

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

## Student Manual

### MODULE 3: LEADING LEARNING

5<sup>th</sup> Edition

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CONTINUOUS PROFESSIONAL DEVELOPMENT DIPLOMA IN EFFECTIVE  
SCHOOL LEADERSHIP (CPD-DESL)

**MODULE THREE**  
**LEADING LEARNING**

STUDENT MANUAL  
MODULE 3  
5<sup>TH</sup> EDITION  
JULY 2023

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# LIST OF ACRONYMS

<b>ACRWC</b>	African Charter on the Rights and Welfare of Children
<b>CBAM</b>	Concern Based Adoption Model
<b>CBC</b>	Competence-based Curriculum
<b>CoP</b>	Community of Practice
<b>CPD</b>	Continuous Professional Development
<b>CSE</b>	Comprehensive Sexuality Education
<b>DDE</b>	District Director of Education
<b>DHS</b>	Demographic and Health Survey
<b>DHT</b>	Deputy Headteacher
<b>EDPRS</b>	Economic Development and Poverty Reduction Strategy
<b>EFQM</b>	European Foundation for Quality Management
<b>ESSP</b>	Education Sector Strategic Plan
<b>FTYM</b>	First Time Young Mother
<b>GBV</b>	Gender-based violence
<b>GRROW</b>	Goal, Reality, Resources, Options, Will
<b>GS</b>	Groupe Scolaire
<b>HIV</b>	Human Immunodeficiency Virus
<b>HRM</b>	Human Resource Management
<b>ICT</b>	Information and Communication Technology
<b>IE</b>	Inclusive Education
<b>KOV</b>	Katholiek Onderwijs Vlaanderen
<b>MINEDUC</b>	Ministry of Education
<b>NSF</b>	National Strategy for Transformation
<b>NT</b>	New Teacher
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PCK</b>	Pedagogical Content Knowledge
<b>PDCA</b>	Plan-Do-Check-Act
<b>PLC</b>	Professional Learning Community
<b>REB</b>	Rwanda Basic Education Board
<b>SBM</b>	School-based Mentor
<b>SBMF</b>	School-based Mentoring Framework
<b>SBMPF</b>	School-based Mentoring Program Framework
<b>SDG</b>	Sustainable Development Goals
<b>SEI</b>	Sector Education Inspector
<b>SGA</b>	School General Assembly
<b>SIP</b>	School Improvement Plan
<b>SSL</b>	School Subject Leader
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>TDM</b>	Teacher Development and Management
<b>TTC</b>	Teacher Training College
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>UR-CE</b>	University of Rwanda – College of Education
<b>VVOB</b>	Education for Development, see <a href="https://rwanda.vvob.org/">https://rwanda.vvob.org/</a>



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# FOREWORD



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

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

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

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

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

**Dr Nelson Mbarushimana**

*Director General,  
Rwanda Basic Education Board*



# MODULE 3

## LEADING LEARNING

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### Introduction

The role of school leaders in leading learning is invaluable for the achievement of the learning outcomes. This module aims at equipping school leaders with the competences to overcome challenges related to leading learning. It focuses on leading learning related activities such as curriculum implementation, management of students' behaviours, assessment of, for and as learning, the creation of a conducive learning environment and Leading learning in a crisis context. Throughout this module you will learn about concepts, practices and strategies that will make you a successful leader of leader of learning.

# Module Learning Outcomes

## By the end of this module, you will be able to:

- Demonstrate knowledge and understanding of the competence-based curriculum (CBC);
- Explain the role of a school leader in curriculum implementation;
- Develop strategies for raising learning achievement;
- Promote inclusive education throughout the CBC;
- Establish mechanisms of dealing with a variety of student needs;
- Effectively manage students' behaviours;
- Identify causes of disruptive behaviour with students;
- Involve internal and external stakeholders in the management of student behaviour;
- Apply a good balance of preventive, restorative and punitive discipline strategies;
- Implement the policies of the Government of Rwanda on corporal punishment in schools;
- Monitor the application of formative and summative assessment;
- Evaluate different assessment procedures;
- Create a conducive learning environment in the school;
- Value the importance of a conducive learning environment in a school for all stakeholders;
- Demonstrate ability to deal with global learning crises.

# UNIT ONE

## IMPLEMENTATION OF THE COMPETENCE-BASED CURRICULUM

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### **Introduction**

This unit provides school leaders with knowledge, skills and confidence to ensure that learning activities take place according to the goals and objectives set at the school, district and national level. Each unit discusses an aspect of leading learning. This unit is about implementation of the Competence Based Curriculum (CBC) and has five sections. Section 1 covers the meaning and types of curricula, section 2 discusses the Implementation of Competence-based Curriculum. Section 3 explains the role of school leaders in curriculum implementation. Section 4, focuses on the need of promoting inclusive education throughout the CBC whereas section 5 deals with leading learning in crisis context.

### **Learning outcomes**

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

- Demonstrate ability to deal with global learning crises;
- Demonstrate knowledge and understanding of the competence-based curriculum;
- Explain the role you can play in curriculum implementation;
- Develop strategies for raising learning achievement;
- Promote inclusive education throughout the CBC.

# Section 1: Meaning and types of curricula

## Activity 1

Briefly reflect on the following questions:

- What is a curriculum?
- What is your role as a school leader in the implementation of the curriculum?

## Meaning of curriculum

A curriculum is a complex educational concept that leads itself to many definitions. In general terms, a curriculum is a systematically organised body of knowledge, skills and attitudes through which the goals of education can be achieved for the fulfilment of the needs and aspirations of a society (Igbokwe et al., 2014).

A curriculum can be interpreted from different perspectives. For some scholars, the curriculum includes all school experiences, what is to be learnt, the expected changes in behaviour, the processes involved and the nature of techniques, approaches (methods) and other relevant equipment and facilities. Others stress that the school curriculum, like the society, is dynamic. Changes in curriculum reflect societal changes and priorities. These changes accommodate the needs which society perceives as important and necessary for the wellness of its people. Curriculum development is a negotiation process, a process of continuing improvement, one that must never be viewed as a finished product (Fullan, 2007).

## Types of curricula

Researchers distinguish between different types of curricula (Figure 2 and Table 1). What societies see as important content for teaching and learning constitutes the “intended” curriculum. Since it is usually presented in official documents, it is also called the “written” or “official” curriculum.

However, at classroom level this intended curriculum may be adapted through a complex range of classroom interactions, and what is delivered to learners is called the “implemented” or “enacted” curriculum (Fullan, 2007).

What learners learn (i.e., what can be assessed and can be demonstrated as learning outcomes or learner competencies) constitutes the “achieved” or “learnt” curriculum. In addition, curriculum theory also refers to the term “hidden” curriculum.

This is the unintended development of personal values and beliefs of learners, teachers and communities, the unexpected impact of a curriculum and unforeseen aspects of a learning process (Fullan, 2007).



## Types of curricula

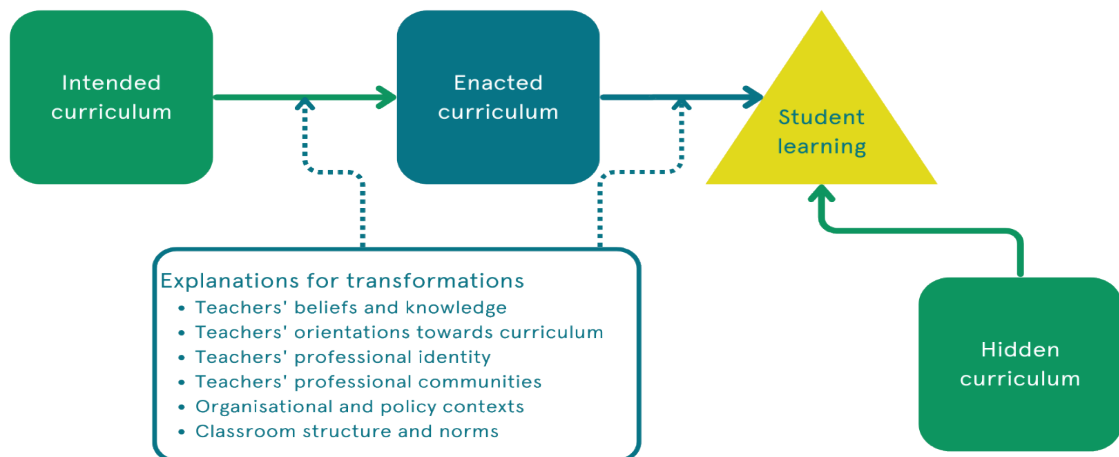


Figure 1: Types of curricula (Stein et al., 2007, adapted by VVOB)

Teachers are active participants in the creation of classroom learning and they act according to their own beliefs, attitudes and perceptions of the relevant teaching situation. Teachers translate the intended curriculum to the classroom reality. Individual reflection and discussions with colleagues on their teaching and students' learning allow teachers to improve the implementation of the curriculum.

Factors such as available time, infrastructure, weather conditions and lack of teaching and learning materials affect how the curriculum is implemented. There can also be a mismatch between a teacher's beliefs about teaching and learning and what is intended by the curriculum.

What is intended by policy makers is not necessarily what is taught by teachers. And what is taught by teachers is not necessarily what is learnt by learners.

School leaders don't have a direct impact on the intended curriculum. This is developed at the national level.

However, they have an impact on the other types of curricula: how the intended curriculum is enacted by teachers, how the enacted curriculum translates into student learning and on what learners learn outside the curriculum (hidden curriculum). In this impact lies the role of a school leader in leading learning on curriculum implementation.

**Table 1: Differences between various types of curricula**

Type of curriculum	Definition
Intended (written) curriculum	The written or intended curriculum has a focus on the aims and content of what is to be taught – that is, the curriculum which is planned and expressed through curriculum frameworks and other formal documents and which may have the authority of the Law.
Enacted (implemented) curriculum	The implemented or enacted curriculum relates to what is put in place for students in schools which may represent local interpretations of what is required in formal curriculum documents and the local conditions.
Hidden curriculum	The hidden curriculum refers to student experiences of school beyond the intended curriculum, and in particular the messages communicated by the school or education system concerning values, beliefs, behaviours and attitudes (e.g., respecting others, gender equity, inclusiveness, arriving on time, honesty...).

Source: UNESCO, 2023

What are some of the factors that explain the difference between the intended and enacted curriculum?

- What teachers believe and know about their subject and how to teach it (pedagogical content knowledge, knowledge of developmental psychology, knowledge of curriculum);
- Teachers' personal interpretative framework (see Module 1);
- School organisation and local conditions (timetables, opportunities for teachers, availability of resources...);
- School vision, mission and values.

What are some aspects that affect the hidden curriculum?

- How teachers are assigned to a school, monitored and evaluated;
- How students are grouped (e.g., ability grouping or not);
- Interactions between students and teachers;
- Involvement of parents and the community in the school;
- What efforts are made to reach students from various socio-economic backgrounds;
- The degree of inclusiveness and differentiation in the classroom.

## Activity 2

To explore the implementation of the curriculum at your school, make an analysis of data on the students' performance in Mathematics subject as recorded in your SIP and then:

- Assess critically the students' performance disaggregated data by gender to get more insights on the teaching and learning outcomes at your school.
- Explain how the findings from the data analysed can inform you about the actual implementation of the curriculum.
- Describe the type of curriculum that is being implemented at your school.

The intended curriculum is what is prescribed at the national level. It describes what all students should learn. The enacted curriculum is what teachers teach. They may prioritise some mathematics topics and spend less attention to other topics. A teacher with a gender bias may believe that girls are less capable to learn mathematics and stimulate them less to learn mathematics. That teacher may involve girls less in class activities, ask them easier questions, let them come to the blackboard less frequently etc.

A teacher who is gender blind may fail to recognise that girls are often shyer than boys and that specific attention needs to be paid to ensure equal participation. What is communicated by the teacher about the relation between boys and girls and their abilities to learn mathematics is part of the hidden curriculum.

### **The concept of curriculum implementation**

The implementation of curriculum is important and is quite a significant stage in the life cycle. This term curriculum implementation refers to the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process. In the framework of discussing the implementation of the competence-based curriculum in Rwanda, this unit focuses on four sections: meaning and types of curricula, the competence-based curriculum in Rwanda, roles of school leaders in curriculum implementation and promoting inclusive education throughout the CBC. After covering these sections, the following learning outcomes will have been achieved.

## Section 2: Competence-based curriculum in Rwanda

Rwanda started with the implementation of the Competence based curriculum (CBC) in 2016. The rollout was completed in 2019. The **curriculum framework** provides the principles for development of the curriculum, its delivery, assessment and capacity building for teachers including leadership and management training for school leaders. **Key competences** are based on the expectations and aspirations reflected in related policy documents, and include literacy, numeracy, citizenship, entrepreneurship, science and technology, and communication in the official languages. The curriculum framework and subject curricula can be found on the REB website ([http://reb.rw/fileadmin/competence\\_based\\_curriculum/index0.html](http://reb.rw/fileadmin/competence_based_curriculum/index0.html)).

A competence-based curriculum is a curriculum designed to develop learners' competences rather than only their knowledge (REB, 2015). A competence-based curriculum focuses on what learners can do and links their learning to its purpose in daily life.

There are two categories of competences in a competence-based curriculum: **basic competences** and **generic competences**. These two components are integrated into the various subject syllabuses.

### 1. Basic competences

Basic competences are key competences based on expectations and aspirations reflected in national policy documents. Descriptors of these competences are integrated into the learner profiles for each level of education, subjects to be taught and learning areas, broad subject competences and key competences for each year.

The basic competences that are to be developed across the curriculum are: literacy, numeracy, ICT, citizenship and national identity, entrepreneurship and business development, science and technology, and communication in the official languages.

### 2. Generic competences

Generic competences promote the development of higher order thinking skills. In doing so, they boost subject learning as well as being highly valuable in themselves. They are generic competences because they apply across all subjects.

