

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

## Student Manual

**MODULE 1: CREATING A STRATEGIC DIRECTION FOR THE SCHOOL**

5<sup>th</sup> Edition

**Please cite this publication as:**

UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 1: Creating a strategic direction for the school, 5<sup>th</sup> edition, March 2023.

**Copyright Notice**

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



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

**MODULE ONE**  
**CREATING A STRATEGIC DIRECTION FOR THE SCHOOL**

STUDENT MANUAL  
MODULE 1  
5<sup>TH</sup> EDITION  
MARCH 2023

# TABLE OF CONTENTS

---

LIST OF FIGURES .....	iii
LIST OF TABLES .....	iv
LIST OF ACRONYMS .....	v
ABOUT THE AUTHORS .....	vi
ACKNOWLEDGEMENTS .....	viii
FOREWORD .....	ix
MODULE .....	11
CREATING A STRATEGIC DIRECTION FOR THE SCHOOL .....	1
Introduction .....	1
Definition of strategy .....	2
Learning Outcomes .....	3
<b>UNIT ONE.....</b>	<b>4</b>
<b>OVERVIEW OF SCHOOL LEADERSHIP.....</b>	<b>4</b>
Introduction .....	4
Learning outcomes.....	4
Section 1: School Leadership and School Management .....	5
Section 2: Key Characteristics of School Leadership .....	9
Section 3: Key Roles of the School Leader .....	11
Section 4: School Leadership Models.....	14
Section 5: Leadership Styles.....	23
Conclusion of Unit 1 .....	24
<b>UNIT TWO.....</b>	<b>26</b>
<b>DEVELOPING A VISION, MISSION AND VALUES OF THE SCHOOL .....</b>	<b>26</b>
Introduction .....	26
Learning Outcomes .....	26
Section 1: Definition of a School Vision and Mission .....	27
Section 2: Loops of Learning .....	30
Section 3: Formulating a Vision and Mission for the School .....	35
Section 4: Identifying the Core Values of the School .....	37
Conclusion of Unit 2 .....	42
<b>UNIT THREE.....</b>	<b>43</b>
<b>SCHOOL IMPROVEMENT PLANNING .....</b>	<b>43</b>
Introduction .....	43
Learning outcomes.....	43
Section 1: School Improvement Planning Cycle .....	45

Section 2: Key Steps in the SIP Development Process.....	47
Section 3: Involving Stakeholders in the SIP Process.....	66
Section 4: Structure of the SIP .....	68
Section 5: Integrating Inclusive Education into the Strategic Direction of the School .....	69
Conclusion of Unit 3.....	71
<b>UNIT FOUR.....</b>	<b>72</b>
<b>MONITORING AND EVALUATING THE IMPLEMENTATION OF THE SIP .....</b>	<b>72</b>
Introduction .....	72
Learning Outcomes .....	73
Section 1: Understanding Monitoring and Evaluation .....	74
Section 2: Reasons for Monitoring and Evaluation .....	77
Section 3: Key Concepts in Monitoring and Evaluation.....	78
Section 4: The Monitoring and Evaluation Cycle .....	82
Section 5: Levels of Monitoring and Evaluation .....	89
Section 6: Involving others in Monitoring and Evaluation.....	91
Conclusion of Unit 4.....	92
<b>UNIT FIVE.....</b>	<b>93</b>
<b>GENDER AND INCLUSIVENESS IN SCHOOL LEADERSHIP.....</b>	<b>93</b>
Introduction .....	93
Learning Outcomes .....	94
Section 1: Key Terms .....	95
Section 2: Status of Gender Equality in Rwandan Education .....	98
Section 3: Gender in Schools.....	103
Section 4: Gender in Classrooms.....	107
Section 5: Making Schools Gender Responsive.....	109
Section 6: Understanding Inclusive Education .....	111
Conclusion of Unit 5.....	116
Conclusion of Module 1 .....	117
<b>GLOSSARY .....</b>	<b>118</b>
<b>REFERENCES.....</b>	<b>120</b>
<b>APPENDICES.....</b>	<b>122</b>
Appendix 1: Definitions Education Indicators .....	122
Appendix 2: Strategic School.....	124
Appendix 3: Operational Annual School Improvement Plan template .....	124
Appendix 4: School Improvement Planning guide .....	124
Appendix 5: School Improvement Planning Rubric.....	124
Appendix 6: 2020/21 Education statistical yearbook.....	124
Appendix 7: Data Collection Methods .....	124

