per week
- Implementation of a behaviour management policy that uses positive feedback techniques and prohibits physical punishment or shaming of learners
- Headteachers carry out a review of the written work in learners’ books to find out the quality and quantity of their written work
- The HT carries out a ‘Management Walk’ twice a day at different times to ensure that all teachers are working in their classrooms

Are there activities to increase inclusion in the school?

- Meetings with parents whose children have poor attendance or are often late to identify ways to increase attendance and punctuality
- Meetings with parents whose children are in danger of dropping out or have dropped out to identify ways of preventing that
- Eyesight and hearing checks undertaken by teachers or a local nurse at the school; other health checks undertaken at the school or local clinic, particularly for children identified as having a disability
- Rules that prohibit shaming of learners and parents who can’t afford school uniform, shoes, materials etc.,
- Learners’ ideas about what they like and don’t like about their learning, classroom, toilets and school environment are collected and analysed

Are there activities to increase the resources for teachers and learners?

- Teachers make materials to support teaching and learning
- Sufficient textbooks are procured and used in the classroom
- Older learners (Year 5 and 6) write reading materials for younger learners (fact and fiction)
- Fundraising to purchase materials
- Parents and community members contribute resources (physical resources or time)

Are there activities to increase parents’ participation in their children’s learning, including parents of children with learning difficulties and others at most risk of drop-out’?

- Parents taught how to support learners to do homework and encourage reading at home
- After school reading and Maths clubs run by parents and volunteers
- After school sports and games clubs run by parents and volunteers

## Annex 16: Teachers' views about the activities to improve learner achievement

This questionnaire can be used by the SGAC teacher representatives to find out how well teachers are working to improve learner achievement and the support they are receiving. They can meet with groups of teachers separately, e.g. P1-3 teachers and P4-6 teachers.

Areas for discussion:	Summary of comments from teachers – with examples of evidence
1. What progress is being made towards achieving the SIP objectives?	
2. What have you done to improve learner performance?	
3. What have you done to improve the performance of learners with learning difficulties?	
4. What challenges do you have in achieving the targets for learner performance?	
5. How have the Community of Practice meetings helped you to improve your teaching?	
6. How does the School Based Mentor help you improve your teaching?	
7. What support do you get from the headteacher or DoS to improve your teaching?	
8. What other support have you received to improve your teaching?	
9. What challenges do you have in teaching English and Maths?	

**Annex 17: What do learners think about their school?**

This questionnaire can be used by the SGAC learner representatives to find out what learners think about their school. They should select learners from each class randomly, based on e.g. where they sit in class, their number in the register, etc.

The learners use the questionnaire to interview learners to find out what they think about their school. They can use a different sheet for each year group.

Agree with the sentence 😊 / Sometimes agree with the sentence 😐 / Disagree with the sentence ☹️

Statements	Agree 😊		Sometimes 😐		Disagree ☹️	
	Girls	Boys	Girls	Boys	Girls	Boys
1. I like my school.						
2. I learn a lot at school.						
3. My teachers help me to learn.						
4. My teachers always come to class to teach.						
5. Some learners make a lot of noise in class and stop me learning.						
6. I feel safe with my teachers.						
7. I feel safe with other learners.						
8. Some learners fight with other learners.						
9. Some teachers are often late for class.						
10. My teachers make the lessons interesting.						
11. I can use books in the classroom to help me learn.						
12. I can see the blackboard in class.						

The SGAC learner representatives can discuss these charts at the SGAC meeting.

## Annex 18: Managing conflict in meetings

Everyone has a different way of dealing with conflict.

Some people **avoid** conflict because they are worried they may upset someone or because no one will pay attention to them.

Others **give in** when they are in a conflict situation because it's often easier just to agree or they think the other person knows more than them. They don't want to be seen as a troublemaker.

In your role as a member of the SGAC, if you find that something is not being done well or someone is not doing their job properly it is important to address it. **You can't avoid it or just give in.**

It is important to talk about the problem in a way that doesn't cause confrontation. We must talk about the actions that are causing the problem:

✓ "Teacher X was late for work 5 times last week"

X "Teacher X has no sense of responsibility"

✓ "The SBM has not held any meetings with teachers this term"

X "All the teachers are complaining about the SBM"

✓ "The Headteacher has been out of school ten times this term."

X "The parents are complaining the Headteachers is never there."

It is best to raise these issues with the Headteacher before the SGAC meeting so that they are prepared to say what they have done or will do about it. It also gives them a chance to be proactive and address the problem before the meeting.

It is also important that the Headteacher addresses the issue with the person that is causing the problem, for example not tell all the teachers off for being late to work or not staying in their classroom for the whole lesson. It is important to address the problem with the person causing it.

However, if the Headteacher is reluctant to take action (because they want to avoid confrontation) then the SGAC must decide what to do.

- The Chairperson can offer to accompany the Headteacher to a meeting with the teacher or SBM to discuss what action must change;
- If no action is taken, the Chairperson can inform the Headteacher that unless action is taken the SEO will be informed in their report.

Look at the following common scenarios and, drawing on the guidance above, think about how you would deal with them in a private meeting with the headteacher or in a SGAC or SGA meeting:

- a) In the SGAC meeting you find out that the School Based Mentor (SBM) has not been meeting with the teachers to help them improve their English and none of the meetings to support teachers of P1-3 learners have been taking place. In the SGAC meeting the Headteacher says that the problem is that the teachers can never agree a time for the meeting. One of the SGAC members suggests that it is the Headteacher's responsibility to ensure that the SBM holds the meetings and that the teachers attend. The Headteacher says he can't do everything and becomes angry. Other members of the SGAC also think it is the Headteacher's responsibility.

What can the Chairperson or other SGAC member do to reduce the conflict but still get the Headteacher to do something about the problem? The Headteacher needs to get the SBM to do their job, not do it for them.

- b) The SGAC parent representatives contacted the Chairperson and said that parents are unhappy as they have heard that funds they raised to buy resources for P1-3 learners have been used to pay the transport for the headteacher to attend professional development meetings.

The Chairperson raises this issue with the Headteacher and finds out that it is true and that the Headteacher thinks this is acceptable. The Chairperson has to explain that if the money was raised for P1-3 resources that it can't be used for another purpose. The Headteacher refuses to return the money. What can the Chairperson do to resolve this conflict? It is important that the Chairperson deals with the problem and insists the money is returned; 'it won't happen again' is not good enough.

**Annex 19: Summary of information for presentation to the SGA in the 2<sup>nd</sup> meeting – Template for completion**

**This report is agreed by all SGAC members before being presented at the SGA meeting.**

<p><b>Progress on each of the SIP Objectives:</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>etc.</p>
<p><b>Level of improvement in learner’s test results (girls, boys, learners with disability and learning difficulties):</b></p> <p><b>P1 – 3 Mathematics, English and Kinyarwanda</b></p>          <p><b>P4 – 6 Mathematics, English and Kinyarwanda</b></p>
<p><b>Level of improvement in learner attendance and dropout rates (girls, boys, learners with disability and learning difficulties):</b></p> <p><b>P1 – 3</b></p>          <p><b>P4 – 6</b></p>

**Management of the school:**

**CoP activities in P1 – 3:**

**Performance management of teachers: Review of schemes of work, lesson plans, lesson observation etc.**

**P1 – 3**

**P4 – 6**

**Management of the budget:**

**Challenges:**

**Successes:**