



# School General Assembly Committees: Programme of meetings to strengthen their capacity



April 2019

**School General Assembly Committees: Programme of meetings to strengthen their capacity**

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# 1 Introduction

## Purpose of the programme

- 1 To enable members of the School General Assembly Committees to hold the headteacher accountable for the performance of the school.
- 2 To strengthen their understanding of the role they can play in improving the quality of education in the school.

## Participants in the programme

The Sector Education Officer (SEO) will hold meetings with the Chairperson, the Vice Chairperson and at least one other member of the SGAC. There should be at least one female and one male member in a group of three. If the Chair and Vice Chair are both male the third member should be the female parent representative. The headteacher of the school will not attend.

## Organisation of the programme

The SEO will hold three meetings with the three members of the SGAC in each school over a period of three terms. Each meeting will last for 4 hours. The meetings will focus on the key school improvement activities that should be taking place at that time, with an emphasis on actions that enhance the performance of all learners. A task will be set for the SGAC at the end of each meeting. The focus of the task will support the SGAC to hold Headteachers accountable for their performance at different phases of the school year.

## Facilitators

The SEO will hold meetings with the SGAC representatives in all the schools in their sector. An inspector may also co-facilitate with an SEO.

## Objectives of the programme

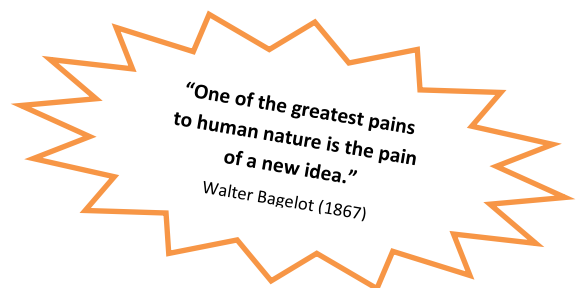
By the end of the programme the SGAC members will:

- Understand their roles and responsibilities as elected members of the SGAC
- Hold effective meetings to hold headteacher accountable for school performance
- Support the school management to increase collaboration between the school and community
- Support the school improvement planning process
- Ensure the school improvement planning process is participatory and focuses on improved achievement of all learners
- Monitor the implementation of the SIP activities to improve teaching and learning
- Give constructive feedback to the Headteacher on where improvement needs to happen.

In addition, SEOs will have a greater understanding of the role of the SGACs and be able to support the SGAC in carrying out their role.

## Building consensus on the role of the SGAC

After the first meeting, the SEO, the Chairperson and Vice Chairperson should meet with the Headteacher to explain the purpose of the programme for SGAC members and the roles and responsibilities of the SGAC and SGA. This meeting will also discuss how the SGAC members will work with the school management to support school improvement.



The Chairperson and Vice Chairperson of the SGAC are responsible for supporting other members of the SGAC to understand their roles and responsibilities. They will also guide and encourage them to participate in a range of activities to improve the school.

It is important that the SGAC is seen as a positive and supportive group by the school leadership. The SGAC can support the headteacher to ensure that there is a constant focus on improving learner achievement throughout the school year. They can also monitor and support the management of school finances, staff, infrastructure and resources. There will be 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.

The role of the SGAC is to hold the headteacher to account for the performance of the school. The SGAC is accountable to the entire school community, represented by the School General Assembly, for improved learning outcomes of all learners in the school. Thus, both the headteacher and the SGAC are active participants in school improvement and are accountable to the local community. In short, if the headteacher fails in his or her responsibilities, so does the SGAC.

Participant groups and organisation of the meeting room

Use a room in the school where it will be possible to work undisturbed. No one else should be present during the meetings. The room should be organised to enable participants to work together in a small group.

### **Organisation of the materials**

This document provides the objectives and timetable of items for each of the three meetings with the SGAC. It also contains instructions on the activities and discussions for the participants.

### **Accompanying materials**

There is a School General Assembly Committees: Members' handbook. The handbook contains guidance, tools and information that will help the SGAC to carry out their duties. The SEO will give the handbook to the Chairperson of each SGAC when they are appointed. The SGAC Chairperson will return the handbook to the SEO when it is time to elect a new SGAC.

## **2 Outline of training programme for SGACs**

Building Learning Foundations (BLF) is carrying out training for headteachers in school leadership and management. Headteachers then have to carry out a range of activities to improve the performance of their school. This programme will help the SGACs and SEOs to understand what headteachers are expected to do to improve school performance. It will also strengthen the capacity of SGAC members to participate in these activities. The topics for each of the three meetings are in step with the changes taking place in schools as a result of the on-going BLF-URCE CPD course for headteachers.

### **Term 2 meeting 1:**

- Understand the roles and responsibilities of the SGAC and of the headteacher
- Understand the concept of accountability and their role in holding the headteacher accountable for improving learning
- Identify how they can participate in the SIP process and increase their participation
- Task 1: Plan and hold a meeting with the headteacher to discuss and plan the participation of the SGAC and other stakeholders in the development and implementation of the SIP, and assign responsibilities over the school year
- Task 2: Plan and hold a SGAC meeting to review the SIP
- Task 3: Plan and hold a SGA meeting to review and approve the SIP.
- Task 4: Present evidence of their participation in the SGAC and SGA meetings and other activities

### **Term 3 meeting 2:**

- Review their participation in the development of the SIP
- Review engagement of parents and local community in the implementation of the plan.
- Understand how to monitor the implementation of the SIP
- Understand that conflict may happen and it's normal; some tips on how to handle it
- Task 1: Plan and hold a meeting with the Headteacher to discuss (a) participation of SIP members in implementation and monitoring of plan activities; and (b) how the SGAC can support increased community participation in the implementation of the SIP.
- Task 2: Plan and hold a SGAC meeting to discuss the implementation and monitoring of the SIP
- Task 3: Plan and hold the final SGA meeting of the year to share progress on the implementation of SIP activities and achievement of SIP objectives.
- Task 4: Present evidence of their participation in the SGAC and SGA meetings and other activities

### **Term 1 meeting 3:**

- Understand how to evaluate the schools' progress.
- Evaluate their level of participation in the development, implementation and monitoring of the SIP.

- Plan their participation in the school self-review and development of the next SIP
- Understand the data needed for school self-review
- Task 1: Plan and hold a meeting with the headteacher to discuss and plan the participation of the SGAC and other stakeholders in the development and implementation of the SIP, and assign responsibilities over the school year
- Task 2: Plan and hold a SGAC meeting to review the SIP
- Task 3: Plan and hold a SGA meeting to review and approve the SIP.

The above order of activities is developed to fit with the introduction of these topics in the professional development programme for headteachers in 2019. It ensures that topics will not be introduced to SGAC members before they are introduced to headteachers.