The generic student competences are critical thinking, creativity and innovation, research and problem solving, communication, co-operation, interpersonal relations and life skills and lifelong learning.

These generic competences help students to deepen their understanding of subjects and apply their subject learning in a range of situations. They therefore contribute to the development of subject specific competences.

Generic competences are needed in all content domains and can be utilised in professional situations. Therefore, they should be integrated throughout the curriculum. They are developed through active methods such as problem solving, contextual learning, collaborative learning, analytical and synthetic learning, discovery learning, self-reflection, and self-assessment.

### **Activity 3**

Think about the following questions to build generic competences in your school:

- Suggest three strategies that teachers can use to build generic competences in their different content domains.
- How can you, as a school leader, support teachers in building generic competences?
- Who else in the school can support teachers on this?

### **3. Crosscutting issues**

Crosscutting issues are important curriculum topics that do not belong to one specific subject or learning area exclusively, but which are best taught and learnt in several subjects. Crosscutting issues that have been integrated in the curriculum include genocide studies, environment and sustainability, gender, comprehensive sexuality education, peace and values education, financial education, standardisation culture and inclusive education.

## Section 3: Roles of school leaders in the implementation of the competence-based curriculum

### Activity 4

Read the quote below.

Often, headteachers are more involved in school management and leave curriculum work and pedagogical practices in the hands of deputy headteachers and teachers. By leaving control of curriculum and pedagogy to others, headteachers are unable to perform their leadership role adequately.

After reading the statement, revisit your SIP and answer the following questions:

- What are you currently doing in your school about curriculum implementation?
- Which tasks do you spend more time on? Explain your answer.

In implementing the CBC, school leaders are expected to:

- Lead and manage change and act as a change agent (see Module 2);
- Design and align systems, processes and resources (see Module 2);
- Design and implement a monitoring and evaluation system (see Module 1);
- Recognise and promote effective classroom teaching strategies;
- Design initiatives for effective time management (see Module 2);
- Regularly observe teaching and keep record of the observations;
- Ensure vertical and horizontal alignment in curriculum implementation (see Figure 2).

Often, headteachers are more involved in school management and leave curriculum work and pedagogical practices in the hands of teachers. By leaving control of curriculum and pedagogy to teachers, they are unable to perform their leadership role adequately. Some headteachers delegate the responsibility for curriculum implementation to deputy headteachers and heads of department. Within a distributive leadership model, it is good that other people within the school take up leadership roles. However, headteachers should still be involved in curriculum implementation.

A lot of curriculum support can be given by teachers to teachers. An important function of school leaders is to facilitate curriculum development work at the school level.

School leaders should facilitate and promote such **teacher collaboration**. Teachers should be encouraged to observe each other's lessons and provide each other support. This is particularly important for less experienced teachers. This requires a lot of trust of teachers in each other and in their school leaders. In successful schools, teachers are not only concerned with what happens within their class, but are involved in the whole school process (Fullan, 2014).

As school leader, you can lead this process by stimulating teachers to exchange experiences, to develop materials together and to regularly observe each other's lessons.

School leaders should read the curriculum for different subjects carefully, understand it well and help heads of departments and teachers to interpret it correctly. School leaders should support teachers in developing schemes of work. A scheme of work contains a range of topics to be covered over an extended period, for example a term. School leaders can identify strengths and weaknesses in the competences of their staff, bring people together and identify opportunities for professional development. As a school leader, you can **act as a bridge between different subjects** (horizontal integration) **and between different years** (vertical integration) (Figure 2). Having insight in the different curricula will help you to identify opportunities for cross-subject and cross-year collaboration.

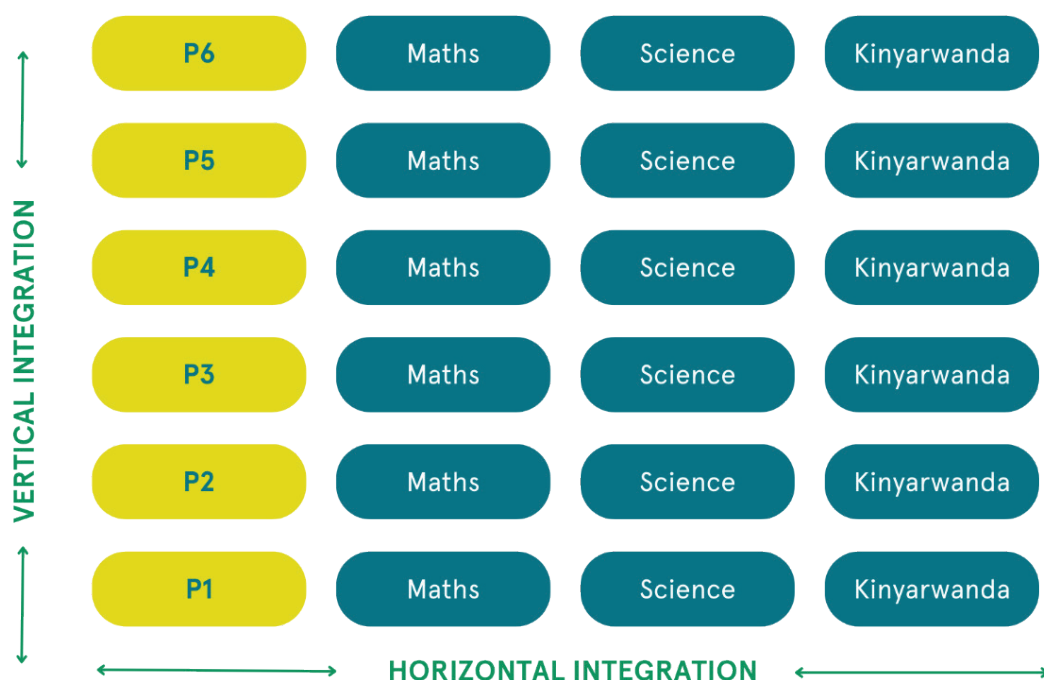


Figure 2: Horizontal and vertical integration of curriculum implementation (OECD, 2013 adapted by VVOB)

It is also important that school leaders **involve the local community** in the learning process (see Module 4). **Parents and learners** need to understand the curriculum and the outcomes that learners should achieve at different stages. Parent information sessions at the start of each term can support schools in this process.

Parents also need to support the development of broader learning objectives at home. Schools can highlight this by sharing these with parents with an explanation of their significance and using the school reporting process to comment on learners' progress in realising them.

### Activity 5: Case Study: Groupe Scolaire Saint Pierre

Students at GS Saint-Pierre have created an entrepreneurship club, guided by their chemistry teacher. By applying what they have learnt about chemistry, they started making soap using locally available materials. Sodium Benzoate is used as a preservative, various colourings are used to give the soaps a nice appearance and aloe vera, grown at the school compound, gives the soap its characteristic fragrance.

The soaps are sold on the local market and profits are used to buy school materials such as lab equipment. The deputy headteacher says that the entrepreneurship club shows how the competence-based curriculum can be put into practice. Boys and girls learn to work together, develop a business and put science into practice. Gentille, a student in S6, explains that after graduation, she wants to start her soap making business.

Discussion questions:

- How does this initiative support the implementation of the CBC?
- Explain how you can initiate and support a similar initiative in your school.
- What can such initiatives mean for your SIP?

In Table 2 below, activities are listed that school leaders can do to ensure effective CBC implementation.

**Table 2: School leaders' roles in competence-based curriculum implementation**

Activities to support curriculum implementation
Convince teachers that they are active agents with regards to curriculum implementation and not just passive implementers of instructions from the national level.
Create a common understanding with teachers about curriculum implementation.
Set high expectations and create a positive, "can-do" culture, that focuses on solutions rather than the problems.
Facilitate easy access to curriculum documents for all staff.
Encourage teachers to observe each other's lessons and provide feedback to each other.
Stimulate collaboration among teachers to discuss CBC implementation within subjects (horizontal integration) and across years (vertical integration) through CoPs.
Work with teachers, individually and in groups, to explain, demonstrate and guide practice in the use of CBC materials.
Support teachers in developing their schemes of work and use these as a basis for a good conversation about the CBC.



Monitor CBC implementation and identify challenges and good practices.

Inform parents at the start of the school year about what learners will be learning and should be able to know and do. Stimulate parents to provide feedback and ideas about the curriculum.

Organise regular reflection moments about curriculum implementation with staff and identify what is going well and points for improvement.



Source: VVOB, 2017

### Activity 6

Discuss the actions in Table 2. Select 3 actions that you find most useful to apply in your school.

Could you identify some actions that are not yet listed in the table?

Are your identified actions reflected in your SIP?

## Section 4: Promoting inclusive education throughout the CBC

In the previous module, we explored the components of inclusive education and how they are applied to the standards for effective school leadership. In leading learning, school leaders also have the responsibility to promote inclusiveness and equity. In the CBC, inclusiveness and equity are core curriculum values that determine all processes of the school.

Inclusiveness of the CBC means that the full curriculum needs to be accessible to every learner, rather than having lower expectations of those with impairments and disabilities. Those with impairments and disabilities unrelated to their ability to learn should not be denied the opportunities the CBC provides to everyone else.

Another important element of inclusion are the underlying messages the curriculum gives by using stereotypical images and promotion of attitudes counter to the principles of inclusion and equality. Moreover, teaching and assessment strategies must ensure that no learner is placed at a disadvantage on grounds of gender or special needs.

Just as the curriculum must be fully inclusive, advice and guidance must ensure that young people of all abilities, including the most gifted and those with learning difficulties and disabilities, are helped to find the most appropriate path.

### Activity 7: Case study - Ineza's story

Ineza has always attended the village school, where she has many friends. A teacher noticed that Ineza was rubbing her eyes a lot, straining to see when she reads, and was unable to see the ball when the learners were playing catch in the playground. The progress with her work is slow and she is gradually dropping behind others in her class.

The teacher considered these signs and thought 'maybe Ineza has an eye problem'. After raising the issue with the headteacher, deputy headteacher and other colleagues, it was decided to discuss the case of Ineza at the weekly teachers meeting. At the meeting, the headteacher introduced the problem and made it clear that the teacher did not need to be able to assess Ineza's eye health and vision and make a diagnosis about what is causing the eyesight challenge. He said that this is not what inclusive education is about. Instead, he expected the teachers to share ideas and decide on the steps to take for intervention – he also made the first suggestion that the teacher talks with Ineza's parents and encourage them to take Ineza to an eye clinic. During the meeting, the following steps for intervention were decided upon:

- The headteacher would ask someone from a local clinic (or other available facility) to visit the school to do some vision testing among the learners;
- One member of staff might also know of someone who works in a local organisation for people with disabilities and ask them for advice on the best way to support Ineza in class. The organisation could also offer support to Ineza’s family and help them contact the appropriate clinic for eye testing;
- The headteacher, deputy headteacher and teachers agreed on various strategies in the classroom:
  - Make sure Ineza sits at a place where she can see the board clearly;
  - Write in bigger letters on the board;
  - Ensure to read aloud everything that is written on the board or in the book;
  - Find a friend who can help Ineza when she finds it hard to see what is written on the board or in the book etc.;
  - Check throughout the lesson that Ineza understands and can see instructions and information;
  - Meet with parents to see how she manages with everyday tasks at home;
  - Plan lessons for group work using mixed ability groups;
  - Write lesson objectives and instructions clearly on the board;
  - Meet with parents and evaluate progress regularly.

**Questions for reflection and discussion:**

- Read through the ‘Strategies for intervention in the classroom’ for Ineza. Discuss how each strategy would benefit all learners in the class and not just Ineza.
- In addition to recommending that Ineza should be taken for an eye test, what other reasons would be there for the headteacher to suggest talking to Ineza’s parents?
- How do you think science teachers in your school would need to differentiate practical lessons to make sure Ineza is included?
- As a school leader, what steps would you take to monitor and evaluate the progress of inclusion for Ineza?

School leaders do not necessarily need detailed curriculum content knowledge, nor do they need to be experts in teaching, but they do need to be able to recognise good teaching (pedagogical content knowledge) and what it means to effectively implement teaching strategies in different learning contexts. This also means that school leaders should be aware of and promote the ideas that underlie inclusive education and help teachers to make their lessons more inclusive.

**Differentiation** is an important strategy to achieve inclusivity in the classroom. Differentiation refers to teaching practices that recognise and adjust to meet the needs of all learners. It is multi-faceted and applies to learner support, communication, interventions, assessment and learning processes. This is not an easy thing to do, especially as many teachers teach large classes. Knowing about the situation of each child, and recognising and responding to individual needs, is the key that transforms a good teacher into an inclusive teacher.

### 1. Identification

Teachers are often frightened of inclusive education because they think it may be too difficult for them to achieve. They think they need to know how to diagnose impairments and physical and mental health conditions. This is not the case. Teachers are teachers – they are not doctors or psychologists.

Good teachers try to get to know their learners. They try to understand what their learners like and dislike, what they are good at and which areas of learning they find challenging. A good teacher notices when a learner is not participating and learning, or is not happy, and they try to find out why. Inclusive education asks teachers to be good teachers, who observe, listen and talk to their learners (and parents) so that they can understand their learners better. In relation to disability, inclusive education asks teachers to look for signs that learners may be experiencing difficulties attending school or participating and learning in class which may be related to an impairment.

Providing screening for vision and hearing to all learners is a first step in addressing any learning challenges learners may be experiencing. Moreover, screening for vision and hearing should occur at regular intervals and screening programs should help connect parents of children with potential problems to evaluation services, helping to ensure that additional assessment takes place and children receive the interventions or support they need (Wang, et al., 2011).

**ICT Tools** can help in organising school screenings (Hatch et al., 2018). We discuss some options for detecting learning difficulties related to vision and hearing.

#### **Vision screens**

**Peek Acuity** ([https://www.peekvision.org/en\\_GB/peek-solutions/peek-acuity/](https://www.peekvision.org/en_GB/peek-solutions/peek-acuity/)) is an Android app that has been used successfully in various low and middle-income countries (Botswana, India and Kenya). Researchers compared results from the app with those from conventional vision screening approaches and determined that the app was very reliable (Bastawrous et al., 2015).

