"I am a School Principal and I Lead the Process of Developing an Effective and Inclusive School" .

School Principal's
Handbook

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For Public School Principals

Acknowledgement

Contents

Introduction to the School Principal's Handbook

1

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

The handbook provides guidance on three important areas: academic leadership, school leadership and school development planning.

I am a School Principal and I...

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

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

Evaluating

Literate, Numerate, Self - Reliant Learners

Acting

Planning

Effective

Inclusive

Advanced

I work effectively with other stakeholders to improve learning…

School Principal

Teachers

Learners

SGB

School

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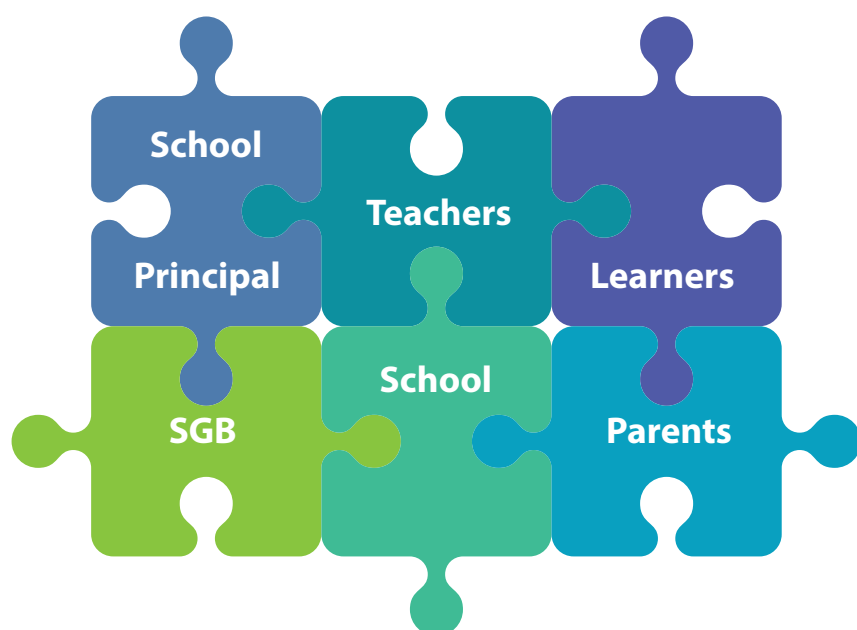
All of these people have an interest in how the school is run.

We call them the main stakeholders. At times, the wider community including Cluster Leaders, District Management and the SGB may also be involved.

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

As a School Principal I should always be thinking:

Who can add value to this task?

How will I mentor them to improve?

How can I best involve them?

How will I monitor their input?

My aim is to work effectively with others.

Working Effectively With Others

Arranging Meetings
When is the best time for everyone? I make sure I let people know in advance. I communicate my messages clearly.

Providing Feedback
I encourage people to improve further by giving feedback on what they did well and how they can do things better.

Planning Collaboratively
I seek agreement and input from different stakeholders. I listen to and respect other people's points of view.

Finances
It is essential that one or more people are included for transparency. I work with the SGB and the SMT in financial management.

Communicating Progress and Reporting
Stakeholders are keen to learn about the school's progress. I keep them updated and plan carefully how I will inform them.

Collecting Information
Stakeholders know a lot about their school and what is really happening inside. They have many ideas about how to improve. It makes sense to get their feedback.

Writing Documents
I think carefully about language used. For example "I Will" or "We Will" not "You Must". I make it professional and not commanding.

Professional Development
The School Principal can't do everything alone. Sometimes an HOD could observe an extra lesson or demonstrate how to teach or mentor a teacher as well.

School Principal's roadmap

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

Every Year I...

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

Every Term I...

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

Every Month I...

- Check school finance records against bank statement

Every Week I...

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

Every Day I...