## MEETING ONE

### Objectives

SGAC members will:

- Understand the roles and responsibilities of the SGAC and of the headteacher
- Understand the concept of accountability and their role in holding the headteacher accountable for improving learning
- Identify how they can participate in the SIP process
- Task 1: Plan and hold a meeting with the headteacher to discuss and plan the participation of the SGAC and other stakeholders in the development and implementation of the SIP, and assign responsibilities over the school year
- Task 2: Plan and hold an SGAC meeting to review the SIP
- Task 3: Plan and hold a SGA meeting to review and approve the SIP
- Task 4: Collect the documentary evidence to present at the next meeting with the SEO

### Timetable

5 minutes	Item 1: Introductions
10 minutes	Item 2: Objectives and organisation of the programme
10 minutes	Item 3: Membership and election of the SGAC
35 minutes	Item 4: Responsibilities of the SGAC and Headteacher
25 minutes	Item 5: School improvement planning
20 minutes	Item 6: Understand the parts of the SIP
30 minutes	Item 7: Information needed to develop the SIP
45 minutes	Item 8: Review the objectives and activities in the SIP
10 minutes	Item 9: Increasing parent and community participation
50 minutes	Item 10: Tasks for the SGAC

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### Item 1: Introductions

*Note to facilitator: Make sure that the room is private and that no members of staff are in the room during the meetings. The participants should be sitting so that they can work together easily.*

#### Materials:

None

#### Activities

*Step 1:*

Participants introduce themselves saying:

- their name
- how long they have been a member of an SGAC

**5 minutes**

*5 minutes*

- what their role is e.g. Chairperson, Vice Chairperson, other ...
- why they wanted to be a member of the SGAC (in seven words or less focussing on what difference they wanted to make)

## Item 2: Objectives and organisation of the programme

### Materials:

SGAC: Members' handbook

### Activities

**10 minutes**

#### Step 1:

*5 minutes*

The participants listen while the facilitator gives an overview of the programme:

- Objectives of the programme
- Timing and purpose of the three meetings
- Link between the topics for the meetings and the government's initiative to strengthen headteacher leadership and management skills with BLF support
- Tasks to be completed between meetings
- Consistent with the Rwandan Education Board's (REB) guidelines for the roles and responsibilities of SGACs and the school improvement planning process.
- Objectives of the first meeting

#### Step 2:

*5 minutes*

The Chairperson receives a copy of the 'School General Assemble Committees: Members' handbook'.

The participants listen and ask questions based on the information given by the facilitator:

- the chairperson is responsible for the handbook and for helping other members of the SGAC understand the information it contains
- the handbook should be used to support the work of the SGAC
- the first part of the handbook contains guidance for the SGAC; the annexes contain tools and templates that will help them carry out their roles and responsibilities
- the sections of the handbook relate to the content of the three meetings

## Item 3: Membership and election of the SGAC

### Materials:

SGAC: Members' handbook (HB Sections 2.1, 2.2)

### Activities

**10 minutes**

#### Step 1:

*10 minutes*

With the facilitator, the participants discuss:

- a. whether all members of the SGAC been appointed and what can be done in a situation where membership is not complete (refer to HB 2.1)
- b. the extent to which the guidelines for election were followed (refer to HB 2.2)
- c. importance of gender balance of the SGAC

*Note to facilitator: These discussions need to be handled carefully. It will be important to build the trust of the SGAC members in order to have an open and honest discussion.*

## Item 4: Responsibilities of the SGAC and Headteacher

### Materials:

SGAC: Members' handbook (HB Introduction; HB Sections 2.1 to 2.6; HB Annex 8)

Annex 1: Perception of SGAC members

## Activities

35 minutes

### Step 1:

15 minutes

In their group, the participants use a copy of the chart in Annex 1 to discuss their roles and responsibilities based on the descriptions in the SGAC Handbook (HB 2.1 – 2.6). SGAC members fill in the chart using symbols to show how they feel about their level of participation. If there is disagreement, they should record the different symbols to show the range of feelings within the group.

*Note to facilitator: **Keep a copy of this chart once it is completed.***

*Some members of the SGAC may be new and may not be able to discuss all the points on the form. However, those who were members of a previous SGAC will be able to reflect on their experience. Participants will use this table again at the end of the third meeting. If you keep a copy of this chart, you will be able to see if there are any changes in how the participants feel about their level of participation.*

### Step 2:

5 minutes

With the facilitator, the participants discuss:

- What changes would improve your participation in meetings?
- Which knowledge and skills do you want to improve?

### Step 3:

5 minutes

With the facilitator, the participants discuss 'HB Annex 8: Roles of SGAC parent representatives, the SGAC Chairperson and school leaders in increasing participation'. They identify ways they can support increased participation

### Step 4:

10 minutes

With the facilitator, the participants discuss the concept of accountability and the role of the SGAC in holding the headteacher accountable. This is also discussed in the introduction to the SGAC handbook

Accountability is about being open about successes and failures, admitting when things haven't been successful and ensuring that improvement is taking place. If the learners' performance does not improve, the headteacher has failed; if the headteacher has failed, the SGAC has failed. It is the responsibility of the SGAC to be actively involved in supporting the improvement of the school.

The SGAC meetings are a forum where the SGAC members have the opportunity to ask the headteacher to explain how successfully the school is raising the performance of learners. The headteacher has to provide evidence of improvement to the SGAC and the SGA. This requires the headteacher to be open and honest about both successes and failures.

## Item 5: School improvement planning

### Materials:

SGAC: Members' handbook (HB Section 6; HB Annex 9)

### Activities

25 minutes

#### Step 1:

10 minutes

With the facilitator, the participants look at Figure 1 in HB Section 6: School improvement planning. They listen and ask questions as the facilitator explains the SIP cycle. The facilitator can use the notes below to support their explanation:

**Stage 1: Analysis** - We do this by carrying out a school self-review. This means we look at a wide range of information to find out how well our school is doing. We want to find out what we are doing well and what we need to improve. The focus is on finding out how well our learners are learning and understanding the challenges they have. This is described in the SGAC HB Section 7.

BLF trained headteachers were asked to support all headteachers in their sector to understand the SIP process and train them to carry out a school self-review in Term 1 2019.



**Stage 2: Plan** - This is when we use what we have found in the Analysis stage to make a plan to improve. We write our school improvement plan. Our plan tells us all the things we are going to do to help learners improve their performance. Stages 1 and 2 are completed at the start of the school year. This is described in the HB Section 8.

BLF trained headteachers were asked to train all headteachers in their sector to develop a school improvement plan in Term 2 2019.

**Stage 3: Do** - This is when we carry out all the activities we have planned and keep checking (monitoring) to make sure we are doing all the things we said we would do. We also think about whether the things we are doing are really helping the learners. This takes place in Terms 1 and 2 and is described in the HB Section 10.

**Stage 4: Evaluate** - At the end of the year we need to check to see whether the performance of our learners has improved. We need to find out whether the learners have better test results. If they don't we need to find out why not so that we do things right next time. This takes place in Term 3 and is described in the HB Section 10.

*Step 2:*

*15 minutes*

Individually, participants read HB Annex 9 (Roles and responsibilities of SGAC members in the SIP team). Once they have finished reading, they ask one another or the facilitator about anything they do not understand. Any SGAC members who were also members of the previous SGAC in their school can compare the description in Annex 9 to what happens in their school.