In addition to providing a measure of visual acuity, the free app offers a vision simulation based on the screening score, so a teacher or parent can get a sense of what the world looks like through the child's eyes. **Sightsavers** developed a handbook for teachers with approaches to detect common eye problems, using a simplified version of a traditional paper-based eye chart. Studies have looked at having teachers conduct vision screenings with such low-cost approaches and have concluded that teachers can often conduct valid basic screenings (Gupta et al., 2012).



Figure 3: Smartphone apps can be used to conduct basic visual screening (Hatch, Luke & Omoeva, 2018)

## Hearing screening

**HearScreen** (<https://www.hearxgroup.com/hearscreen/>) is an app that offers a voice test that can be used for hearing testing. Researchers screened children with the app and through established audiometry techniques and concluded that the app performs equally well (Mahomed-Asmail et al., 2016). Although the app is not free and requires a subscription plus the one-time expense of headphones, it costs much less than traditional approaches.

There are also voice tests that offer a free alternative. In this, testers use their voices for simple prompts, varying the loudness, and see whether children respond accurately.

The reliability, however, from tester to tester has been questionable in some studies (Pirozzo et al., 2003) with one study finding that less experienced testers tended to whisper more softly than more experienced ones (McShefferty et al., 2013).

## 2. Intervention

When a teacher notices signs that a learner is facing learning challenges, they are not expected to make an accurate assessment of why the learner is experiencing difficulties. Instead, they need to note that the learner is experiencing difficulties and then start to look with the management of the school and other teachers for a network of people who can help the learner, including the parents and the local community, to find out more about the barrier to learning and how to address it.

## Section 5: Leading learning in crisis context

The world today is facing a learning crisis. Schooling is not the same as learning. Students enrolled in school are not adequately learning the most basic numeracy and literacy skills. This is particularly acute in the Global South (lower – and middle-income countries). At the school, the strength of leadership appears to be a critical factor in determining school quality and student learning outcomes. Hence, investing in school leadership to improve school quality is a policy solution that is potentially cost-effective yet infrequently used (Global School Leaders, 2020). Gaps in school leadership lead to ineffectiveness in education systems. Struggling education systems lack one or more of four key school – level ingredients for learning namely prepared learners, effective teaching, learning focused inputs, and the skills management and governance that pulls them all together. The immediate factors that hamper the effective learning are indicated in the figure below (World Bank, 2018).



Figure 4: Why learning doesn't happen: Four immediate factors that break down (World Bank, 2018)

First, children often arrive in school *unprepared* to learn. Malnutrition, illness, low parental investments, and the harsh environments associated with poverty undermine early childhood learning. Severe deprivations—whether in terms of nutrition, unhealthy environments, or lack of nurture by caregivers have long-lasting effects because they impair infants’ brain development.

Second, teachers often lack the skills or motivation to be effective. Teachers are the most important factor affecting learning in schools. Beyond that, weak teacher education results in teachers lacking subject knowledge and pedagogical skills. But most education systems do not attract applicants with strong backgrounds and qualification due financial constraints (World Bank, 2018).

Third, *inputs often fail* to reach classrooms or to affect learning when they do. Public discourse often equates problems of education quality with input gaps. Devoting enough resources to education is crucial, and in some countries, resources have not kept pace with the rapid jumps in enrolment.

Fourth, poor management and governance often undermine schooling quality. Although effective school leadership does not raise student learning directly, it does so indirectly by improving teaching quality and ensuring effective use of resources. Ineffective school leadership means school leaders are not actively involved in helping teachers solve problems, do not provide instructional advice, and do not set goals that prioritise learning (World Bank, 2018).

School leaders have a big impact on students' learning. This impact is mostly indirect, as they create a school environment that is motivating for all and conducive for teaching and learning (Leithwood et al., 2008). Research has demonstrated that encouraging a culture of effort, openness and achievement in schools is key to explain why some schools are more successful than others (Twaweza, 2019). For starting school leaders, this is a challenge as their role shifts from teacher of learners to teacher of teachers (Kelchtermans et al., 2011).

In addition, for teachers to fulfil their instructional role effectively, their teaching methods must be grounded in sound educational principles.

An increasing emphasis on accountability for student learning outcomes has drawn attention to the role of school leaders as educational leaders (see Module 1, Unit 1, Section 3). School leaders may not need detailed curriculum content knowledge, nor do they need to be subject experts, but they do need to be able to recognise and promote good teaching and learning in different contexts (Robinson et al., 2008).

### **Activity 8**

Revisit your SIP and see if the root causes of poor performance among learners in your school match with the four immediate factors attributed to the current global learning crisis. Which activities have you planned in your SIP to address those causes?

## **Conclusion of Unit one**

The first unit of this module tackles the concept of curriculum and competence-based curriculum and its implementation. It helps school leaders to have a clear understanding of the concept of competence-based education. It is very important for a school leader to understand what a curriculum is and how it works. This knowledge goes with the smooth understanding of the role that a school leader plays for effective curriculum implementation. The implementation of the curriculum should be inclusive to ensure that everyone has access to education. This aspect of inclusive education is a key component of this unit. School leaders are urged to promote all aspects of inclusive education such as gender while implementing the curriculum at their schools.

# UNIT TWO

## MANAGEMENT OF LEARNER BEHAVIOUR

### Introduction

#### Activity 9

Read the case story of Karabo below.

Karabo is studying in P6. She's always late for class and leaves the class without permission. When approached for guidance and counselling, she is rude and says that everyone hates her. She has a small group of friends who seem to influence her to behave badly. Her written work is not up to standards and she has even failed class exams. Her parents were very worried about this failure. One time she used abusive language to one of her teachers who made her stand at the back of the class.

When the headteacher learnt about the case, she talked to her about her bad behaviour. From this conversation, the headteacher got to know the real cause of Karabo's disruptive behaviour. She decided to take it seriously. She called her in her office and privately discussed the failure. She also called her parents and discussed with them Karabo's behaviour. The headteacher encouraged the parents to monitor closely Karabo's behaviour. On the other hand, she advised Karabo to avoid spending time with those friends who were a bad influence for her. As a result, Karabo changed her behaviour and became an exemplary student.

Reflect about the following questions:

- What was the real cause of Karabo's disruptive behaviour?
- What were the consequences of Karabo's behaviour?
- Which strategies did the headteacher use to manage Karabo's behaviour?
- What would you have done differently in this case?
- How should the headteacher take evidence-based decisions in dealing with cases like Karabo's case?



Good student behaviour is key to create a safe and conducive learning environment. Positive learner behaviour is the result of a comprehensive approach that uses discipline to teach rather than punish and, as a result, helps students succeed and thrive in school. Students' behaviour is an issue that all educational stakeholders deal with. It is integrated into the policies, programs, and practices of a school and is applied systemwide - in the classroom, school, and community - to create a safe, supportive learning environment for all students. Without discipline, a school cannot achieve its goals. The efficiency and effectiveness of school activities depend on the degree to which students' behaviour is managed. Classroom management is the process of ensuring that lessons run smoothly, and disruptive behaviour is avoided. Successful management of students' behaviour starts with a clear and transparent code of conduct, good classroom management, a system of reinforcing good behaviour and punishing disruptive behaviour to maintain order in the school.

The headteacher bears the ultimate responsibility for the management of school behaviour (Official Gazette n° 03 of 18/01/2016). The headteacher and deputy headteacher should be visible, accessible, supportive and create a warm environment where teachers take an active interest in the personal goals, achievements, and problems of students. A smoothly running disciplinary system depends on a well-defined and transparent policy established by the headteacher in consultation with the staff. This policy must be enforced fairly and consistently by all people in the school because students' behaviour involves many actors in the education system including school leaders, teachers, supporting staff, administrative staff, family etc. Managing student behaviour is a joint effort. Teachers, matrons, and patrons need to handle routine issues. Help from the headteacher and deputy headteacher is provided through staff development and assistance in critical situations.

## **Learning outcomes**

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

- Establish mechanisms of dealing with a variety of student needs;
- Effectively manage student behaviour;
- Identify causes of disruptive behaviour with students;
- Involve internal and external stakeholders in the management of student behaviour;
- Apply a good balance of preventive, restorative and punitive discipline strategies;
- Implement the policies of the Government of Rwanda on corporal punishment in schools.

# Section 1: Causes of disruptive student behaviour

A key issue when dealing with disruptive behaviour of learners is to understand its cause. Disruptive student behaviour can be caused by various factors (Were, 2003):

- Lack of dialogue between students, teachers and school management.
- Poor management skills and inappropriate leadership styles by school leaders.
- Poor classroom management by teachers. There are two aspects of an effective learning environment: relationships (the interpersonal skills necessary to maintain healthy relationships) and high-quality instruction (appropriate classroom strategies, engagement, differentiation...). When learners have strong, trusting relationships both with the adults in the school and with their peers, and when lessons are interesting and relevant, it is harder for them to misbehave.
- Lack of care and love in the school.
- A too strict definition of acceptable behaviours.
- Parents who negatively influence children's behaviour, for example parents talking disrespectfully of teachers in the presence of their children.
- A too authoritarian approach to discipline.
- Negative attitudes of teachers.
- Negative influence of peers .
- Lack of consistency and transparency in rules for acceptable behaviour.
- Lack of involvement of parents in the school, which may leave teachers and school leaders unaware of relevant issues in the home situation.

When we experience problems with learner behaviour, we often see learners as the problem. In fact, it is often the school that is the problem.

### Activity 10

Review the possible causes of disruptive behaviour of students in your school and discuss these four questions (using the 3-2-1 template below):

- Select three causes that you think are most relevant for your school.
- Find two additional causes for disruptive behaviour.
- Select one practice that you are already doing in your school to improve the management of student behaviour and that you feel could be interesting for other school leaders to know about.
- Is the practice catered for in your SIP? If yes, how? If no, what can you do differently?

<b>3</b> Selected causes	<ul style="list-style-type: none"><li>▪</li><li>▪</li></ul>
<b>2</b> Additional causes	<ul style="list-style-type: none"><li>▪</li></ul>
<b>1</b> Good practice	

There is a wide range of possible causes of disruptive learner behaviour. Understanding the root causes is a first step in identifying strategies for managing learner behaviour.

## Section 2: Actors involved in managing learners' behaviour

### Activity 11

Think about the following questions:

- Who are the actors that are involved in the management of learners' behaviour at your school?
- Specify each actor's role in the management of learners' behaviour.

Managing student's behaviour is not only the responsibility for school leaders but is a school-wide responsibility. Even external stakeholders (parents, wider society) have a role to play.

### 1. Teachers

The subject teachers are the front-line workers in the realisation of good discipline in the school. They maintain a close and frequent contact with their students and hence should have a good knowledge of their students' character, strengths and weaknesses. Usually, schools will develop a set of clear guidelines for teachers, highlighting their responsibility in student behaviour and specifying the conditions which warrant additional and specialized support. It is important that all teachers take a consistent approach to what is allowed in the school. A clear and transparent policy of student discipline, developed in collaboration with all stakeholders, is a key instrument for this.

### 2. Deputy headteacher in charge of discipline

According to the Ministerial Order determining rules and governing the code of conduct of headteachers, teachers and students (N° 004/2016 of 08/01/2016), the deputy headteacher in charge of discipline has the following responsibilities:

- To ensure the students' discipline;
- To supervise all extra- curricular activities;
- To support students in relation to health.

The deputy headteacher in charge of discipline should take the lead in initiating and regularly convening a **Student Disciplinary Committee**. This committee should have the following members:

- Deputy headteacher in charge of discipline;
- Two student representatives (male and female);
- Headteacher (chair);
- Teacher representative.

### **3. Matrons, patrons and supporting staff**

Matrons and patrons work closely with the deputy headteachers in charge of discipline to monitor students' behaviour and agree on punishments. In case students face any challenges, approaching the school patron and matron is often the first step. Matrons and patrons spend a lot of time solving disputes among students, particularly those that arise within the dormitories. Therefore, they need great interpersonal and behaviour management skills. They are also in charge of time management, ensure that students who come late face disciplinary action. Matrons, patrons and other support staff such as gatekeepers should be involved in and familiar with school policies that guide student behaviour.

### **4. Parents or guardians**

At the school level, teachers should solicit parents' support for the school discipline policy through consultation and communication. School rules, such as the dress code, can be more effectively enforced if parents are consulted and clearly informed at the beginning of the school year, usually at the new students' orientation or Parents' Day.

### **5. Local community**

Schools are not isolated institutions, but form part of a wider community. Schools and the surrounding community influence each other. If the school experiences problems with student behaviour, these problems will spill over to the community and vice versa.

## Section 3: Corporal punishment

### Activity 12

Reflect on the following questions:

- What is your opinion about corporal punishment?
- What are the disadvantages of corporal punishment?
- What are you doing in your school to raise awareness about corporal punishment?
- What are alternatives to corporal punishment?

The United Nations Committee on the Rights of the Child (United Nations, 2006) defines 'corporal' or 'physical' punishment as, "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light". It involves hitting like canning, spanking, slapping and paddling. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

Corporal punishment is often defended in the name of tradition and sometimes in the name of religion. Other reasons are: (1) widely held beliefs regarding the effectiveness of corporal punishment, (2) an unawareness of problems resulting from the use of physical punishment, and (3) a lack of knowledge about effective disciplinary alternatives (Dubanoski et al., 1983).

However, research has shown that corporal punishment in schools has strong negative effects on learners, such as (Dubanoski et al., 1983; Gershoff, 2010; UNICEF, 2011):

- Direct physical harm;
- Negative impacts on mental and physical health;
- Increased aggression among children;
- Increased violent and criminal behaviour among adults;
- Negative impact on learning outcomes;
- The punishing teacher is avoided, and thus, is not a positive factor in the child's education and development;
- Damaged family relationships;
- Increased acceptance and use of other forms of violence.