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

2

Improving teaching and learning

How to support teachers to use the Annual Teaching Plans (ATPs) and Programs of Assessments (POAs)

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

As the School Principal, my responsibilities are to:

1. Match the lesson timetable to the Annual Teaching Plans.
2. Ensure the ATPs are available and used by the teachers
3. Support teachers to interpret and use the content of the ATPs effectively
4. Make sure teachers are teaching to the learning outcomes

Who else is directly involved?

Teachers   **HODs**

When does it happen?

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

What are the steps?

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

What to look for when observing teachers…

How effective is the teacher:

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

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

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How to give teachers more support…

• In the pre-observation meeting go through the lesson plan together and discuss how to use it.

• Hold fortnightly meetings on using the lesson plans.

• Arrange for teachers to observe another teacher using the lesson plan.

• Arrange an informal meeting where they can discuss any challenges they are having.

How to carry out a lesson observation

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

As the School Principal, my responsibilities are to:

1. Establish a school system for lesson observations

2. Carry out lesson observations and give feedback to teachers

Who else is directly involved?

Teachers   **HODs**

When does it happen?

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

What are the steps?

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

Remember to observe what the learners are doing in the lesson as well as what the teacher is doing…

- How well is the teacher using the lesson plan?
- How many different learners answer the questions?
- Are all the learners listening?
- Is the teacher supporting all learners to do the work?
- Are learners discussing the work together in pairs or groups?
- Are learners achieving the learning outcomes? Make sure you look at some work samples.

How to give feedback after the lesson observation…

Aim to make feedback clear and supportive.

Use phrases such as:

- What do you think about…?

- I liked the way you…

- Perhaps you could try…

- Is there another way to … ?

Check Appendix 3 for a lesson observation template

How to lead a professional development meeting

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

As the School Principal, my responsibilities are to:

1. Promote professional development amongst teachers in my school

2. Establish a school system for professional development meetings

3. Lead professional development meetings

Who else is directly involved?

Teachers

When does it happen?

I hold at least two professional development meetings each term.

What are the steps?

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

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

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

How to choose your meeting topics…

Throughout this Handbook you will be given topics to deliver. You may find there are more that you want to deliver and that is ok.

When choosing your own topic make sure the topic is relevant to teachers, specific and realistic for them to achieve. Most of all it should have a clear link to your goal

– it must help improve learning.

How to follow up with your teachers…

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

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

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

3

Improving School Leadership

How to make the school more inclusive

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

As the School Principal, my responsibilities are to:

1. Monitor and improve enrolment

2. Monitor and improve attendance

3. Promote inclusive teaching to meet individual learner's needs

Who else is directly involved?

Teachers

SGB

Learners

Parents

SMT

The Community

When does it happen?

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

School Principal's Handbook

What does being inclusive mean?

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

What are the steps?

1. I make sure teachers know about the importance of inclusion.

2. I make sure all children's needs are considered in the School self-evaluation, including out-of-school children.

3. We include at least one activity in our School development plan which improves access or equity.

4. I make sure that all children in the school surrounding area are enrolled in school. If there are out-of-school children, I work with teachers, learners and other community members to ensure these children are enrolled and attend school.

5. I monitor attendance registers and together with the SMT we identify interventions to improve attendance.

6. I mentor teachers to teach lessons where all learners are participating in the learning, especially paying attention to their individual differences and their associated challenges.

How to improve attendance in your school...

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

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

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

How to promote contact time

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

As the School Principal, my responsibilities are to:

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

Who else is directly involved?

Teachers

SGB

Parents

Learners

SMT

The Community

When does it happen?

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

Different ideas to improve teacher attendance…

- Speak to teachers who are absent or late to understand why they are not there on time.

- Create a large teacher attendance register and display it in the staff room for all teachers to complete daily and see.

- At the end of each week display an attendance chart where teachers who arrived on time are coloured green, teachers arriving late are coloured orange and teachers who are absent are coloured red.

- Commend the teacher with best attendance and punctuality each month.

- Get a signed agreement to the school policy on promoting contact time.

- Hold a staff briefing before school starts and use incentives to ensure staff are there on time.

What are the steps?