## **Item 6: Understand the parts of the school improvement plan (SIP)**

### **Materials:**

SGAC: Members' handbook (HB Section 8.1; HB Annex 14)

### **Activities**

**20 minutes**

*Step 1:*

*10 minutes*

With the facilitator, the participants look at the example of a SIP in the SGAC handbook (Annex 14: Example of part of a SIP). They listen and ask questions while the facilitator explains how it is developed. The key points are:

- Every school must have a Strategic Plan; this plan is for a period of 3 to 5 years. The strategic plan tells us the level of learner performance the school wants to achieve and what the school will do to achieve it.
- The SIP is written every year.
- REB (2018) has identified the format of the Strategic Plan and the SIP.
- The SIP team studies the information gathered in the annual self-review to find out where the school needs to improve.
- The SIP tells us (a) the level of performance (targets) we expect learners to achieve by the end of the year; and (b) what the school and community are going to do to improve learners' performance.
- At the 2018 Global Disability Summit the government made a commitment that by end 2020, every school in Rwanda will include targets and activities for Inclusive Education in their SIP and Performance Contract.
- The SGAC will designate one or two people to represent them on the SIP team, but all members of the SGAC should be involved in developing and implementing the SIP.

*Step 2:*

*10 minutes*

In their group, the participants look at the description of the different part of the SIP in HB Section 8.1. They read the description of the various terms and locate them in the example of the SIP in HB Annex 14. They ask the facilitator for further clarification and information where necessary.

## Item 7: Information needed to develop the SIP

### Materials:

SGAC: Members' handbook (HB Annex 10)  
Annex 2: Discussion statements (print 3 copies)

### Activities

**30 minutes**

#### Step 1:

*15 minutes*

With the facilitator, the participants discuss each statement in turn (Annex 2). Through probing questions from the facilitator, the SGAC members identify the depth of the information they already have about each area. This will help them to understand what they need to know in order to support the development of the SIP.

#### Step 2:

*15 minutes*

With the facilitator, the participants look at HB Annex 10. This table shows the data that is required for developing and monitoring the SIP.

The participants discuss whether they are familiar with the information in the table.

- They identify ways they can find out about the data to help in the development and review of the SIP.

## Item 8: Review the objectives and activities in the SIP

### Materials:

SGAC: Members' handbook (HB Annexes 14 and 15)

### Activities

**45 minutes**

#### Step 1:

*30 minutes*

In their group, the participants use the questions in HB Annex 15 to review the **goal** and **objectives** in the example SIP in HB Annex 14 of the handbook.

They do not use all the questions, but scan the activities in the SIP to see whether they think the SIP has sufficient **activities** to improve learner performance.

They write down the suggestions they would make to improve the SIP.

#### Step 2:

*15 minutes*

With the facilitator, the participants explain the feedback or recommendations they would give on the SIP. They can use the questions in HB Annex 15 to review their school SIP once it has been written.

## Item 9: Increasing parent and community participation

### Materials:

SGAC: Members' handbook (HB Annex 8)

### Activities

**10 minutes**

#### Step 1:

*10 minutes*

With the facilitator, the participants discuss and list ways they can encourage parents and community members to support the implementation of activities in the SIP, e.g.

- home based support for learners, e.g.
  - parents spend time with their children while they are reading or doing other homework tasks; they are given advice by teachers on how to do this effectively
  - parents and community members collect materials that can be used for making teaching and learning resources
- school based activities, e.g.: parents and/or community members
  - organise after school clubs to support learners, e.g. reading, drama, singing, sports, health,
  - carry out activities to raise funds for the school for resources, equipment or construction

They are shown HB Annex 8 and asked to read it for guidance in their own time.

## **Item 10: Tasks for the SGAC to complete before meeting 2**

### **Materials:**

SGAC: Members' handbook

Annex 3: Tasks to be completed before meeting 2 (4 copies)

### **Activities**

**50 minutes**

#### *Step 1:*

*5 minutes*

With the facilitator, the participants listen while the facilitator explains the following points. They ask questions for clarification where necessary:

- brief meeting has been organised with the SEO, Chairperson and headteacher to explain the purpose of the programme for SGAC members and the roles and responsibilities of the SGAC and SGA
- it is the responsibility of the SGAC to hold the headteacher to account for the performance of the school
- SGAC is accountable to the entire school community, represented by the School General Assembly, for the improved learning outcomes of all learners in the school.
- SGAC works with the school management to ensure that there is a constant focus on improving learner achievement throughout the school year.

#### *Step 2:*

*10 minutes*

Individually, the participants read a printout of the tasks in Annex 3 and find the relevant materials in their handbook. They ask for clarification where necessary. The Chairperson is given an additional copy of Annex 3 to give to the headteacher so that they also understand the activities the SGAC will be engaged in.

#### *Step 3:*

*30 minutes*

With the facilitator, the participants plan for Task 1. They identify:

- how they can support other members of the SGAC to understand what they have learned in this meeting
- how they can get ideas from SGAC members on ways they can participate in the development and implementation of the SIP, i.e. their skills, interests and time they have available
- what they will propose at the meeting with the headteacher to discuss and plan the participation of the SGAC and other stakeholders in the development and implementation of the SIP.

#### *Step 4:*

*5 minutes*

With the facilitator, the participants discuss how they will maintain records of the SGAC and SGA meetings and activities. The following points should be agreed:

- the Chairperson and headteacher must keep a file that contains the agendas, minutes and other records of the SGAC and SGA meetings and activities that take place
- the records must be stored in a secure place in the school
- the records must be available to school management, staff and SGAC members on request.

The facilitator thanks the participants for their participation in this meeting and the activities they have agreed to carry out. Before leaving, the participants agree a date for the next meeting that will take place at the start of Term 3.

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## MEETING TWO

### Objectives

SGAC members will:

- Review their participation in the development of the SIP
- Review engagement of parents and local community in the implementation of the plan.
- Understand how to monitor the implementation of the SIP
- Understand that conflict may happen and it's normal; some tips on how to handle it (including engaging the SEO)
- Task 1: Plan and hold a meeting with the headteacher to discuss (a) how the SGAC can support implementation and monitoring of SIP activities; and (b) how the SGAC can support increased community participation in the implementation of the SIP.
- Task 2: Plan and hold the final SGAC meeting of the year to discuss how well the SIP has been implemented
- Task 3: Plan and hold the final SGA meeting of the year to share progress on the achievement of SIP objectives.
- Task 4: Collect the documentary evidence to present at the next meeting with the SEO

### Timetable

40 minutes	Item 1: Review of participation in the development of the SIP
55 minutes	Item 2: Monitoring the quality of teaching and learning
30 minutes	Item 3: Monitoring implementation of the SIP
30 minutes	Item 4: Increasing parent and community participation
35 minutes	Item 5: Managing conflict
50 minutes	Item 6: Tasks for SGAC members

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### Item 1: Review of participation in the development of the SIP

*Note to facilitator: Make sure that the room is private and that no members of staff are in the room during the meetings. The participants should be sitting so that they can work together easily. Welcome the group to the meeting and thank them for the work they have been doing since you last met. Explain the objectives of the meeting.*

#### Materials:

None

#### Activities

**40 minutes**

##### Step 1:

**35 minutes**

With the facilitator, the participants show the evidence of the activities they have been engaged in since the last meeting and share the successes and challenges they have had. The following questions guide their discussion:

- What were the most positive aspects of the participation of the SGAC in the development of the SIP? What were the challenges? How did you deal with the challenges?
- What were the most positive aspects of the participation of community members in the development of the SIP? What were the challenges? How did you deal with the challenges?
- What were the most positive aspects of the SGAC meeting that was held? What were the challenges? How did you deal with the challenges? What will you improve next time?
- What were the most positive aspects of the SGA meeting that was held? What were the challenges? How did you deal with the challenges? What will you improve next time?