The United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of Children (ACRWC) outline a child's right to be protected from violence. The UNCRC and ACRWC define children's right to protection from violence, exploitation and abuse, while in the care of parents and caregivers as well as their right to protection from violence at school, protection from torture, inhumane and degrading treatment or punishment and their right to be protected from exploitative labour (UNICEF, 2011).

In 2006, Raising Voices, UNICEF and the Ministry produced an explanatory booklet and toolkit on what is wrong with corporal punishment and giving alternatives. It was evaluated to be an effective instrument to reduce violence against children from school staff in Ugandan primary schools (Devries et al., 2015). The booklet and toolkit are available on: <http://raisingvoices.org/good-school/download-good-school-toolkit/>

Rwanda has the following **Laws and Policies** in place that protect children from violence (UNICEF, 2011):

- Law 59/2009 Gender Based Violence
- Law 13/2009 Labour Law
- 2003 Policy on Orphans & other vulnerable children
- 2011 Integrated Child Policy
- 2011 Gender-Based Violence (GBV) Policy

## Section 4: Strategies to manage student behaviour

In this section, we will discuss positive strategies to manage student behaviour. These not only enhance classroom behaviour, but also facilitate learning. In an atmosphere free of abusing acts, teachers can maximise their effectiveness as teachers and students can maximise their effectiveness as learners (Dubanoski et al., 1983).

Some questions which you can ask when dealing with challenges in student behaviour in a **positive, restorative way** (Klasse, 2015):

- To the learner with the undesired behaviour (offender):
  - What happened?
  - What did you think at that moment?
  - What do you think now?
  - To whom did you cause pain or harm and how?
  - How will you make it right?
  
- To the learner that experienced the negative behaviour (victim):
  - What happened?
  - What did you think at that moment?
  - What do you think now?
  - What is the worst for you?
  - What is needed to make it right?

### Activity 13

Do you agree with the two quotes below? Justify your position.

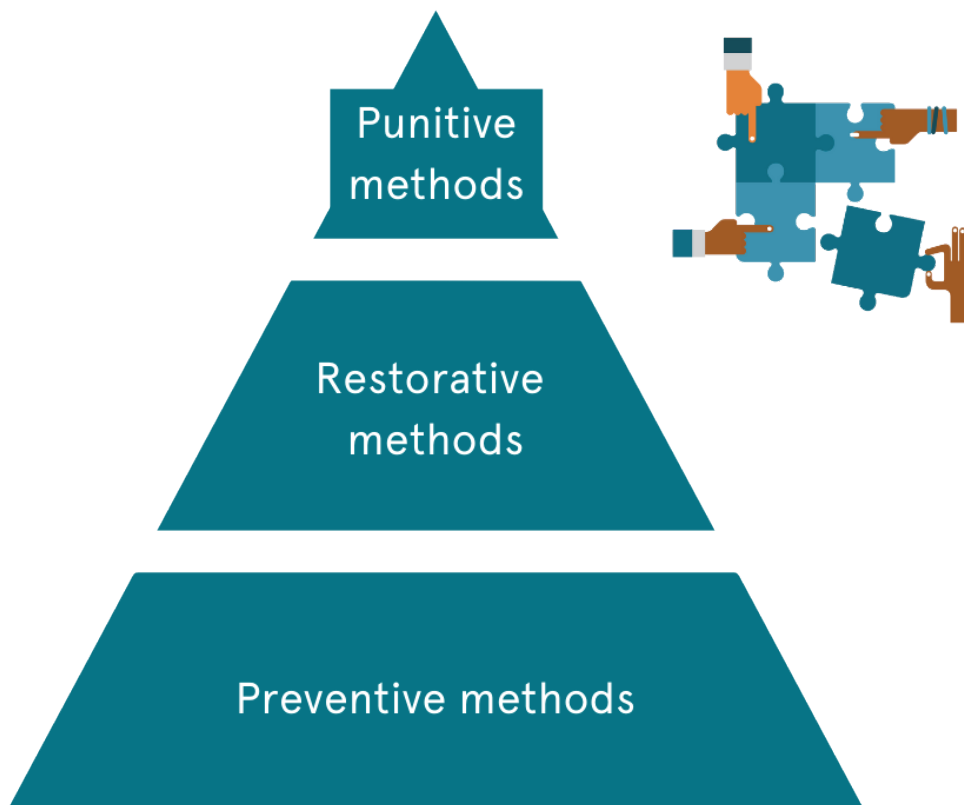
“I punish my children if they do homework wrongly, not because they don’t know, but they don’t either pay attention or mind and if they are not physically punished when they do wrong, their personal development will suffer.” (Muriisa, 2016)

“It’s not good to beat or punish pupils. I preach against my fellow teachers who take punishment as the only solution of bringing up a student. We should instead come close to them and use other means than punishing them because they will hate or fear us and eventually will not grasp what we teach, we should not make them be on tension” (Muriisa, 2016).



## Disciplinary actions to manage students behaviour

Disciplinary actions can be grouped into punitive, preventive, and restorative methods. A good school system of managing student behaviour has a strong basis of preventive policies, a lot of attention for restorative approaches and takes few punitive measures (Figure 5).



*Figure 5: Preventive, restorative and punitive methods as components of student behaviour management (Burget et al., 2015)*

### Preventive methods

Guidance and counselling are preventive methods that can be used to strengthen students' discipline in schools. Mutie & Ndambuki (1999) assert that guidance and counselling help students to prepare for adult life. It helps them acquire the right values and attitudes that will help them develop self-esteem, a sense of identity and values that will guide their behaviour and form their character.

A positive school climate is the best prevention method and can remove many causes of disciplinary problems. Students should feel that teachers and school leaders care about them and want them to succeed in life.

Recognising and celebrating student successes contributes to a positive school climate. Make sure to praise and reward student efforts and results, and not the person. Rewards should be dealt with carefully as they focus on extrinsic rather than intrinsic motivation. When teachers rely less on punitive action, poor attitudes and low self-esteem are remedied and positive behaviour reinforced.

## Restorative and punitive methods

There are various methods to deal with discipline issues in the school. Low control results in either neglectful (low level of support) or permissive (high level of support) approaches. Punitive and restorative methods are both approaches that reflect a high level of control. The difference between punitive and restorative methods lies in the level of support that you give to the learner. In a punitive approach, there is little support for the learner to change his/her behaviour. In a restorative approach, there is a high level of support through encouragement and nurturing (Figure 6). A restorative approach does not mean that there is a low level of control or that learners are left on their own. Low levels of control lead to neglectful (low level of support) or permissive (high level of support) approaches to discipline (Figure 6).

### Various approaches to deal with conflicts

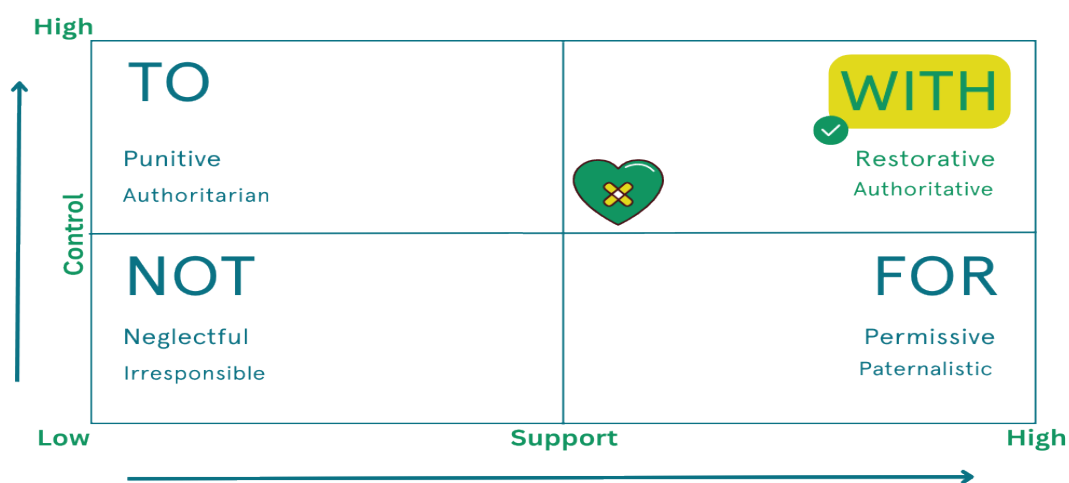


Figure 6: Various approaches to deal with conflicts in a school (Sellman et al., 2013)

Punitive approaches to student discipline start from a set of rules and punish students who violate those rules. Discipline is considered separate from the academic mission of the school. One person at the school is responsible for dealing with discipline issues. Punitive approaches can render students compliant but can also make them feel anger, humiliation, and a range of other negative emotions that shut down learning (Hoy & Weinstein, 2006).

Punishments don't teach, they create more distance between teachers and students. Punishments rely on our ability as teachers to leverage an unequal power relationship over children; it puts children in their places by reminding them who's really in charge. Instead of reflecting on their behaviour or making amends, they will plot how to avoid detection the next time. Research has shown that elements of a punitive approach such as rewards and consequences, shame and humiliation, suspensions and expulsion do not result in lasting change, much less in a productive learning environment (Burger et al., 2015).

A restorative approach focuses on “restoring” good relationships (Morrison, 2007). It is based on the premise that students should have a chance to learn from their mistakes, restore any damaged relationships with others and develop students’ social and emotional skills. Restorative practices are interwoven into every interaction in the school.

**Table 3: Punitive and restorative approaches to disciplinary issues**

Punitive approach	Restorative approach
<ul style="list-style-type: none"> <li>▪ Schools and rules are violated.</li> <li>▪ Justice focuses on establishing guilt.</li> <li>▪ Accountability is defined as punishment.</li> <li>▪ Justice is directed at the offender; the victim is ignored.</li> <li>▪ Rules and intent are more important than the outcome of the action.</li> <li>▪ No opportunity is offered for the offender to express remorse or make amends to the victim.</li> </ul>	<ul style="list-style-type: none"> <li>▪ People and relationships are violated.</li> <li>▪ Justice identifies needs and obligations.</li> <li>▪ Accountability is defined as understanding the effects of the offense and repairing any harm.</li> <li>▪ The offender, victim, and school all have direct roles in the justice process.</li> <li>▪ Offenders are held responsible for their behaviour, repairing any harm they’ve caused and working toward a positive outcome that is also helpful for the victim.</li> <li>▪ Opportunities are offered for offenders to express remorse or make amends.</li> </ul>

*Source: adapted from San Francisco Unified School District. (n.d.). Restorative practices whole-school implementation guide (p. 19). San Francisco, CA and Sellman et al., 2013*

Of course, some student problems are so serious that they can no longer be handled by the discipline team. Under such circumstances, **referral** to other professionals such as social workers or educational psychologists may be required. Therefore, a clear referral system facilitates the understanding of all concerned parties about when and where the students should be referred.

### Activity 14

Think of a recent case of disruptive behaviour by a learner in your school.

- What were the underlying causes?
- How did you handle the issue? Which strategies did you use?
- What were the challenges you faced in handling the issue?
- Are there any lessons learnt from this issue which impact on the way you and your school will deal with possible future cases?

### Strategy to handle discipline matters

The headteacher, deputy headteacher and the discipline team should develop a set of comprehensive and clear procedures for reinforcing positive behaviours. These procedures specify what actions should be taken so that all teachers handle discipline matters in a consistent manner. It is a good idea to develop such a discipline policy for the school with your teachers.

One possible strategy is to make a **trapped classification** of discipline-related matters (Klasse, 2016):

1. Once-off serious offenses: use punishment as a signal
  - Show that you take the offense seriously.
  - Be aware that punishment rarely helps to get the desired behaviour.
  - Support learner to deal with problems that lie at the basis of the offense.
  - Possible punishments: repair damage, task related to the offense, “contract” with support.
2. Once-off, non-serious offenses: use a warning
  - Don’t ignore the offense, but point out briefly and clearly that the behaviour is not ok.
  - Be aware that too many punishments negatively affect the atmosphere at the school.
  - A short remark is usually sufficient. You can also use a “thumbs-down” sign, a short conversation or an official warning (with consequences after a few warnings).
3. Repeated, undesirable behaviour: teach correct behaviour
  - If the learner repeats the undesirable behaviour, warnings are no longer effective.
  - It is important to treat the learner as an individual, and that you show that you care about the learner and want him/ her to improve. This is the biggest motivator for desirable behaviour.
  - You can make an individual plan with the learner, give small rewards on good behaviour, make clear arrangements with positive and negative consequences and regular conversations to follow up on the learner’s situation.

### Activity 15

Discuss with your colleagues the case study below:

After some quarrelling, Emile has torn the uniform of Jean Claude. Emile has been acting aggressively for some time. Jean Claude has run away to the class teacher crying. In the evening, his mother calls you for more explanation.

- What would you do as a school leader?

### Activity 16

Read the case study below:

After some quarrelling, Emile has torn the uniform of Jean Claude. Emile has been acting aggressively for some time. Jean Claude has run away to the class teacher crying. In the evening, his mother calls you for more explanation.

- What would you do as a school leader?
- What would be a punitive approach?
- What would be a preventive approach?
- What would be a restorative approach?

A strategy to deal with the behaviour of Emile can be focused on punishing Emile, for example:

- Emile has to stay after school and has to pay for a new uniform.
- You call the parents of both children. The parents of Emile give him two weeks of house arrest. The mother of Jean Claude demands that Emile pays for a new uniform.

Such a strategy might be effective in the short term. However, it may create anger and frustration with Emile. There is no attention for the possible underlying causes of Emile's behaviour. Also, Jean Claude is not helped with the punishment of Emile. A strategy can also be focused on repairing relations, for example:

- You ask Emile what has happened exactly how he thinks Jean Claude is feeling now.
- You ask Emile and Jean Claude if they want to talk about the incident together, possibly with their parents present as well.
- During this talk, Emile says that he wanted to stop Jean Claude during a game and that he didn't want to tear his uniform. You also ask Jean Claude what happened and what the consequences are.