1. Firstly, I measure how much contact time is lost in my school in a typical week.
2. Then I lead a meeting to share the importance of contact time with teachers and the SMT. I tell them how much contact time is lost in our school.

3. I hold discussions with school stakeholders (learners, teachers, SMT) to identify common barriers to contact time (including barriers to teacher attendance, learner attendance, school opening on time and lessons starting on time).
4. Together we discuss actions and strategies to address the barriers and test them out in school.

5. Together we develop a school policy on contact time and share it with all stakeholders.
6. We lead an assembly for learners on the importance of contact time and our contact time policy.
7. I make sure contact time is considered in the SSE.
8. I make sure contact time is considered in the SDP.

9. I monitor contact time:
   - Through lesson observations. Does the lesson start on time? Are the children participating in learning?
   - By consulting registers. I follow up on absence and lateness with teachers and the SMT.
   - By walking around my school. I make sure it starts on time and all learners and teachers are in the classrooms. I follow up on absence and lateness with teachers and the SMT.

10. I award sanctions and rewards for punctuality and attendance. We celebrate success by awarding most punctual learners and those with best attendance.
11. I remember to review the contact time policy at the end of the year. Hopefully there will be an improvement in contact time.

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

- Learning time is when pupils are actively thinking about, discussing or working on curriculum content.

- Just because pupils are inside the classroom does not mean that they are necessarily learning.

How to assess learning

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

As the School Principal, my responsibilities are to:

1. Develop a school system for formative and summative assessment
2. Support teachers to use learning outcomes in the lesson plans to know what learners should be achieving by the end of the lesson
3. Support teachers to use more than one method of assessing learning
4. Review and monitor learner achievement and progress and take necessary actions to help learners improve

Who else is directly involved?

Teachers   **Learners**   **HODs**

When does it happen?

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

What should I consider in my school system for assessment?

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

What are the steps?

1. I establish a school system for assessment.

2. I share this system and techniques with teachers.

3. I mentor teachers to be able to use more than one method of assessment. I help them use the assessments in the lesson plan booklets to assess learners against learning outcomes.

4. I mentor teachers to be able to use findings from assessment to improve teaching and learning.

5. I look at assessment results for all classes and look at pupil progress (I try to evaluate teaching and learning against learning outcome benchmarks.)

6. I identify any gaps in learning and help create interventions to support the learners and/or the teacher.

7. We celebrate both achievement and progress.

8. We report both achievement and progress to parents, learners and stakeholders.

What does formative assessment look like in the classroom?

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

• Observe the learner
• Use open and closed questioning
• Mark learners' work
• Ask learners to demonstrate
• Give a short quiz

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

How to develop a school policy

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

As the School Principal, my responsibilities are to:

1. Coordinate writing a school policy document

2. Lead implementation and monitoring of school policies

3. Lead review of school policies

Who else is directly involved?

Teachers   **SGB**   **Parents**

Learners   **SMT**   **The Community**

When does it happen?

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

When to write a school policy…

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

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

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

School Principal's Handbook

What are the steps?

Planning

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

Implementing and monitoring

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

Where to share your policy…

Notice board, SGB meetings, school assembly, SMT meeting, parents day, print a copy for learners to take home.

Check Appendix 5 for a School Policy Template

Improving planning

How to conduct a school self-evaluation

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

As the School Principal, my responsibilities are to:

1. Understand the school self-evaluation process
2. Lead the school self-evaluation in a timely manner
3. Encourage all stakeholders to play their part in the school self-evaluation
4. Write and share the school self-evaluation report

Who else is directly involved?

Teachers   Learners   SMT

Parents   SGB

When does it happen?

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

Check Appendix 4 for a School Self - Evaluation Template

What are the steps?

1. I make sure all stakeholders understand the aim of the school self evaluation and that they know what is going to happen.

2. We agree who will be involved directly in the school self-evaluation and what they will do.

3. We collect evidence about school improvement.

4. I write the school self-evaluation report.

5. We share the school self-evaluation report with stakeholders.

6. The school self-evaluation is used to inform the school development plan.

How to write and share the SSE...