##### Step 2:

**5 minutes**

*The participants listen while the facilitator links the objectives and tasks for this meeting with what the SGAC have done since the previous meeting.*

## Item 2: Monitoring the quality of teaching and learning

### Materials:

SGAC: Members' handbook: (HB Section 10.2, 10.3, 10.4; HB Annex 10)

### Activities

**55 minutes**

#### Step 1:

*10 minutes*

Individually, participants read HB Sections 10.1 – 10.2.

#### Step 2:

*15 minutes*

With the facilitator, participants discuss what they know about the implementation of the new curriculum:

- What do you know about the new curriculum?
- Look at Section 10.2 – how can we find out if teachers are developing learners' skills in these areas in their classrooms?
- What role can the SGAC play in helping parents understand the new curriculum?

#### Step 3:

*10 minutes*

Individually, participants read HB Section 10.3. They ask questions to find out about any areas they don't understand. This information will help them understand some of the areas in HB Annex 10 – section 3.

#### Step 4:

*20 minutes*

With the facilitator, the participants look at HB Annex 10 and identify:

- which information/activities they know about
- which information/activities they do not know about
- whether the information was used to inform developing and/or reviewing the SIP; if yes, how
- how they can ensure that these areas are monitored by the school management and reported at the SGAC

## Item 3: Monitoring implementation of the SIP

### Materials:

SGAC: Members' handbook: (HB Section 10.2, 10.3, 10.4; HB Annex 10)

### Activities

**30 minutes**

#### Step 1:

*20 minutes*

With the facilitator as an observer, the participants discuss how they can monitor the implementation of the SIP. They look at the activities that are planned in school's SIP. Many of the activities in the SIP will be similar to the areas discussed in Item 2 above. They seek support from the facilitator when necessary.

They list what the SGAC will do:

- a) to ensure the activities in the SIP are implemented as effectively as possible
- b) if they realise activities are not taking place, or are not being done well
- c) if they realise there is poor or inappropriate management by the headteacher or other staff

*Note to facilitator: When participants are discussing point (c) broaden the discussion to include examples of mismanagement, e.g. inappropriate use of school funds, no action taken against staff who are persistently absent, late or outside of their classroom; abusive behaviour towards learners is overlooked or hidden. SGAC members need to know that where illegal acts are committed it is their duty to report them to the SEO and that serious offences should be reported to the police.*

#### Step 2:

*10 minutes*

With the facilitator, the participants look at HB Annexes 16 and 17 as examples of templates that can be used to gather information from teachers and learners. They discuss how and when they can use these templates. They look at HB Section 10.4, which gives guidance on how the SGAC can be engaged in monitoring the quality of teaching and learning. They can read this in their own time.

#### Item 4: Increasing parent and community participation

##### Materials:

SGAC: Members' handbook

The school's SIP

##### Activities

**30 minutes**

###### Step 1:

*5 minutes*

With the facilitator, the participants review the activities in their school's SIP to identify those that require support from the parents and/or community members. They discuss whether there are sufficient activities engaging parents in:

- home based support
- school based support

###### Step 2:

*15 minutes*

In their group, the participants discuss:

- a) What is the effect on parent and community participation if learners or parents are 'shamed' by teachers if learners come to school without school supplies, without shoes or with a dirty uniform etc.?
- b) What other reasons are there why more parents and community members don't do more for the school?
- c) What can the SGAC do to encourage more parents and local community members to do more for the school?

###### Step 3:

*10 minutes*

With the facilitator, the participants share their responses to the questions in Step 2 and plan how they can put their ideas into action.

#### Item 5: Managing conflict

##### Materials:

SGAC: Members' handbook: (HB Section 11.1; HB Annex 19)

##### Activities

**35 minutes**

###### Step 1:

*10 minutes*

In their group, the participants discuss any recent conflicts they have had in their workplace, as an SGAC member or another context. They do not identify the names of people they had conflict with. They list the cause of the conflict and how it was resolved. They record this in a table like the one below.

<i>Cause of conflict</i>	<i>How it was resolved</i>

###### Step 2:

*5 minutes*

With the facilitator, the participants share the various ways in which they resolved the conflict. They explain how they felt and how they think the other person felt once the conflict was resolved. They identify the most successful ways of resolving the conflict, this may include:

- be specific about what the problem is
- explaining why it is a problem
- looking at different ways to solve the problem
- agreeing a solution
- taking action
- not 'giving in'

###### Step 3:

*10 minutes*

In their group, the participants read and discuss the case studies in HB 11.1 and identify how they will manage each of them.

*Step 4:*

*10 minutes*

With the facilitator, the participants share their ideas on how they manage the conflict in each case study. They also discuss the concept of 'power dynamics' (HB 11.1) and how that can influence how well conflict is managed. HB Section 11.1 and Annex 18 can be discussed with other SGAC members.

### **Item 6: Tasks for the SGAC to complete before meeting 3**

#### **Materials:**

SGAC: Members' handbook

Annex 4: Tasks to be completed before meeting 3 (print 4 copies)

#### **Activities**

**50 minutes**

*Step 1:*

*10 minutes*

Individually, the participants read a printout of the tasks in Annex 4 and find the relevant materials in their handbook. They ask for clarification where necessary. The Chairperson is given an additional copy of Annex 4 to give to the headteacher so that they also understand the activities the SGAC will be engaged in.

*Step 2:*

*30 minutes*

The facilitator observes and supports as necessary while the participants:

- plan how they can support other members of the SGAC to understand what they have learned in this meeting
- plan the agendas for the SGAC and SGA meeting which will be finalised by the Chairperson and Headteacher
- plan actions the SGAC members will carry out to gather information regarding SIP implementation
- plan questions they will ask in the SGAC meeting to establish how well the SIP is being carried out (see HB Annex 20)
- discuss the action they will take if they find any problems with school management

*Step 3:*

*10 minutes*

In their group, the participants identify how they can support other members of the SGAC to understand what they have learned

The facilitator thanks the participants for their participation in this meeting and the activities they have agreed to carry out and tells them the next meeting will take place at the start of Term 1.