Emile says he is sorry. He agrees to pay for the reparation costs of the uniform and promises not to act aggressively anymore. He will also do an hour of community service at the school.

### **Activity 17**

Revisit the case story about Karabo (Activity 9). Identify and explain the methods used to manage Karabo's behaviour. Think about other appropriate methods to manage her behaviour.

In this section, we have discussed the importance of looking for the root causes for disruptive learner behaviour. Regular communication and involving all actors in the management of learners' behaviour help to ensure that disruptive behaviour can be addressed before it escalates. Setting up clear and transparent procedures and using restorative discipline methods as much as possible are key methods of positive student behaviour. In the next sections we will explore two strategies that will help school leaders to avoid disruptive learner behaviour as much as possible: keeping and using up-to-date records and creating a conducive learning environment.

## Section 5: Classroom management

In previous sections we identified poor classroom management by teachers as an important cause for disruptive learner behaviour. One way to improve classroom management is to establish clear and transparent classroom rules. Making a set of **classroom rules together with learners** is a good way of establishing positive behaviour and getting learners to take responsibility. The following is a step-by-step approach that teachers can follow with learners to develop classroom rules.

### Step 1:

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

### Note to the teacher:

This discussion is likely to include the following:

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

- Helping create an environment for teamwork;
- Helping everyone to participate;
- Encouraging everyone to commit themselves individually;
- Helping everyone to respect each other's views;
- Helping everyone in managing time and their behaviour properly.

### Step 2:

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

### Step 3:

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

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

### Note to the teacher:

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

- It begins with "I ...".
- It is a positive statement.
- It is easy to understand.

- It is achievable.
- It describes observable behaviour.
- It is tailored towards achieving a common goal.
- It does not discriminate against any group of learners.

**Step 4:**

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

**Step 5:**

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

**Step 6:**

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

**Note to the teacher:**

Ideas should include:

- Learners coming late.
- Learners making noise.
- Learners talking without permission.
- Learners leaving the room during class.

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

**Step 7:**

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

**Step 8:**

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

**Step 9:**

Work with the whole class. Identify the 10 most important rules for the classroom and make a record of them (max 10). Figure 7 shows an example of a set of classroom rules created using this method.



### Step 10: Follow-up activity: poster-making

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

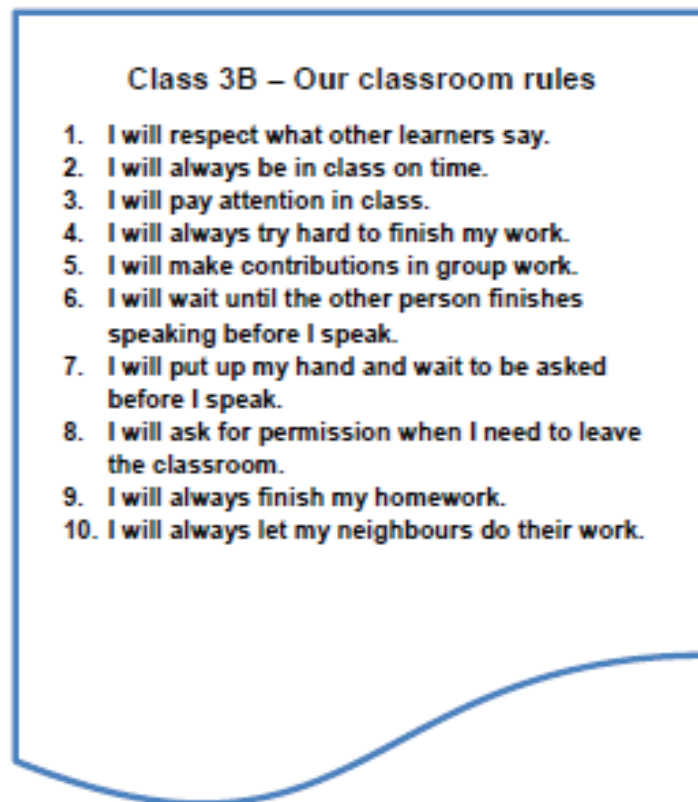


Figure 7: Example of classroom rules (Building Learning Foundations (BLF) Programme, 2019)

### Step 11: Follow-up activity: make a set of school rules

It is important to have a **common approach to positive behaviour management across the school**. After individual teachers make classroom rules with their learners, the teachers from all classes plus representatives from the learners should come together to develop the school rules. They use the discussions about bad behaviour and the classroom rules made by learners as a guide to developing appropriate school rules.

### Step 12: Dissemination of rules

The next step is to share these school rules with parents through the School Executive Committee and post a copy on the school's notice board.

## Conclusion of Unit two

This unit deals with student behaviour as an issue that concerns all educational stakeholders. Specifically, it highlights the responsibility that a school leader plays in making sure that student behaviour is well managed through a comprehensive approach that uses discipline as a means to teach rather than to punish. In this unit, it is clarified that a smoothly running disciplinary system depends on a well-defined and transparent policy established by the headteacher in consultation with the staff. This is the reason why the headteacher and deputy headteacher are required to be visible, accessible, supportive and create a warm environment where teachers take an active interest in the personal goals, achievements, and students' problems. The unit indicates the various school actors involved in managing student behaviour and their roles. The unit also addresses various approaches and actions for dealing with student discipline.

# UNIT THREE

## ASSESSMENT AND RECORD KEEPING

### Introduction

As leaders of learning in the school, school leaders play a key role in coordinating assessment and record keeping. Collecting and managing data on student learning and communicating and acting upon them are key aspects of leading learning. Information from assessment is recorded and used to assess whether the school is on track in fulfilling its vision and mission.

### Learning outcomes

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

- Monitor the application of formative and summative assessment;
- Evaluate several assessment procedures;
- Assess the importance of record keeping in schools.

#### Activity 18

Briefly brainstorm on following questions:

- What is assessment?
- Why is assessment important?
- In reference to your school, explain with examples the importance of keeping assessment data.
- What is the role of school leaders in assessment?

Successful teaching requires teachers to gather data, process the data into meaningful information and make decisions based on the gathered information. Information is collected on the teaching and learning process.

Teachers make decisions about students all the time, based on answers on questions such as:

- What learning objectives do I need to cover today?
- What kinds of activities are suitable for this topic?
- Is my teaching going well? How do I know?
- What learning outcomes have I achieved today? How do I know?
- What can I improve upon?
- What can the students do well? How do I know?
- On what must they still improve? How do I know?

## Section 1: Assessment

Assessment can be defined in multiple ways. Ioannou-Georgiou (2003) defines assessment as “a general term which includes all methods used to gather information about children’s knowledge, ability, understanding, attitudes and motivation. More specifically, assessment is the way teachers gather data about their teaching and their students’ learning (Hanna & Dettmer, 2004).

Assessment is an essential part of teaching and learning because it provides the information whether the goals of the teacher and the school are achieved. More specifically, effective assessment improves learning and teaching and establishes a quality learning environment.

A key aspect of a quality learning environment is student-centred teaching, in which teachers emphasise not only what the students learn but, more importantly, how they learn. As such, teaching and assessing are intertwined (Huba & Freed, 2000). They are performed continuously and are interrelated to provide guidance about how to acquire knowledge, skills and abilities. Students can make mistakes and they learn from the mistakes.

Assessment is more than giving a grade or degree to students. It plays an important role in focusing their attention and drives their learning. An important role of assessment is to provide feedback to students and teachers about teaching and learning. Feedback enables teachers to evaluate their teaching and students to evaluate their learning. Therefore, it is important that assessment is done consistently and continuously during teaching and learning. It is also important to plan assessments so that students will be able to monitor their learning strategies and practise their acquired knowledge and skills.

### Types of assessment

#### Activity 19

Read the scenario and answer the questions below.

Mrs Mary teaches physics and mathematics in senior two at school X. She prepares her lessons well. In class, she uses active teaching and learning methods.

Throughout the lesson, she asks questions to check whether students are mastering the content. At the end of the lesson, she gives a short, written quiz to verify if the learning objectives have been achieved. She also gives tasks to be done at home and later on gives a final exam.

Mr James teaches physics and mathematics in senior four at the same school. When the headteacher asks him why he does not prepare lesson plans, he argues that he has elaborated notes. At the start of his lessons, he never asks students to recall what was learnt in the previous lesson. He immediately introduces the new content and teaches by note taking. He does not provide homework and gives only the end of term final examinations.

Questions for reflection:

- Which of the two teachers assesses effectively? Justify your answer.
- What advice would you provide to each teacher about his or her assessment practices?

Assessment can be classified in different ways: according to the purpose for assessment, what is assessed or how it is assessed. In this section, we will focus on the purpose of assessment (formative and summative assessment) and on what is assessed (competence-based assessment).

## **Formative and summative assessment**

### ***Formative assessment***

Formative assessment is defined by its purpose which is to help form, or shape, a student's learning during the learning process (Shepard, 2009). Black and William (1998) characterise formative assessment as "all those activities undertaken by teachers and/or by their students [that] provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black and William, 1998, p. 7).

The goal of formative assessment is to monitor student learning frequently to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning (Black & Wiliam, 2001). More specifically, formative assessment:

- Helps students identify their strengths and weaknesses and target areas that need more work;
- Helps teachers recognise where students are struggling and address problems immediately;
- Enables teachers to build on learners' prior knowledge, and match their teaching to the needs of each learner.

Formative assessments are generally low stakes, which means that they have no or a very low impact on students' final grades. Examples of formative assessment techniques include asking students to:

- Draw a concept map in class to represent their understanding of a topic;
- Do a short quiz at the start or end of the lesson;
- Write short notes summarising the main ideas of the lesson;
- Work in groups to make a poster or presentation on a topic;
- Use voting cards to answer the teacher's questions.

### ***Summative assessment***

Summative assessment is an appraisal of learning at the end of an instructional unit or at a specific point in time (States et al., 2018). The goal of summative assessment is to evaluate student learning at the end of a unit or term by comparing it against standards or outcomes (Black and Wiliam, 2001). Summative assessment evaluates the mastery of learning whereas formative assessment measures progress and functions as a diagnostic tool to help specific students.

Summative evaluation usually includes grading or certification. Examples of summative assessment include:

- A midterm exam;
- P6 national examination;
- A final project.

Unlike formative assessment, summative assessment is not part of the instructional process. Summative assessments happen too long after the teaching of the content to provide information to adjust the learning process. Another distinction between formative and summative assessment is student involvement. Formative assessment is only effective if students are involved in the assessment process.

However, formative and summative assessment are connected (Figure 8). Information from summative assessment can be used formatively when students or teachers use it to guide their efforts and activities in their subsequent teaching.

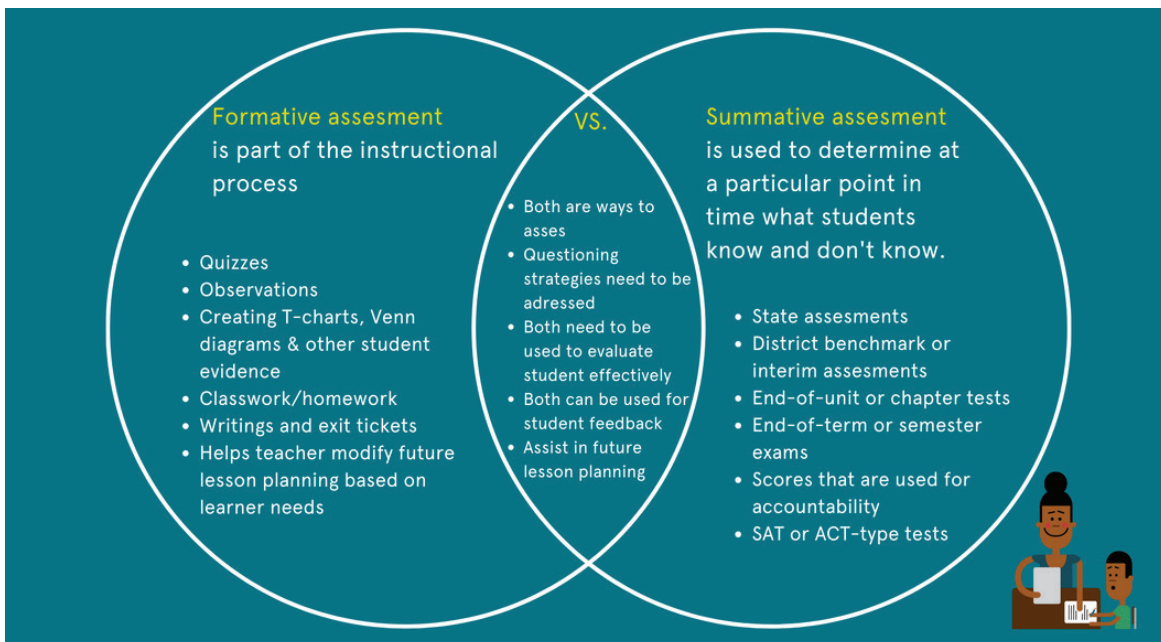


Figure 8: Formative versus summative assessment (Fletcher-Wood, 2016)

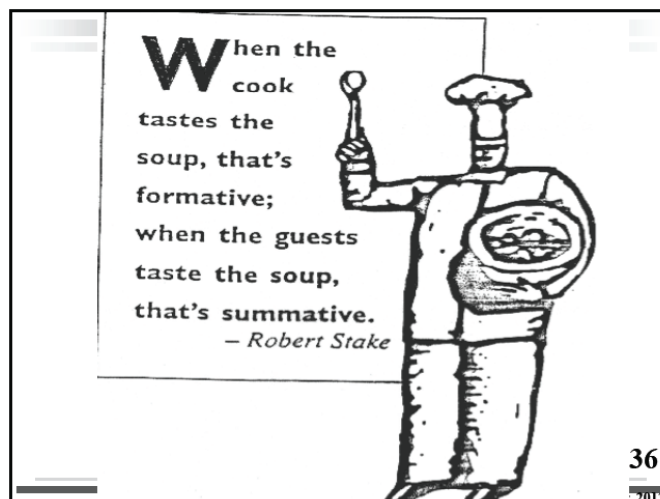


Figure 9: Formative and summative assessment

## Conducting formative assessment

### Activity 20

Based on lesson observations in your school, which techniques are **mostly** used by teachers to conduct formative assessment in their lessons? How do you support your teachers to effectively implement formative assessment?