Speak to your SMT

Chairman and review the SMT guidebook.

The SSE is conducted together with the SMT

- they can help you.

How to collect evidence about school improvement…

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

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

How to plan effectively

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

As the School Principal, my responsibilities are to:

1. Plan to improve learning

2. Lead the School development plan (SDP) process

Who else is directly involved?

Teachers **Learners** **SMT**

Parents **The Community**

When does it happen?

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

How to prioritise…

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

School Principal's Handbook

What are the steps?

1. We agree on our goal for school development. It is focused on improving learning.

2. Together with stakeholders we review the School self-evaluation to understand what we do well and what we need to do better.

3. We write our findings in a record of the school's needs.

4. Together with the school community we agree and record four or five key priorities for action over the next year. These can include all elements that contribute to making a school effective and inclusive.

5. Together with the SMT we write an outline plan for tackling the priorities.

6. Then we identify specific actions, costs and people responsible for each activity in the outline plan. This is the School development plan.

7. I ensure agreement and together with the SMT we share the SDP widely.

8. We monitor progress throughout the year and report to main stakeholders and the wider community.

9. We collect evidence of impact on student learning and evaluate performance at the end of the year.

10. The SDP is a cycle. It begins again in the next school year.

How to plan to improve learning…

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

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

How to manage school finances

In my school the School Principal and the SMT are looking after the school funds and must always make the best use of the funds that are available. I am accountable and transparent in all I do.

As the School Principal, my responsibilities are to:

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

Who else is directly involved?

Finance Officer

Three Signatories to the bank account
SGB Treasurer, School Principal & SGB Chair

SGB Treasurer

When does it happen?

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

What to look for in the monthly financial check…

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

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

School Principal's Handbook

What are the steps?

Getting started:

1. SGB elections begin.
2. A Treasurer is appointed.
3. Open a bank account in the school's name and assign three signatories.

Spending school funds:

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

Recording and reporting transactions:

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

Making sure you are transparent and accountable…

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

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

5

Standards and criteria for an effective school

Standards and criteria for an effective school

1. Teachers deliver competent lessons

Effective
- Teachers use praise throughout their lessons
- Teachers use teaching aids
- Teachers organise their learners in different ways during lessons
- Teachers know what learners should be achieving by the end of each lesson
- Teachers know what learners should be achieving by the end of the year

Inclusive
- Teachers encourage all learners to take part in learning
- Teachers use more than one method of assessing learning

2. School Principal operates effectively

Effective
- The School Principal carries out 10 or more lesson observations, including providing feedback, each term
- The School Principal holds more than one professional development meeting each term
- The school opens on time
- The School Principal has more than one strategy to promote teacher attendance
- More than half of the lessons begin and end on time

Inclusive
- The School Principal has more than one strategy of promoting the attendance of all learners

3. School uses a School Development Plan effectively

Effective
- Self-evaluation for this year's SDP involved the SMT and the SGB
- An SDP has been written in the current school year
- More than two activities in the current SDP activities is related to raising achievement
- More than three activities on the current SDP have been completed
- The school cash book is up to date

Inclusive
- More than one activity on the current SDP is related to improving access or equity

6

Key terms with definitions and acronyms

Key terms with definitions and acronyms

Annual Teaching Plans (ATPs)' provides a set of principles to guide teachers as they exercise their professional judgement in the best interests of their learners in their context.

Bank book A record of all payments and withdrawals from the school bank account.

Cash book A record of all money coming into the school and all money going out with the dates on which these transactions take place.

Formative assessment Ongoing assessment. It monitors learning and provides immediate feedback to teachers and learners about where the learning is at and what needs to be taught next.

Inclusive school All children are supported to achieve the best they can. For this to happen children from all backgrounds (including children from poor families, boys and girls, ethnic, linguistic and religious minorities, children with special needs, children living in far off areas etc.) are supported to enrol in school. They are encouraged to attend school regularly and participate actively in their learning.