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## **MEETING THREE**

### **Objectives**

SGAC members will:

- Evaluate their level of participation in the development, implementation and monitoring of the SIP.
- Understand how to evaluate the schools' progress.
- Plan their participation in the school self-review and development of the new SIP
- Understand the data needed for school self-review
- Task 1: Hold a meeting with the headteacher to discuss the SGAC participation in the development of the SIP
- Task 2: Plan and hold the first SGAC meeting to (a) review the school's SIPlan (b) assign responsibilities for key activities over the school year
- Task 3: Plan and hold a SGA meeting to review and approve the SIP.

## Timetable

15 minutes	Item 1: Review of participation in the implementation and monitoring of the SIP
40 minutes	Item 2: SGAC self-evaluation of performance
50 minutes	Item 3: Evaluating how well the school has done
20 minutes	Item 4: Giving feedback
25 minutes	Item 5: Holding the headteacher accountable
30 minutes	Item 6: School self-review
25 minutes	Item 7: Asking questions about the data
35 minutes	Item 8: Tasks for the SGAC

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### Item 1: Review of participation in the implementation and monitoring of the SIP

*Note to facilitator: Make sure that the room is private and that no members of staff are in the room during the meetings. The participants should be sitting so that they can work together easily. Welcome the group to the meeting and thank them for the work they have been doing to support the school. Explain the objectives of this meeting and how it follows on from previous meetings.*

#### Materials:

None

#### Activities

**15 minutes**

##### Step 1:

*15 minutes*

With the facilitator, the participants describe the activities they carried out in Term 3 of the previous school year. They provide the documentary evidence of their activities.

### Item 2: SGAC self-evaluation of performance

#### Materials:

SGHC: Member's handbook (HB Section 6)

Annex 5: SGAC self-evaluation of performance (print 3 copies)

#### Activities

**40 minutes**

##### Step 1:

*5 minutes*

With the facilitator, the participants look at the SIP cycle (HB Section 6) and they describe:

- the purpose of the different parts of the cycle
- what activities they carried out during the relevant parts of the SIP cycle in the previous school year
- which part of the cycle should take place at the start of the school year

##### Step 2:

*20 minutes*

In their group, the participants read the questions in Annex 5 and use them to self-evaluate their performance.

##### Step 3:

*15 minutes*

With the facilitator, the participants share their responses to each of the questions in Annex 5.

*Note to facilitator: Explain to the participants that what they have been doing is **evaluating** their own performance and identifying where and how they can improve, i.e. what they will do better and lesson learning. When we evaluate we are looking at the end-result; we are asking if we have achieved our objectives.*

*The activities in this meeting focus on*

- (a) evaluating how well we have achieved our targets in last year's SIP*
- (b) carrying out a school self-review*
- (c) developing a SIP for this school year*



### Item 3: Evaluating how well the school has done

#### Materials:

SGHC: Member's handbook  
School's own SIP

#### Activities

**50 minutes**

##### Step 1:

*20 minutes*

The participants look at their school's SIP. They select **two goals** and identify:

- What does this goal mean? How could I explain it to a parent?
- Has the school achieved this goal? How do I know?
- What evidence was used?
- How was the evidence collected?

If they do not know whether the goal was achieved, they explain how they will find out, i.e.

- What evidence will you use to identify whether the goal has been achieved?
- Where will you get the evidence?

##### Step 2:

*20 minutes*

In their group, the participants use their school's SIP to select **two objectives**. They list the evidence they will use to find out if the objectives were achieved.

##### Step 3:

*10 minutes*

With the facilitator, the participants share the results of their discussions.

*Note to facilitator: Often it will be easier to find evidence for the goals as they will be based on exam and test results. It may be more difficult to find the evidence that 'All English teachers can use a learner-centred approach'. That will require a range of evidence to be analysed, e.g. observation reports by the headteacher and SBM; lesson plans and schemes of work. However, the SGAC should make sure that these types of records are kept. It also needs to be emphasised that carrying out the activities does not mean the objective has been achieved. We need evidence of the improvement that has taken place.*

### Item 4: Giving feedback

#### Materials:

SGHC: Member's handbook  
Annex 6: Giving feedback

#### Activities

**20 minutes**

##### Step 1:

*5 minutes*

Individually, participants read the introduction to Annex 6 'Giving feedback'.

##### Step 2:

*10 minutes*

In their group, the participants complete the task in Annex 6. The facilitator provides clarification and guidance when requested.

##### Step 3:

*5 minutes*

With the facilitator, the participants give examples of positive feedback about the school's success in implementing the SIP and achieving the SIP's goals. They then give examples of negative feedback about implementation of the SIP.

## Item 5: Holding the headteacher accountable

### Materials:

SGHC: Member's handbook  
Written copies of the role-play

### Activities

**25 minutes**

#### Step 1:

*5 minutes*

With the facilitator, the participants discuss their understanding of the term 'holding the headteacher accountable'. They can refer to the introduction in the handbook.

#### Step 2

*10 minutes*

The participants carry out a role-play. One person role-plays the headteacher; the other role-plays the Chairperson. They do not read one another's roles.

**Chairperson:** You have been told by a number of parents and teachers that three teachers do not stay in their classroom with the learners during their lessons. They stand outside talking to one another. One of these teachers is often late for work in the mornings; she is the cousin of the headteachers' husband. You want the headteacher to make sure these teachers stay and work in their classrooms with their learners. You also want the teacher who is always late to be disciplined. You are not interested in excuses; you want the headteacher to take action.

**Headteacher:** You know there are three teachers who often leave their classes to stand outside and chat. They are younger and better qualified than you and you don't feel confident about telling them they must not stand outside and chat. You have told them to stay in the classroom working with their learners but they said they give their learners work to do so they are not needed in the classroom. One of the teachers is your husband's cousin and she is often late in the morning. You know that her husband is away working in the city and she has three young children to look after. She says she finds it difficult to get to school on time. You know that the Chairperson is coming to talk to you about this, but you feel confident that they will understand your point of view.

#### Step 3

*10 minutes*

With the facilitator, the participants discuss the role-play.

- What kind of action should the headteacher take?
- What can the chairperson do if the headteacher takes no action?
- What role can the SEO play?
- How is this role-play an example of holding the headteacher accountable?
- What other examples can you think of?

## Item 6: School self-review

### Materials:

SGHC: Member's handbook (HB Section 7; HB Annex 10)

### Activities

**30 minutes**

#### Step 1:

*5 minutes*

In their group, participants read HB Section 7.

#### Step 2:

*5 minutes*

With the facilitator, the participants discuss the purpose of the school self-review. The school self-review takes place as part of the 'Analyse' phase of SIP.

#### Step 3:

*15 minutes*

With the facilitator, the participants look at HB Annex 10 and discuss each section. They use the following questions to guide their discussion on each of the 5 areas:

- Have you been given any information about this area?
- How was the information given?
- Was the information explained to you?
- Were you given the chance to ask questions or make suggestions?