How can teachers conduct formative assessment in their lessons? Below, we briefly discuss some techniques without going into details. As a school leader, you should be aware of techniques to implement formative assessment and support teachers to implement it in their lessons.

#### 1. Share learning objectives with learners

Formative assessment involves both the teacher and the learners. Therefore, the first step is that learners know what the learning objectives of the lesson are. Often, the teacher knows why the students are engaged in an activity, but the students are not always able to differentiate between the activity and the learning that it is meant to promote. Explicitly sharing the learning objectives will direct students' attention to the learning.

When students know the learning objectives of a lesson, they are helped to focus on the purpose of the activity, rather than simply completing the activity. The teacher shares these learning objectives with students, either verbally or in writing. Sometimes the learning objectives are written on the board and shared with students at the beginning of a lesson or unit. At other times, it is not mentioned until after the activity.

#### 2. Plan assessment opportunities during lessons

Researchers recommend small, frequent tests that result in useful feedback. It is the feedback on what they don't know, not on what the student got right, that leads to learning (Black & William, 1998). As well as informing teachers, such assessment opportunities should also help learners become more aware of what they still need to learn and how they learn it.

Research in Rwanda found that there is little or no time to collect, analyse and use assessment information to improve learning and inform planning. This prevents teachers' ability to get to know their learners personally, differentiate appropriately and improve the effectiveness of teaching (REB, 2017). A common feature of bad lessons is the failure of teachers to make regular checks on students' learning and their determination to continue with the planned work even when the students clearly do not understand it.

#### 3. Assess groups as well as individuals

Given the large class sizes in Rwanda, formative assessment can be time consuming, particularly when it is focused on providing detailed, formative feedback to individual learners. Group activities provide opportunities to observe, listen, and question groups of learners in ways that provide a lot of formative assessment evidence. For example, group work sessions in which learners produce posters are helpful group assessment opportunities.

#### 4. Encourage self-assessment and peer-assessment

Studies on formative assessment point to the value of learners assessing themselves. Through this process learners become aware of what they need to know, what they do know, and what needs to be done to narrow the gap. One way of achieving this is to give copies of learning objectives to learners, ask them to produce evidence that they can achieve these objectives and, where they cannot, discuss what they need to do next. Over time, it is also possible to foster a collaborative culture in which learners take responsibility for the learning of their peers. This involves making time for learners to read through each other's work and to comment on how it may be improved.

#### 5. Use convergent and divergent assessment questions

Assessment questions can be convergent or divergent (Torrance & Pryor, 2001). Convergent assessment ("Can you do this . . .?") is characterised by tick lists and can-do statements. The teacher asks closed questions to determine whether the learner knows, understands or can do something. This is the type of assessment mostly used in written tests.

Convergent assessment corresponds with the lower levels in Bloom's taxonomy (knowledge, comprehension), whereas divergent assessment relates to the higher levels (analysis, synthesis).

In divergent assessment ("Show me what you know about . . ."), the teacher asks open questions that give learners opportunities to describe and explain what they know, understand or can do. The outcome is not predetermined. Divergent questions are very useful for formative purposes. For example, you can ask learners to respond to sets of open questions using small writing boards, to produce posters to summarise what they know about a topic, to find alternative approaches to solve a problem or to evaluate work produced by other learners.

#### 6. Give feedback that is useful to learners

There is evidence that the only type of feedback that promotes learning is a meaningful comment (not a numerical score) on the quality of the work and constructive advice on how it should be improved (Nicol, 2007). Indeed, grades often distract learners from paying attention to the feedback. Research (Black & Wiliam, 2001; Nicol, 2007; Hattie & Timperley, 2007) shows that helpful feedback:

- Focuses on the task, not on grades;
- Is detailed rather than general;
- Explains why something is right or wrong;
- Is related to objectives;
- Makes clear what has been achieved and what has not;
- Suggests what the learner may do next;
- describes strategies for improvement.



## 7. “My favourite no” technique

Students will answer a question provided by their teacher and then analyse a wrong answer given by a classmate (Lemov, 2015). The purpose of this activity is for the teacher to quickly assess how many students are understanding the concept and for those who are not, what exactly is causing their misunderstanding. It is essentially a formative assessment that works well as a warm-up activity. It is important to foresee enough time for the analysis of the wrong answer. “My Favourite No” is a teacher’s strategy that helps students to realise that wrong answers are an important part of the learning process.

Key elements of this technique are:

- Select an error that is commonly made by students or that reflects important misconceptions on the topic.
- Start with what is good in the answer.
- Move to what is incorrect in the answer and create a dialogue about the error.

## 8. Using voting cards

Voting cards are used by learners to vote for a specific answer on a question by a teacher. This can be a true-false question or a multiple-choice question (Figure 10).



Figure 10: Voting cards with letters

You can print these cards for your learners. If possible, laminating them is a good idea, because they will keep longer. You can combine colours and letters on the front and back side.

## Section 2: Competence-based assessment

### Activity 21

MINEDUC introduced the CBC to improve the quality of teaching and learning. With good examples, discuss how teachers in your schools conduct assessment with reference to CBC. What are the challenges they face in implementing competence-based assessment? What actions did you take to overcome these challenges? Are those challenges and actions catered for in your SIP?

Competence-based assessment focuses on knowledge, skills and attitudes. It is an assessment process in which the learner is confronted with a relevant learning challenge and asked to put into practice what has been learnt to resolve or overcome this situation. A major purpose is to assess the extent to which competences have been achieved and to identify which schools and learners need pedagogical advice and strategic intervention.

In the Rwandan education system, assessment is organised at the following levels: school-based assessment, national assessment (such as Learning Assessment in Rwandan Schools/ LARS), district examinations and national examinations. Continuous assessment is the daily monitoring of learners' progress and collecting information on learners' ability to demonstrate the required competencies in carrying out tasks.

What should be assessed in schools?

- **Knowledge and understanding:** Does the child demonstrate an understanding of the subject? Has the child mastered the subject concepts?

**Indicators:** correctness of answers, coherence of ideas, logical reasoning.

- **Practical skills:** How does the child perform on practical tests?

**Indicators:** accuracy, using appropriate methods, quality product, speed and efficiency, coherence.

- **Attitudes and values:** How does the child respond to a task or a situation? What is the child's behaviour?

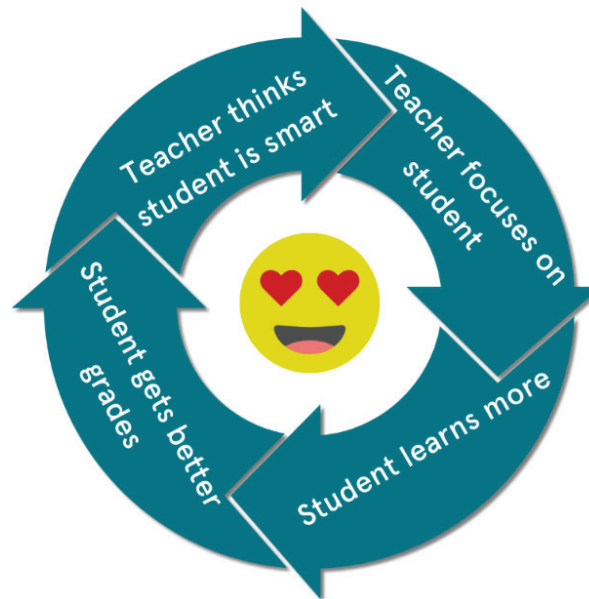
**Indicators:** approach to a situation, appreciation of the task given, impression of a situation, manipulation, reasoning, persistence, tolerance.

- **Generic competences:** What are the steps taken to perform a given task? What is the reasoning behind it? How does the child overcome each challenge?

**Indicators:** reasoning, manipulating, presenting, value judgment, applying knowledge.

## Challenges in assessment

It is widely accepted that assessment, particularly testing, produces anxiety. While testing motivates most students, some may experience anxiety and therefore their performance is affected. Results from testing are often used to group or label students. Grouping is a major concern in education because it shapes perceptions. For example, when students are grouped as below average, teachers tend to have lower expectations of them. These students may not receive the same opportunities as others. Labelling may also have negative effects on how students view themselves. This is called the **Pygmalion effect**: our expectations from each other have a strong effect on how we perform (Figure 11).



*Figure 11: The Pygmalion Effect (self-fulfilling prophecy) (Murphy et al., 1999)*

Inappropriate interpretation of test scores may result in unjustified generalisations. Below average students might develop low self-esteem, confidence level and motivation as a result of their low test results. Even though testing may have some negative consequences, not assessing is often more harmful. Without testing, decisions about important issues in teaching and learning would be based on weaker evidence. Furthermore, it would be difficult to encourage students to improve without demonstrating their strengths and weaknesses.

## Section 3: Record keeping

Record keeping relates to the gathering of evidence from classroom observation and assessment instruments and using them to judge the teacher's or student's performance against the set criteria or standards. This section focuses on how to analyse, interpret and use test results.

### Activity 22

Briefly, brainstorm on the following questions:

- Why is record keeping important for leading learning?
- What kind of records do you keep?

### What to record?

In Module 1, in the section on M&E, we discussed what data are interesting for a school to collect and keep a record on. You can find the following items in the digital School Improvement Plan (SIP):

#### Data on the school profile (tab 1 of the SIP):

<b>Name of the school</b>	
<b>District</b>	
<b>Sector</b>	
<b>Cell</b>	
<b>Village</b>	
<b>Foundation date</b>	
<b>Ownership</b>	
<b>School status</b>	
<b>School Type</b>	
<b>Other School Type</b>	
<b>Boarding school or Day school</b>	
<b>Rationale for foundation</b>	
<b>Other rationale</b>	

Figure 12: School profile data in the digital SIP

#### Data on school statistics (tab 2 of the SIP)

- Staff profile;
- Student demographics (age, sex);
- Class sizes;
- Infrastructure.

### Students performance data (tab 3 of the SIP):

- students' achievement scores;
- national examination results;

Leading learning	Report of analysis of students' performance level in Sector mocks per subject at all levels	
	Report of analysis of students' performance level in national examinations per division and aggregate at all levels	
	Students' attendance rate at all levels	
	Students' absenteeism rate at all levels	
	Students' repetition rate per grade at all levels	
	Students' drop-out rate per grade at all levels	
	Students discipline data	
	Students book ratio	
	Students with no scholastic materials	
	Functional students' clubs	

Figure 13: School performance data on Leading learning in the digital SIP

You can find the definitions and calculation methods of these indicators in Appendix 1 of Module 1: Creating a strategic direction of the school.

### How to analyse, interpret and use student and school performance data?

There are several methods of summarising, analysing and interpreting student performance data. These include tabulating, graphing, or statistical analysis. Both quantitative and qualitative analysis techniques can be employed to analyse student learning data. Quantitative data are often easier to calculate and can aid in comparisons across years or across groups, whereas qualitative data can reveal the why or how behind the numbers. When dealing with data, it can help to work through it in four steps: (i) Summarise the data; (ii) Analyse the data; (iii) Interpret the data and (iv) Use the data to inform the school decision making and to feed in the process of setting the school strategic direction. The digital SIP is set up in such a way that it will help you with each of these steps.

#### 1. Summarising students' performance data

It is hard to understand data in bulk. Data only becomes information that you can use to make decisions after being processed. Thus, it is best if data is summarised into results. There are two benefits of summarisation of data: reducing the amount of data needed to digest and increasing the ability to interpret the data. There are three steps to summarise data: (i) organising the data; (ii) cleaning the data and (iii) visualising the information.

##### ▪ Organising the data

If there is a small amount of data, it can be prepared manually. Otherwise, the results should be entered into a computer for easier summarising and analysing. If the assessment tool uses descriptive instead of numeric categories, it will be necessary to change the ratings or responses into numbers (coding) before entering them into the computer. It will make them easier to summarise and analyse. The digital SIP is a MS Excel spreadsheet in which you can easily enter data in an organised way.

- **Cleaning the data**

Depending on the data collection, a cleaning up will be needed to make sure the data is appropriate and accurate prior to being summarised and analysed. For example, assessment results from a paper-based survey or rubric may include some unclear or inaccurate responses that you will need to clean (e.g., correcting or eliminating data from the sample).

- **Visualising the data**

Teachers and school leaders chart the students' performance data in a way that is meaningful. It is often helpful to use frequencies, intervals, tables, line graphs or bar charts to get a clear look at the big picture. In the SIP, a lot of data is automatically visualised in the dashboard (tab 5 of the SIP). If you entered data correctly in the SIP, the dashboard will automatically produce several graphs and charts.