Learning outcome Specific knowledge or skills that most pupils should be able to do by the end of the lesson.

Learning outcome benchmarks Specific knowledge or skills that most learners should be able to do by the end of the school year.

School development plan (SDP) A school development plan helps schools get from where they are now to where they want to be in the future. The process of writing, implementing and evaluating the SDP is led by the School Principal and the SMT.

School improvement cycle (SIC) The ongoing cycle of evaluation, planning and acting carried out throughout the school year and then built upon the next year.

School policy A written document providing an agreed way of behaving or acting on a particular issue. For example, a school policy on contact time.

School self-evaluation (SSE) Provides information on what the school is doing well and where it needs to improve. This is written into a report.

Statement of expenditure Written financial report which summarises the school's spending against different activities.

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

SMT is the School's Management Team

SGB - School Governing Body

7

Appendices

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

Use a variety of materials

Do activities themselves

Learners

Work together, Explaining things to each other

Do a variety of activities

Do activities where they have to think and use prior knowledge, not just memorise and recall facts to answer questions or solve problems
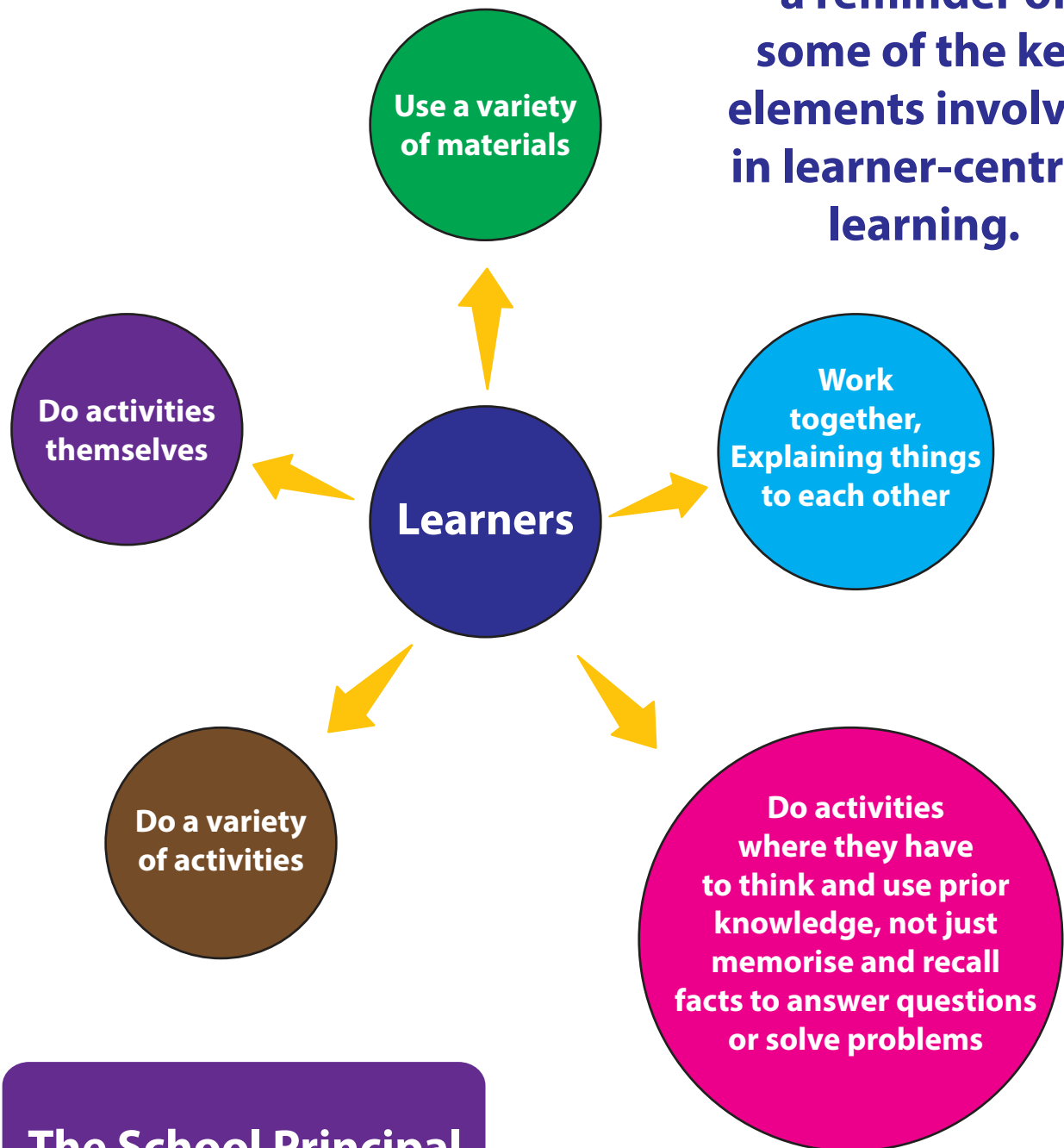
The School Principal should support teachers to apply these elements.