Step 4:

5 minutes

Participants share ideas on how they can participate in the school self-review

## Item 7: Asking questions about the data

### Materials:

SGHC: Member's handbook (HB Annexes 11, 12 and 13)

Annex 7: Asking questions about data

### Activities

25 minutes

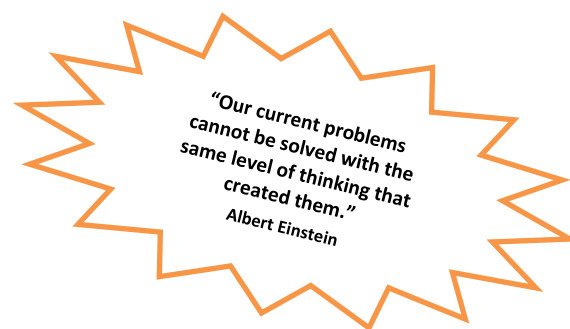
Step 1:

15 minutes

With the facilitator, the participants read Annex 7 and complete the tasks.

*Note to facilitator:*

*Scenario 1: Help the participants to ask as wide a range of questions as possible, e.g. are they good at some things in Maths? Which things do they find difficult? What are their results in other subjects? How often are the children absent? What health problems do the children have? How often is the teacher absent? How is the teacher supporting these children? Do they have any sight or hearing problems?*



*Scenario 2: Support the participants to come up with a range of ideas. This should include checking the attendance register in all subjects to find out if it is true that she is often absent. If it is true, then the next step is to talk to the child and the parents to find out why the child is not coming to school. The school must then identify the most appropriate action to be taken. However, whatever the cause, if the learner's performance is below that of other learners the school/teacher always has to provide specific support to improve their learning. The SGAC members should understand that there can be many reasons why a child is not learning. That is why we need to find out the cause of poor performance and put in place a range of appropriate activities to address **all** the causes.*

Step 2:

10 minutes

The participants plan how they can support the school self-review. They look at the examples of tools that can be used to collect information from parents and learners. (HB Annexes 11, 12 & 13)

## Item 8: Tasks for the SGAC to complete

### Materials:

SGAC: Members' handbook

Annex 8: Tasks to be completed in Term 1 (print 4 copies)

### Activities

35 minutes

Step 1:

10 minutes

Individually, the participants read a printout of the tasks in Annex 8 and find the relevant materials in their handbook. They ask for clarification where necessary. The Chairperson is given an additional copy of Annex 8 to give to the headteacher so that they also understand the activities the SGAC will be engaged in.

*Step 2:*

*20 minutes*

With the facilitator, the participants plan for Task 1:

- how they will support other members of the SGAC to understand what they have learned in this meeting
- plan the meeting with the headteacher to (a) discuss and plan the participation of the SGAC and other stakeholders in the school self-review, and (b) the development and implementation of the SIP.

*Step 3:*

*5 minutes*

With the facilitator, the participants discuss the focus of their activities over the three terms of the school year, i.e.

Term 1: school self-review and development of the SIP; implementation of the SIP

Term 2: implementation and monitoring of SIP activities; progress towards achieving SIP goals and objectives

Term 3: implementation and monitoring of SIP activities; evaluation of SIP goals and objectives

The facilitator thanks the participants for their participation in this meeting and the activities they have agreed to carry out.

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## Annex 1: Perceptions of SGAC members (Meeting 1, Item 4)

You can include more than one symbol to show how you feel if SGAC members disagree.

Use these symbols to show how you feel about each area: 😊 😞 😐					
We are elected to the SGAC	In our SGAC meetings and other activities with school managers we have the opportunity to .....				
	analyse problems	give suggestions	follow-up on teachers and learners	follow-up on the budget	follow up on decisions by SGA
	We have the knowledge and/or skills to .....				
	analyse problems	give suggestions	follow-up on teachers and learners	follow-up on the budget	follow up on decisions by SGA



## Annex 2: Discussion statements (Meeting 1, Item 8)

Read the statements and questions below. How much do you know about each of these areas?

### 1 I know about the test and exam results of the learners in my school.

*Do you know:*

- *how many learners are doing well / badly in each class? in English? in Maths? in Kinyarwanda?*
- *whether boys are doing better or worse than girls in each of these subjects?*
- *how well learners with disabilities and learning difficulties are doing in these subjects?*

### 2 I know about the level of attendance and dropout in the school.

*Do you know:*

- *what the attendance level is for every class?*
- *whether girls have higher/lower attendance than boys?*
- *what the dropout rate is for every class?*
- *whether girls have higher/lower dropout than boys?*

### 3 I know about the attendance and lateness of teachers.

*Do you know:*

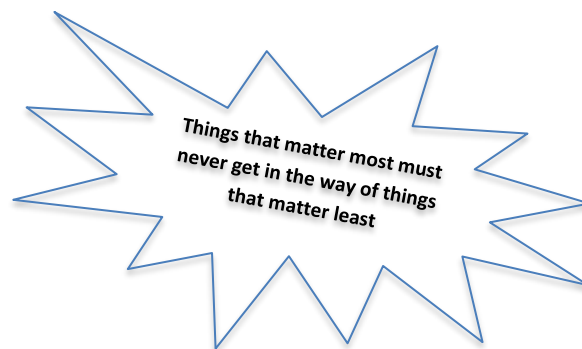
- *which teachers are often late or absent?*
- *what the rate of absence or lateness is?*

### 4 I know about the problems my school has with resources for teaching and learning.

*Do you know:*

- *how many learners have to share a textbook? for English? for Maths? for Kinyarwanda?*
- *whether the textbooks they use are for the new curriculum? for English? for Maths? for Kinyarwanda?*
- *whether teachers have enough resources to support their teaching? for English? for Maths? for Kinyarwanda?*

**In order to develop the SIP you will need to have this information. The headteacher should have gathered this information during the school self-review.**



### **Annex 3: Task to be completed before meeting 2 (Meeting 1, Item 11)**

The Chairperson and Vice Chairperson of the SGAC are responsible for supporting other members of the SGAC to understand their roles and responsibilities and to guide and encourage them to participate in the planning and implementation of the SIP. The Chairperson should also share relevant areas of the SGAC Members' handbook with the headteacher so that there is greater understanding of what the SGAC members are expected to do.

#### **When: As soon as possible**

**Task 1:** The Chairperson will hold a meeting with the headteacher to:

- discuss and plan the participation of the SGAC and other stakeholders in the development and implementation of the SIP.
- assign responsibilities to SGAC members and other stakeholders over the school year

#### **When: Once the draft SIP is almost ready**

**Task 2:** The Chairperson will hold a meeting with the Headteacher to

- review the participation of the SGAC and other stakeholders in the SIP process
- plan the Agenda and time for the SGAC meeting to review of the SIP
- plan the Agenda and time for the SGA meeting to approve the SIP
- agree when the letter of invitation will be sent to SGAC and SGA members.

**Task 3:** The Chairperson will chair the next SGAC meeting and SGA meetings. The focus of these meetings:

- the SGAC members give their feedback on the SIP and approve it for presentation to the SGA
- the SGA members review and approve the SIP and the budget for the SIP..

#### **When: Before the next meeting with the SEO**

**Task 4:** Prepare evidence to present and discuss at Meeting 2 with the SEO. The group will present:

- the Agendas and Action Points from the SGAC and SGA meetings
- a copy of the approved SIP
- a description of the activities the SGAC have led or participated in to support the development of the SIP
- their perceptions of the successes and challenges of the SGAC and SGA meetings.