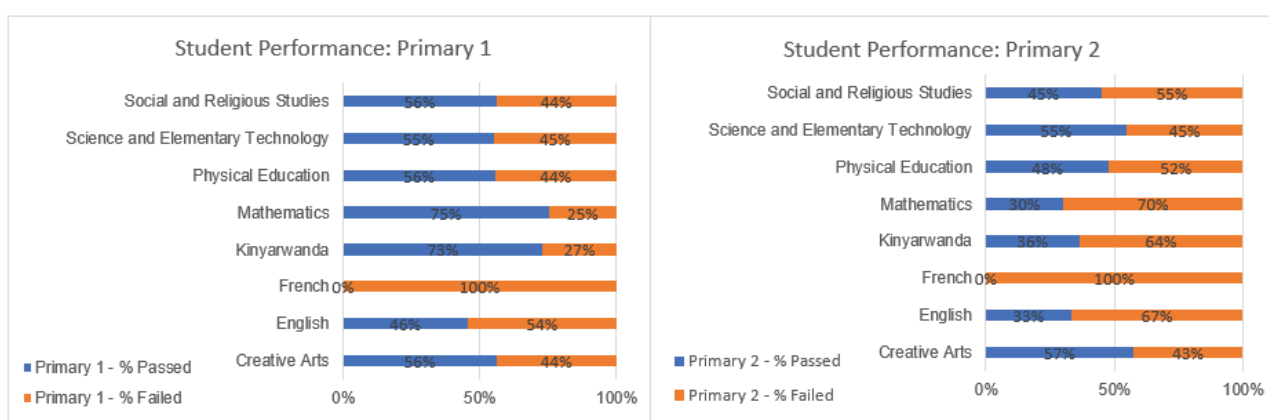


Figure 14: Example of charts in the dashboard of the digital SIP

## 2. Analysing students' performance data

Summaries alone can't fully communicate the message conveyed by the students' performance data. They make it easier for teachers, school leaders, students and parents to see meaning but by themselves they don't reveal the whole story. There is a need to include an explicit narrative interpretation of what was seen in the data and what the school is planning to do about it.

Therefore, the process of summarising data is a preliminary to the process of analysing students' performance data which consists in finding the story in the data. The analysis process is a deep examination of each component of the data in order to draw conclusions. At this stage, the objective is to notice any patterns, tendencies or trends that emerge from the data and check for any errors or inconsistencies that may appear in the data.

The analysis enables the students' performance data to be easily interpreted. The first step in the data analysis is to describe the data using descriptive statistics.

Descriptive statistics permit the school to meaningfully describe many scores with a small number of indices by providing answers to questions such as: what was the average score on the test? Were most of the scores close to the average or were scores considerably spread out? Was the class homogeneous or heterogeneous? What is the value in the dataset that is the most common or the most frequently occurring? What is the centre of the dataset? How is the dataset distributed? What are the characteristics of the data considering the numerous regressions and deviations? How well did a student perform in comparison with students in the specific norm group?

The following are types of descriptive statistics: measurement of central tendency (the mode, the median and the mean), measures of variability (the range, the quartile deviation, the standard deviation and the normal curve) and measures of relative position (the percentile ranks). Although qualitative data are easy to analyse, the school should use both qualitative and quantitative methods to analyse and describe assessment results. Qualitative data can provide additional richness to quantitative data by providing answers to “how” and “why” questions about students’ learning experiences.

### **3. Interpretation of students’ performance data**

The interpretation of students’ performance data gives meaning to the findings from the analysis process, within the given context. During the interpretation of students’ performance data, the school stakeholders should compare data to provide greater meaning. Data can be compared to baseline data, previous assessment results, existing standards or criteria, or between different student populations. In that way, they should answer various questions such as: are there gaps in learning outcomes achievement in certain student populations? What does the assessment data say about achievement of student learning? Did students demonstrate an acceptable level of proficiency for the stated students learning outcomes? Did they meet established benchmarks? Are there weaknesses in any particular skills? Alternatively, are there areas where students excelled? What does the assessment data say about students’ preparation for the next course in the program or next step in their career pathways?

### **4. The use of students’ performance data**

There are several ways to use student data to improve teaching and learning outcomes. Teachers, school leaders and parents use the data to assess the students’ progress, performance, strengths and weaknesses. The students’ performance data allow teachers, students, school leaders and parents to diagnose possible causes of poor performance and apply remedies. In that way, effective and efficient use of the mentioned data can lead to improved student performance.

Based in the interpretation of students’ performance data, the SIP team can identify key priorities and root causes (tab 6 in the SIP). By analysing and interpreting the data, the SIP team will now know the causes of certain failures.

## Discussing records with parents

The most helpful reporting is to share what learners are doing well and where they need to improve. Record keeping in itself is not the purpose, but to use those records to improve teaching and learning.

### Activity 23

Discuss the following questions:

- How do you use the student performance data and the school data in your school?
- How do you communicate with parents about the teaching and learning of their children?  
What kind of data do you base on for this exchange between parents and the teaching staff?

Records of teaching and learning should be used to inform discussions with school stakeholders. For example, do boys and girls achieve similar results in all subjects? Is the average performance of learners for some subjects much higher or lower than for others? How are results from school-based assessment correlated with results of national exams?

Parents can also be a useful source of information about the learning of their children. How much time do they spend on studying and homework? Do they like reading? What is their favourite subject? Do they like going to school? These kinds of questions can give useful information about the teaching and learning that is going on and the school climate.

## Conclusion of Unit three

Unit 3 tackles the concepts of assessment and record keeping and stresses the role of the school leader in coordinating assessments and record keeping. School leaders should make sure that they collect and manage data on student learning and communicate and use them as key aspects of leading learning. In this regard, information from assessment is recorded in the School Improvement Plan and used to assess whether the school is on track in fulfilling its vision and mission. School leaders should make sure that various forms of assessment are conducted effectively and efficiently and that data from such assessments are well analysed, interpreted and used.



# UNIT FOUR

## CREATING A CONDUCTIVE LEARNING ENVIRONMENT

### Introduction

No one can ignore the role of school leader in creating a conducive learning environment. To this end, the first section of this unit describes the meaning and characteristics of a conducive learning environment. The second section describes the tips to create a conducive learning and the third section describes how school leaders can deal with discontinued education through distance and online learning.

### Learning outcomes

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

- Demonstrate understanding of a conducive learning environment;
- Create a conducive learning environment in your school;
- Deal with discontinued education through distance and online learning;
- Appreciate the importance of a conducive environment for improvement of students' learning outcomes.

#### Activity 24

As a school leader,

- Which elements can you assess to ensure a conducive environment for learning?
- What can you do to create a such conducive environment for learning in your school?

## Section 1: Understanding a conducive learning environment

A conducive learning environment is an environment where meaningful learning takes place. This is an environment where there are lots of possibilities for learners to interact with content, with other learners and with their teachers. We all have a role in creating and maintaining such conducive learning environments. A learner feels valued when his or her opinions are included in the process of teaching and learning. A teacher feels valued when his or her ideas are taken into account in the organisation of teaching and learning in the school.

As a school leader, it is important to check during short class observations whether there is a conducive learning environment. Laevers and Heylen (2003) have developed a short **rubric** that can help **to identify conducive learning environments** (Table 4). You can use this during class visits and as a starting point for a conversation with your teachers.

**Table 4: Checklist for a conducive learning environment in classrooms**

<p><b>Class atmosphere</b></p>	<ul style="list-style-type: none"> <li>▪ There is a relaxed working atmosphere in the group: laughing, talking, asking questions ...</li> <li>▪ Learners are paying attention.</li> <li>▪ There is concentration, but also humour in the group.</li> <li>▪ Most learners have a satisfied, enthusiastic or relaxed facial expression. There is little quarrelling or group forming.</li> </ul>
<p><b>Interactions between learners</b></p>	<ul style="list-style-type: none"> <li>▪ Learners work in close collaboration.</li> <li>▪ Learners dare making suggestions and are helping each other.</li> <li>▪ Learners spontaneously respond to each other: they ask questions, showing their appreciation, listening, complementing each other, participating.</li> <li>▪ Learners show visible attention and appreciation for initiatives, projects and ideas of fellow students.</li> <li>▪ Some activities, such as a class project are driven by the class as a group.</li> </ul>
<p><b>Interactions between learners and the teacher</b></p>	<ul style="list-style-type: none"> <li>▪ Learners trust the teacher with their ideas or plans without much hesitation or worries.</li> <li>▪ Learners are focused on the teacher (asking questions, showing what they are doing), but are not overly dependent on teacher (requesting constant attention ...).</li> </ul>

Source: Laevers & Heylen, 2003

Another important strategy to create a conducive learning environment is to celebrate successes together. Read the box below about what one school is doing to celebrate successes.

### **Activity 25**

Read the case story about celebrating success from G.S Nyabigoma.

G.S. Nyabigoma is a nine-year-basic-education programme (9YBEP), located in Bweyeye Sector in Rusizi District. To motivate learners to perform to the best of their abilities, school leaders in collaboration with school executive committee members came up with an activity to boost students' performance at primary and secondary level.

The school authority organises an open day function where local leaders, parents and sector leaders are invited to celebrate the school achievements. In this function, the first student(s) in primary six and senior three who score the highest marks allowing them to proceed to boarding schools are ceremoniously awarded mattresses. In this area, a mattress is valuable. The impact of this initiative has been positive; students strive to win the prize, and this has improved the performance of the school. Parents are putting more effort in helping their children to regularly attend class, be punctual, and do take-home activities. This school is among the best performing schools in the district with a low rate of dropout despite its remote location.

Questions for reflection:

- What are the best practices and lessons learnt from the case story about G.S. Nyabigoma?
- What are you currently doing in your school to motivate learners and boost their performance?

### **Supporting learner retention and attendance**

An indicator of a conducive learning environment is a low dropout rate. There are many reasons for dropouts, both socio-economic and cultural. What can school leaders and teachers do to support learner retention and attendance?

## How can teachers support learner retention and attendance?

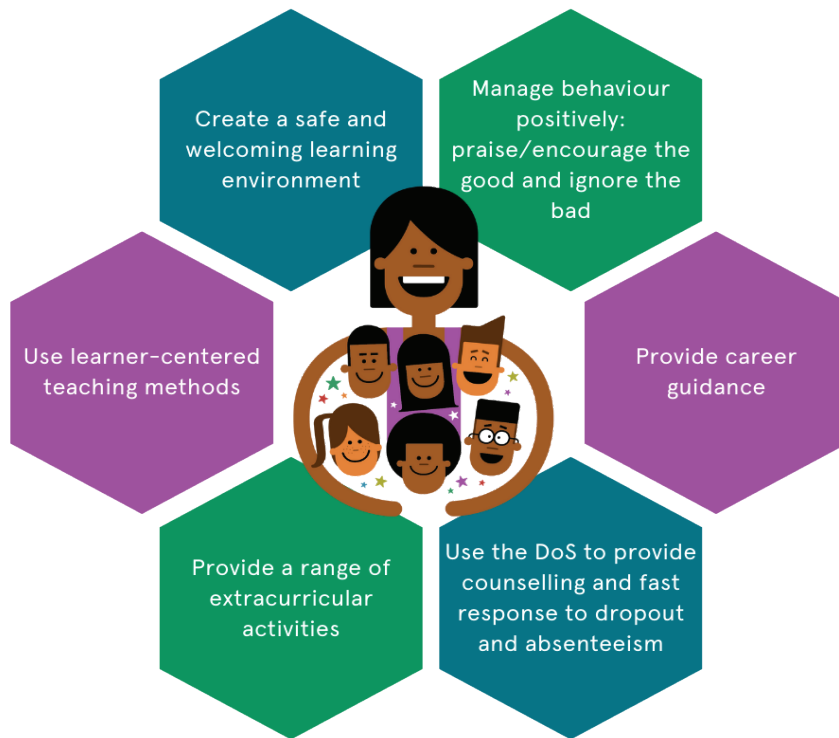


Figure 15: Keys to improving learner retention and attendance (BLF, 2019)

### Activity 26

Which of the strategies outlined in Figure 15 are already found in your school? Which one(s) would you like to try? Which data will you collect to know if they are making an impact on pupil retention and attendance?

## Section 2: Dealing with discontinued education through distance and online learning

Securing quality education for all and making sure that the most vulnerable are not left behind is the responsibility of every government. During the COVID-19 disruption, distance and online learning have played and will continue to play an important role in education. In Rwanda, the Ministry of Education through Rwanda Basic Education Board (REB) organises distance and online learning programmes via radio, TV and e-learning programmes during the period of Covid-19 and school closure to ensure that students' learning continues. School leaders have a big role to play in supporting the government to implement distance and online learning programmes or other initiatives to ensure that learning does not stop.

### Activity 27

What is your understanding of distance learning and online learning?

“In a broad sense, distance learning is often synonymous with online learning, e-learning, correspondence education, remote studies, flexible learning, and massive open online courses (MOOCs). Common features of distance learning are spatial and/ or temporal separation, and the use of media and technology to enable communication and exchange during the learning process. This may be achieved through print-based learning, one-way broadcasting (TV and radio programmes), or the web (social media and learning platforms). Distance learning tends to require high levels of self-direction on the part of the students, and study skills that have to be supported through new teaching, learning and guidance strategies” (UNESCO, 2020).

## Activity 28

Read the case study below:

Sekanjako Fred is a headteacher at Bright Light Academy-Kayonza, Mukarange Sector, Kayonza District. He completed the CPD Diploma in Effective school leadership, cohort two. He shared his experience in dealing with discontinued education through distance and online learning for students.

“To ensure continuity of learning for all students, both girls and boys, we as Bright Light Academy-Kayonza used different strategies such as lending books to our pupils for learning at home and calling parents to remind them their responsibility of being available for their children. We had to remind them to encourage and guide their children to learn through radio and TV. We also shared revision question papers to students to help them learn from home. The question papers were collected by children at school campus, and they had to be answered at home. Children had to bring the answered copies back to school so that teachers can mark them. Results were shared afterwards. By giving revision exercises to students and marking them during lockdown period, we were monitoring their learning. Teachers also had to visit them at home whenever necessary to follow up on their learning. These are mainly children with illiterate parents and those whose parents were busy and had no time for their children.

The challenge we faced was mainly financial, whereby teachers needed money for facilitation, yet the school had no money. Another was that some parents were not able to guide pupils during that period because they had other businesses to run, and others had no idea of what was being taught on radio and TV. We proposed parents the idea of providing online learning, but parents didn't support it. Most of them complained about the data usage and time. So, online learning could not be implemented. The other issue was that our staff were facing financial problems because their contracts were suspended. Fortunately, we found a grant of 1000\$ from an organisation called “Opportunity International” to facilitate our teachers. This helped us to support them with transport and other needs. We managed to provide them with some food stuffs such as rice and maize flour as a way of helping them and their families.