Appendix 2
Principles of Adult Learning

Principles of Adult Learning

Have some choice and control in the learning experience

Share and make use of their experience

Actively participate (with others) in their own learning

Be respected as people with pride and experience

Learn in an emotionally non threatening, safe environment

The School Principal should use these principles when working with other adults, especially teachers, parents and the SMT.

Appendix 3
Lesson observation two stars and a wish

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

Name of Observer	
Name of Teacher	
Date	Age of Learners
Subject	
Lesson Learning Outcomes	

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

Stars for the Teacher	Examples:
⭐	
⭐	

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

A wish for the Teacher	What actions will help the Teacher to achieve the wish?
🪄	

Observation summary

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

Appendix 4
School Self - Evaluation (SSE)

The School Principal can use this template to record all the lesson observations of all teachers.

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

Number of teachers observed:

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

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

Appendix 5
School policy

The School Principal can use this template to create a school policy.

What is the policy aiming to achieve?	
Who has contributed to the policy?	
When was the policy written?	
When will the policy be reviewed?	
The School Principal agrees she or he will:	
The teachers agree they will:	
The learners agree they will:	
The SMT and SGB agrees they will:	

Appendix 6
Lesson observation record

Factors influencing learner achievement in our school

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

The School Principal and the SMT can use this template for summarising school strengths and weaknesses as part of the School self-evaluation.

Appendix 7
Recording the school's needs

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

Levels of learner enrolment and attendance	
Quality of lessons	
Communications between school and community	
Learner welfare	

The School Principal and SMT can use this template to record suggested strategies for school development.

Appendix 8
Outline plan for tackling priorities

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

This table can be used by the School Principals and SMT for broad school development planning according to agreed priorities.

Appendix 9
School development plan

School Year: _____ Name of School: _____

Postal Code: _____ Enrollment: Male _____ Female: _____ Total: _____

District: _____ Town: _____ Street address: _____

Part 1: Funding - School Funds/ Grants/Community Resources   Implementation – School and SMT:

S/N	Activity	Resources Needed	Cost	Possible Sources of Funds	When will this be done	Who will be responsible	How will we know if the Activity is carried out
1.							
2.							
3.							
4.							
5.							
6.							
Total:							

Part 2: Funding - From District   Implementation – District

S/N	SSE Rating	Items Required	Quantity Required (Where applicable)	Estimated Cost (If Known)
1.	Priority 1			
2.	Priority 2			
3.	Priority 3			
4.	Priority 4			
5.	Priority 5			
6.	Priority 6			

School Principal: _____   SGB Chairperson: _____

Appendix 10
Statement of expenditure

This template will assist the SMT and School Principal with the retirement of funds at the end of the school year.

School Year: _____ **Date:** _____

District	
School	

Description of expenditure:	Amount spent:
Total	

Total amount of money received (funds plus other sources)	
Amount spent	
Balance remaining	

Position	Name	Signature	Date
School Principal			
SGB Chairperson			
Witnessed by: SMT Representative			