#### **Support materials in the SGAC Members' handbook:**

HB Section 3: SGAC meetings

HB Section 4: Preparing for SGA meetings

HB Section 5: Standards, roles and responsibilities of the Headteacher

HB Section 6: School Improvement Planning

HB Section 8: Stage 2 of school improvement planning: Plan

HB Section 9: Report to SGA for the approval of the annual SIP

HB Annex 1: Guide to planning and conducting SGAC and SGA meetings

HB Annex 2: Example of invitation letter and agenda for first SGAC meeting of the school year

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

HB Annex 5: Example of invitation letter and agenda for first SGA meeting of the school year

HB Annex 7: Roles and responsibilities of a Headteacher in improving teaching and learning

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

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

## **Annex 4: Tasks to be completed before meeting 3 (Meeting 2, Item 6)**

At this stage the SIP has been approved by the SGA and is being implemented. The Chairperson and Vice Chairperson of the SGAC are responsible for helping other members of the SGAC understand how to:

- support the implementation of the SIP
- monitor to make sure that all the activities in the SIP are being implemented properly
- increase participation of parents and the local community in supporting school improvement.

### **When: As soon as possible.**

**Task 1:** The Chairperson will hold a meeting with the Headteacher to:

- discuss and plan the participation of the SGAC members in monitoring implementation of the SIP
- discuss how parent and community participation can be increased to support learners
- review the school's income and expenditure records (government funds, funds raised and donations)
- discuss the areas to be discussed in the SGAC meeting
- agree the agenda and time of the SGAC meeting
- agree the agenda and time for the SGA meeting

### **When: Towards the end of Term 3.**

**Task 2:** The Chairperson will chair a meeting of the SGAC to:

- discuss how well the action points from the previous SGAC and SGA meeting were carried out
- discuss how well the activities in the SIP have been implemented
- share improvement / lack of improvement in learner performance
- identify which activities have been implemented well
- identify challenges that must be addressed in the development and implementation of next year's SIP
- review the schools' income and expenditure records (government funds, fundraising and donations)
- agree a list of action points
- summarise the main points for the SGA meeting (HB Annex 20)

**Task 3:** The Chairperson will chair a meeting of the SGA

- share how well the action points from the previous SGA meeting were carried out
- share how well the SIP has been implemented
- share improvement / lack of improvement in learner performance
- discuss what more needs to be done to ensure improved learner performance
- agree a list of action points

### **When: Before the next meeting with the SEO.**

**Task 4:** Prepare evidence to present and discuss at Meeting 3 with the SEO. The group will present:

- the agendas and action points from the SGAC and SGA meetings
- a summary of the information presented to the SGA (HB Annex 20)
- a description of activities SGAC members have led or participated in to support the implementation and monitoring of the SIP
- their perceptions of the successes and challenges of the SGAC and SGA meetings.

### **Supporting materials in the SGAC Handbook:**

HB Section 3.2: SGAC meeting

HB Section 4.2: SGA meeting in Term 3

HB Section 10: Stages 3&4: Monitor, evaluate and report on the quality of teaching and learning

HB Section 11: SGAC and SGA meetings to discuss progress on the quality of teaching and learning and the implementation of the SIP

HB Annexes 1, 3, 4 & 6: Planning and holding SGAC and SGA meeting to give feedback on the SIP

HB Annexes 9, 10, 15, 16, 17, 18: Share with the headteacher and other SGAC members

HB Annex 20: Summary of information for presentation to the SGA in the 2<sup>nd</sup> meeting (Term 3)



## Annex 5: SGAC self-evaluation of performance (Meeting 3, Item 2)

Look at the SIP cycle (HB Section 6).

Discuss these questions to evaluate how well you supported the development, implementation and monitoring of the SIP.

### a. Stage 2 Plan

When you participated in the development of the SIP:

- What did you do well?
- What would you like to improve?
- What challenges did you have and how did you overcome them?
- What will you do better next time you help to develop the SIP?

### b. Stage 3 Do and Monitor

When you participated in monitoring the SIP:

- What did you do?
- How will you do it better next time?
- What else will you do next time to make sure the activities in the SIP are carried out effectively?

### c. SGAC relationship with the school

- How has the relationship between the SGAC Chairperson and the headteacher changed? Why?
- How has the relationship between the SGAC members and the headteacher changed? Why?
- How has the relationship among the members of the SGAC changed? Why?
- How has the relationship between the SGAC and the school staff changed? Why?
- How has the relationship between the SGAC and the parents and school community changed? Why?
- To what extent has the SGAC 'held the headteacher accountable' for the performance of the school? What examples can you give?



## Annex 6: Giving feedback (Meeting 3, Item 4)

As members of the SGAC you are required to give feedback to the Headteacher and others on the performance of the school and other areas. Giving feedback is a very important skill. Feedback needs to be given in a way that people can learn from it; it needs to be very specific. When you give feedback, you should criticise the action or non-action – not the person.

Good feedback provides information that can help people improve or explains what they are doing well. If you say to someone, ‘You need to work harder ...’, that doesn’t tell them exactly what they need to improve. If you say, ‘None of the activities to support teachers to improve their teaching have taken place.’ that says what the problem is.

When you give feedback in a meeting it needs to be specific so that everyone understands what is meant.

Discuss the comments below and identify whether they are examples of good feedback or not.



The learners are doing well.	I liked the way you explained the need for parents to be involved in their children’s learning.	This letter needs to have more information about the purpose of the SGA meeting.
This agenda is more appropriate for the start of the year.	I don’t understand you.	You have been late to school three times in the past week.
The way this information is written is quite confusing.	I don’t like when you point your finger at me or other people.	This agenda is no use.
Your attitude towards work is very bad.	This letter is badly written.	That was well done.
You are very lazy	You need to work harder to get the activities done.	Every time I walk past your classroom you are standing outside.
None of the activities to support teachers to improve their teaching have taken place.	You are very rude.	The number of learners failing Maths has reduced from 5 to 2.

## Annex 7: Asking questions about data (Meeting 3, Item 7)

We often look at learners' exam results and think of activities to solve the problem without understanding the cause of the problem. This activity is to help you find out the possible causes of poor performance for different children.

### Tasks

a) What questions would you ask to find out why some learners are not learning Maths?

**Scenario 1:** Most of the learners in the P2 Maths class are doing very well. The teacher is very pleased. But five children are not doing well at all. Their Maths is very poor.

b) Discuss how you would find out why this learner is not coming to school.

**Scenario 2:** Alice is in P2. Her Maths, English and Kinyarwanda results are very low. The teacher says she is often absent from school.

What should the school do to find out what the problem is?

What are the different ways the school can help to overcome some common problems?