To ensure that learning continues, we as school administration at Bright Light Academy-Kayonza involved parents, teachers and pupils themselves. We involved parents by calling them and reminding them about radio and TV classes and by reminding them to send their pupils to collect revision papers from school as a way of making them busy during their stay at home. Also, we involved teachers by facilitating them with transport to go on field and help especially nearby children. Children were involved by giving them activities to be done and books to read while at home.

The other innovation we did to ensure that students' learning continues during the lockdown was about collaboration with other schools. For example, during that time, the school had financial shortage and our photocopying machine had problems. So, we decided to collaborate with other schools which had printers and photocopying machines. We shared with them our question papers and requested them to make copies of the questions for students in both schools.

I learnt how to work with other institutions not only in time of need but always to make connection with others which was not the case before. The skills acquired from the CPD programme in Effective School Leadership helped me to collaborate with other schools but not to see them as my competitors. It also helped me to look for support in other institutions to support our teachers. Also, the skills got from CPD helped me to know how to retain my teachers. Now, I still have all my teachers today.

Reflect on the following questions:

- What strategies did headteacher Fred use to ensure that learning continues during schools' closure? Whom did he involve?
- As an educational leader, how did you support distance or online learning during schools' closure? Whom did you involve?
- What challenges did you face? How did you overcome them?
- What can you recommend to the government about dealing with discontinued education through distance and online Learning for students?

### **Conclusion of Unit four**

This unit addresses the concept of a conducive learning environment and defines it as an environment where there are lots of possibilities for learners to interact with content, with other learners and with their teachers to enable meaningful learning.

In this respect, school leaders can actively support with creating such an environment and monitor how it sets in at school in general or while teaching and learning in particular. A conducive learning environment is also one of the factors that influences learners' and teachers' retention.

## **CONCLUSION OF MODULE THREE**

Leading learning is one of the five professional standards for school leaders. In this module, we explored what it means for a school leader to be a leader of learning. First, we discussed how a leader of learning coordinates the implementation of the CBC. School leaders need to make sure that all teachers teach in a competence-based and learner-centred way. This means that generic competences and crosscutting issues are addressed, and that inclusive education is promoted. Secondly, leading learning means a good management of learner behaviour. This includes identifying root causes of disruptive behaviour, involving all stakeholders in the school, implementing policies regarding corporal punishment and using restorative discipline methods whenever possible. A third component of leading learning is assessment and keeping comprehensive and up-to-date records of student learning. Measuring is knowing, and without good data, school leaders are in the dark about the learning that takes place at the school. Finally, leading learning means creating a conducive school environment where learning can take place and dropouts are avoided.

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# APPENDICES

## Appendix 1: Definitions of Education Indicators about Leading Learning

The following definitions come from UNESCO's Education Indicators Technical Guidelines (2009).

### 1. Repetition rate (RR)

Divide the number of repeaters in a given grade in school year t by the number of pupils from the same cohort enrolled in the same grade in the previous school year t-1. For example, you divide the number of learners from the cohort 2006-2007 enrolled in grade 5 in 2017 and compare them with the number of learners from the same cohort enrolled in the same grade in 2016.

$$RR^{t-1} = \frac{\text{Number of pupils repeating in a level in year } t}{\text{Number of pupils enrolled in that level in year } t-1} \times 100$$

### 2. Drop-out Rate (DR)

The percentage of pupils who leave the school without completing the grade they were enrolled in during the school year.

$$DR^{t-1} = \frac{\text{Number of pupils who leave the school in a level in year } t}{\text{Number of pupils enrolled in that level in year } t-1} \times 100$$

### 3. Discipline data

School discipline data refer to the information collected and recorded regarding disciplinary incidents and actions within the school. They provide insights into the disciplinary climate and practices within a school. It helps to identify trends, patterns, and disparities in disciplinary incidents and outcomes among student populations, which can serve as evidence for evaluating the effectiveness of disciplinary policies and interventions.

To analyse school discipline data, you can follow the steps below:

1. Data collection: Gather the relevant discipline data from the school records or database. This could include information such as the number of disciplinary incidents, types of offenses, student demographics, and disciplinary actions taken.
2. Data cleaning: Clean the data by checking for any errors, missing values, or inconsistencies. Ensure that the data is accurate and complete for meaningful analysis.

3. **Exploratory data analysis:** Explore the data to identify any patterns, trends, or outliers. Use visualisation techniques such as bar graphs, pie charts, or histograms to understand the distribution of disciplinary incidents across different variables.
4. **Statistical analysis:** Apply statistical methods to analyse the data further. This could involve calculating measures such as mean, median, and standard deviation to understand the central tendency and variability of disciplinary incidents.
5. **Comparative analysis:** Compare the discipline data across different time periods, grade levels, or student groups to identify any significant changes or disparities. Determine if certain groups of students are disproportionately affected by disciplinary actions.
6. **Actionable insights:** Based on the analysis, derive actionable insights that can inform school policies, interventions, or prevention strategies. For example, if the data show a higher incidence of a particular offense, the school can implement targeted programs to address that issue.
7. **Documentation and reporting:** Document your analysis process, findings, and recommendations in a report or presentation to share with relevant stakeholders such as school administration, teachers, and parents. Present the data in a clear and understandable manner to facilitate informed decision-making.

Remember to follow ethical guidelines and maintain the privacy and confidentiality of students while conducting your analysis. Additionally, consider seeking expert assistance or collaboration if needed.

#### **4. *Students book ratio***

The students book ratio refers to the evaluation and assessment of the availability and accessibility of books or learning materials for students in educational settings. It involves determining the number of books or learning resources available per students in a school and analysing the impact of this ratio on students' learning outcomes. The student book ratio is often considered as an important indicator of educational equity and access to quality education. Adequate access to books and learning materials is crucial for students to develop important literacy skills, expand their knowledge, and achieve their academic success.

To conduct student book ratio analysis, the following steps may be followed:

1. Determine the number of books or learning materials available in the school, for each level (nursery/primary/secondary).
2. Collect data on the total number of students in the school, for each level (nursery/primary/secondary).
3. Calculate the student book ratio for each level (nursery/primary/secondary) by dividing the total number of books by the total number of students (Tot. Nr of books/ Tot. Nr of students). Include this data in your SIP.



4. Analyse the student book ratio in comparison to standards or benchmarks to assess whether the availability of books is sufficient.

A low student book ratio suggests that there may be limitations in access to adequate learning resources, which could hinder students' educational progress. In such cases, educators, administrators, and policymakers can use the analysis findings to advocate for increased resources, funding, and support to improve the students book ratio and enhance students' learning opportunities.

### **5. *Students with no scholastic materials***

Analysis of students without scholastic materials refers to the evaluation and assessment of students who do not have access to essential educational materials such as textbook, workbooks or other learning resources. This analysis helps to identify the extent of the issue and its impact on the students' academic performance and outcomes.

To conduct an analysis of the students with no scholastic materials, the following steps may be taken:

1. **Collect data:** Gather information on the number of students for each level of the school (nursery/primary/secondary) who do not have access to scholastic materials. This data can be obtained through surveys, interviews, or records from teachers, administrators, or school staff. Record this data in your SIP.
2. **Identify reasons:** Determine the reasons why students do not have scholastic materials. Common reasons can include financial constraints, insufficient school resources, lack of support from parents or guardians or other barriers.
3. **Analyse impact:** Assess the impact of students without scholastic materials on their learning outcomes. Look at academic performance, attendance rates, engagement levels, and overall achievement compared to students who have access to the necessary materials.
4. **Develop interventions:** Based on the findings, develop interventions to address the issue. This may involve securing fundings for scholastic materials, providing digital resources to ensure all students have access to necessary materials.
5. **Monitor progress:** Continuously, monitor and evaluate the effectiveness of the interventions. Track changes of the interventions. Track changes in the number of students without scholastic materials and assess the impact on their academic performance and outcomes.

By conducting a thorough analysis of students without scholastic material and implementing appropriate interventions, educators, administrators, and policy makers can work towards minimising disparities and improving educational equity.

## **6. Functional students' clubs**

Analysis of functional students' clubs refers to the valuation and assessment of a club aimed at promoting student engagement, personal development and providing additional opportunities outside of the regular academic curriculum. This analysis helps identify the effectiveness and impact of the club in achieving its goals.

To conduct an analysis of a functional student club, the following steps may be taken:

1. **Collect data:** Gather data on the various clubs that exist at each level in the school (nursery/primary/secondary) and their functionality, including membership, activities conducted, participation level, and student feedback. This can be done through surveys, interviews, attendance records and observations. Record this data in your SIP.
2. **Evaluate club activities and student engagement:** Assess the effectiveness of the club's activities in achieving its goals. Analyse the alignment between the planned activities and the intended outcomes. Consider the diversity of activities, level of students' personal development, and the extent to which they cater for the interests and needs of the students.
3. **Identify areas of improvement:** Based on the findings, identify any areas for improvement within the club. This could involve refining the club's goals, diversifying activities, enhancing communication and student involvement, or addressing any challenges or issues identified.
4. **Implement change and monitor progress:** Based on the identified areas for improvement, make changes to the club's activities, structure, or management. Continuously, monitor and evaluate student engagement, satisfaction and progress towards the clubs' goals.

In a nutshell, by conducting a thorough analysis of a functional student club and making necessary improvements, club organizers and school leaders can ensure that the club continues to provide meaningful experience and opportunities for students' growth and development.

## Appendix 2: Multiple Choice Questions for Module 3

1. Which of the following statements related to curriculum is not correct?
  - A. The intended curriculum is usually larger than the enacted curriculum.
  - B. Teacher beliefs and knowledge affect how the intended curriculum is translated into the enacted curriculum
  - C. The intended curriculum in Rwanda is the CBC.
  - D. The enacted curriculum is what is learner by learners
  - E. None of the above
2. Which of the following elements is not a good example of what can be part of the hidden curriculum?
  - A. gender equality
  - B. being punctual
  - C. multiplication of fractions
  - D. beliefs about the importance of education
  - E. honesty
  - F. None of the above
3. Which of the following statements related to the CBC is not correct?
  - A. The CBC is designed to develop learners' competences rather than only their knowledge
  - B. In the CBC, knowledge is no longer important for learners
  - C. There are two categories of competences: basic competences and generic competences
  - D. Applying knowledge and skills to daily life is a key element of a competence-based curriculum
  - E. None of the above
4. Which of the following statements related to the CBC is not correct?
  - A. Examples of basic competences in the CBC are literacy and numeracy
  - B. Examples of generic competences are critical thinking and problem solving
  - C. All subject teachers are responsible that their learners achieve the generic competences
  - D. Gender and inclusive education are examples of crosscutting issues
  - E. None of the above

5. Which of the following strategies is not a good strategy for school leaders to support CBC implementation?
- A. Promote teacher collaboration
  - B. Read the CBC and help others in the school to interpret it correctly
  - C. Set up a community of practice in the school to work on CBC implementation
  - D. Delegate coordination of CBC implementation to the heads of department
  - E. None of the above
6. Which of the following strategies is not a good strategy for school leaders to support CBC implementation?
- A. Encourage teachers to observe each other's lessons and provide feedback to each other.
  - B. Work with teachers, individually and in groups, to explain, demonstrate, exhibit, or guide practice in the use of new curriculum materials.
  - C. Make sure that teachers have easy access to CBC documents
  - D. Support teachers to set up environment and entrepreneurship clubs
  - E. None of the above
7. Which of the following statements related to inclusive education is not correct?
- A. Each teacher should be able to identify barriers to learning that learners experience
  - B. One teacher per school should be trained in inclusive education
  - C. Differentiation is an important strategy to achieve inclusivity in the classroom.
  - D. Schools should screen their learners for vision and hearing impairments
  - E. None of the above
8. Which of the following statements related to corporal punishment is not correct?
- A. Only physical punishment that results in severe pain is considered corporal punishment
  - B. Also, punishments that humiliate or scare learners are corporal punishment
  - C. Any form of corporal punishment is forbidden by Rwandan Law.
  - D. Corporal punishment has a negative impact on learning outcomes.
  - E. None of the above

9. Which of the following statements related to student behaviour management is not correct?
- A. Using preventive and restorative methods of punishment reduce the need for punitive methods.
  - B. A positive school climate is the best prevention method and can remove many causes of disciplinary problems.
  - C. Examples of preventive methods are guidance and counselling
  - D. Restorative methods of punishment lead to lower self-esteem among learners
  - E. None of the above
10. Consider a discipline case where a boy called Francois has hit another boy called Marcel. Which approach would be an example of a restorative approach?
- A. Creating a welcoming school environment
  - B. Having a conversation with Francois about his reasons and how he can make it up with Marcel
  - C. Calling the parents of Francois to complain about his behaviour
  - D. Suspend Francois for two weeks from school
  - E. Let Francois pay a sum of money to Marcel
11. Which of the following statements related to assessment is not correct?
- A. Formative assessment helps teachers recognise where students are struggling and address problems
  - B. Doing a short quiz at the start or end of the lesson is an example of summative assessment
  - C. Formative assessment can be done by learners
  - D. Teachers should conduct both formative and summative assessment
  - E. None of the above
12. Which of the following statements related to assessment is not correct?
- A. National examinations are examples of summative assessment
  - B. Having lower expectations for girls is an example of the Pygmalion effect
  - C. Attitudes and values are best assessed through formative assessment
  - D. Using voting cards for learners to collect their ideas is an example of formative assessment.
  - E. None of the above

13. Which of the following is not a good indicator for a conducive learning environment?
- A. There is a relaxed working atmosphere in the class: laughing, talking, asking questions
  - B. The students show visible attention and appreciation for initiatives, projects and ideas of fellow students.
  - C. A few students are very active, whereas the other ones are quiet.
  - D. Students are focused on the teacher
  - E. None of the above





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