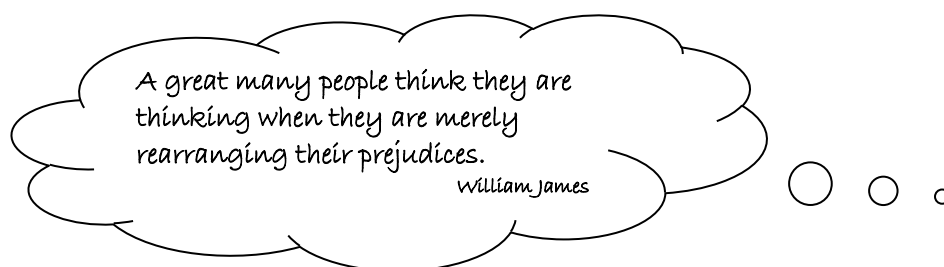
a) How can the members of the SGAC can support the 'School self-review'?

Look at the examples of tools that can be used to collect information from parents and learners. How could you use these?

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

HB Annex 12: Template for collecting data from the community (or from students and teachers)

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



## **Annex 8: Tasks to be completed after meeting 3 (Meeting 3, Item 8)**

At the start of every school year, the school carries out a self-review. The self-review gathers and analyses data, this helps us to understand how well our school is performing. Annex 10 of the SGAC members handbook has a checklist of data that should be included in the self-review. The findings from the self-review are used to develop the school improvement plan.

The Chairperson and Vice-Chairperson of the SGAC are responsible for helping other members of the SGAC understand how to:

- participate in the self-review
- participate in the development of the school improvement plan
- increase parent and community participation in school improvement planning
- review and give feedback on the school improvement plan

**When: As soon as possible.**

**Task 1** The SGAC Chairperson will hold a meeting with the headteacher to:

- discuss and plan the participation of the SGAC and other stakeholders in the school self review and the development of the SIP.
- assign responsibilities to SGAC members and other stakeholders over the school year.

**When: Once the draft SIP is almost ready**

**Task 2:** The Chairperson will hold a meeting with the Headteacher to

- review the participation of the SGAC and other stakeholders in the SIP process
- plan the Agenda and time for the SGAC meeting to review of the SIP
- plan the Agenda and time for the SGA meeting to approve the SIP
- agree when the letter of invitation will be sent to SGAC and SGA members.

**Task 3:** The Chairperson will chair the next SGAC meeting and SGA meetings. The focus of these meetings will be:

- the SGAC members give their feedback on the SIP and approve it for presentation to the SGA
- the SGA members review and approve the SIP and the budget for the SIP..

### **Supporting materials in the SGAC Handbook:**

HB Section 3: SGAC meetings

HB Section 6: School improvement planning

HB Section 7: Stage 1 of school improvement planning: Analyse

HB Section 8: Stage 2 of school improvement planning: Plan

HB Annex 1: Guide to planning and conducting SGAC and SGA meetings

HB Annex 2: Example of an invitation letter and agenda for the first SGAC members meeting

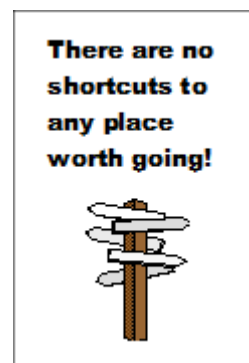
HB Annex 4: Template for recording key points from a SGA or SGAC meeting

HB Annex 5: Example of an invitation letter and agenda for the first SGA meeting.

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

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

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



## Workshop reminder 1 (WR1): Types of questions

Match the description of the type of question to the different questions.

Types of questions	Examples of questions
<p><b>1 Open-ended questions</b></p> <p>An open-ended question is one that cannot be answered with a single word or phrase such as ‘yes’ or ‘no’. They are designed to stimulate thinking, encourage greater discussion, and discourage participants from taking up positions on issues that have not been thoroughly discussed.</p>	<p><b>A</b></p> <p>What problems do you have with the headteacher?</p> <p>How do you get along with the headteacher?</p>
<p><b>2 Greater response questions</b></p> <p>These questions help us to gain a deeper understanding and draw out more detailed information.</p>	<p><b>B</b></p> <p>What will happen if we don’t solve the problem?</p>
<p><b>3 Challenging questions</b></p> <p>These questions are used to respond to statements that are all encompassing – the speaker often includes the word ‘never’ or ‘always’. These statements have the power to stop discussions and it is important to challenge them.</p>	<p><b>C</b></p> <p>Where are we; will someone summarise our position?</p> <p>Let’s see if I heard you right; are you saying.....?</p>
<p><b>4 Redirection Questions</b></p> <p>A participant will often ask the facilitator a question as a follow-up to a remark made by them or by another participant. The facilitator can redirect the question to the whole group.</p>	<p><b>D</b></p> <p>Can you describe what happens in more detail?</p>
<p><b>5 Feedback and clarification questions</b></p> <p>At certain times in meetings/workshops, the trainer needs to bring closure or clarification to the topic being discussed; it is also important that all participants understand the issue and ideally hear a ‘take home message’ or conclusion to the discussion.</p>	<p><b>E</b></p> <p>Has this issue been explained clearly?</p> <p>Do you understand why ...?</p>
<p><b>6 Leading questions</b></p> <p>How we ask a question can often lead the listener to respond in a particular way. Leading questions can be subtle or more direct. These are best rephrased as an open-question.</p>	<p><b>F</b></p> <p>Participant: What should I do if the Headteacher refuses to listen to our ideas?</p> <p>Facilitator: How would the rest of you respond to that situation?</p>
<p><b>7 Closed questions</b></p> <p>Closed questions are often asked by inexperienced trainers. These questions only require a ‘yes’, ‘no’ or short response from participants. Use infrequently for clarification since they add little to the discussion process. However, it is sometimes useful to ask a closed question in order to ask a follow-up question based on the response.</p>	<p><b>G</b></p> <p>Participant: I have never had any problems with the Headteacher.</p> <p>Facilitator: Never?</p>

## WR2: Observation of practice facilitation

**Notes / evidence:** Describe what took place related to the area being observed. Do not write names.

How well did the facilitator ...	Notes / evidence
1 introduce the session	
2 link their session to previous/other sessions	
3 make the purpose of the session clear	
4 emphasise key points	
5 allow appropriate time for each activity	
6 keep an appropriate pace throughout	
7 maintain interest of participants	
8 speak clearly	
9 face the group	
10 ask appropriate questions that generated discussion	
11 handle responses to questions	
12 keep the content relevant	
13 convey enthusiasm	
14 summarise the session	

### WR3: Ice-breaker

#### Find someone who ...<sup>1</sup>

	<i>Name</i>	<i>More information</i>
had an interesting experience on their way here		
travelled more than three hours to be here		
has a formal qualification in educational management		
has hands-on experience of institutional improvement planning (like SIP)		
has served as a member of a SGAC		
has more than ten years' experience in the role of SEO		
has been a head teacher		
has facilitated a workshop with SGACs		
has met everyone in this room before		
has already met the newly elected SGAC members of at least one school in their sector		
has attended a BLF-supported event before		
has a skill that not many people know about		

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<sup>1</sup> **Acknowledgement**

This activity is adapted from one which can be found in the TOTs Programme © Ministry of Education, Republic of Botswana, 2002