# LIST OF FIGURES

---

<b>Figure 1:</b> Leadership versus authority (www.cleverism.com).....	6
<b>Figure 2:</b> Primary and Secondary Processes of School Leadership (Scheerens, 1990, adapted by VVOB).....	7
<b>Figure 3:</b> Components of Professional Capital in the school (Fullan, 2014).....	12
<b>Figure 4:</b> Models of school leadership (VVOB, 2022, based on Bush, 2008).....	15
<b>Figure 5:</b> Situational Leadership (VVOB, 2017 based on Leithwood et al., 1999).....	21
<b>Figure 6:</b> Leadership Styles (Whitehead, 2016).....	23
<b>Figure 7:</b> Illustration of single loop learning.....	31
<b>Figure 8:</b> Illustration of double loop learning.....	31
<b>Figure 9:</b> Single, double and triple loop learning (Morgan, 1997).....	32
<b>Figure 10:</b> Example application of loops of learning in a school.....	34
<b>Figure 11:</b> Concentric levels of values (Binon, 2017).....	39
<b>Figure 12:</b> School improvement as a continuous process (PDCA Cycle).....	45
<b>Figure 13:</b> School Improvement Plan Framework (VVOB, 2017).....	48
<b>Figure 14:</b> SWOT analysis framework (Haddock, 2015).....	53
<b>Figure 15:</b> Structure of a problem tree analysis.....	57
<b>Figure 16:</b> Example of a problem tree analysis (REB, 2018).....	58
<b>Figure 17:</b> Process of formulating goals and objectives (REB, 2018).....	59
<b>Figure 18:</b> Distinction between goals and objectives (REB, 2018).....	59
<b>Figure 19:</b> Classification of goals according to importance and complexity (Binon, 2017).....	60
<b>Figure 20:</b> Translating 100% ideas into 15% actions (Binon, 2017, adapted by VVOB).....	62
<b>Figure 21:</b> Overview of key M&E Concepts, based on the Kellogg Logic Model (Nixor, 2007).....	81
<b>Figure 22:</b> The M&E cycle (Binon, 2017).....	83
<b>Figure 23:</b> Gender equality and gender equity (Save the Children, Mureke Dusome project, 2017).....	95
<b>Figure 24:</b> Gender Bottlenecks, barriers, options and opportunities in Education (UNICEF, 2017).....	103
<b>Figure 25:</b> Components of Inclusive Education (Ainscow, 2005).....	111
<b>Figure 26:</b> Differences between special, integrated and inclusive education (Thomazet, 2009).....	112
<b>Figure 27:</b> Example of poster on barriers to inclusive education.....	113

# LIST OF TABLES

---

**Table 1:** Distinguishing leadership and management..... 5

**Table 2:** List of examples of values.....10

**Table 3:** Loops of organisational learning.....30

**Table 4:** Composition of the SIP Planning Team (REB, 2018).....49

**Table 5:** Categories of data (REB, 2018)..... 51

**Table 6:** SWOT Analysis Framework (Haddock, 2015).....54

**Table 7:** Example of a SWOT Analysis diagram (REB, 2016).....55

**Table 8:** Template for identifying points for preservation and actions for improvement..... 64

**Table 9:** Actions to promote inclusive education in the school..... 70

**Table 10:** Differences between monitoring and evaluation (VVOB, 2015)..... 75

**Table 11:** Key terms in monitoring and evaluation..... 78

**Table 12:** Examples of inputs, activities, output, outcome and impact..... 81

**Table 13:** Example of an indicator table (REB, 2018)..... 87

**Table 14:** Examples of monitoring and evaluation activities..... 88

**Table 15:** Levels/ Phases in M&E based on EFQM..... 90

**Table 16:** Selected gender-disaggregated education indicators..... 98

**Table 17:** Selected indicators on the participation of females in education.....100

**Table 18:** Gender stereotypes in schools.....104

**Table 19:** Typical Role Distributions in classrooms and schools.....107

## LIST OF ACRONYMS

<b>EFQM</b>	European Foundation for Quality Management
<b>GS</b>	Groupe Scolaire
<b>ICT</b>	Information and Communication Technology
<b>IIEP</b>	International Institute for Educational Planning
<b>KOV</b>	Katholiek Onderwijs Vlaanderen
<b>MINEDUC</b>	Ministry of Education (Rwanda)
<b>PDCA</b>	Plan-Do-Check-Act
<b>REB</b>	Rwanda Education Board
<b>SEO</b>	Sector Education Officer
<b>SGAC</b>	School General Assembly Committee
<b>SGA</b>	School General Assembly
<b>SIP</b>	School Improvement Plan
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UR-CE</b>	University of Rwanda – College of Education



## ABOUT THE AUTHORS

---

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

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

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

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

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

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

**Mrs Chantal Kabanda Dusabe** is a Strategic Education Advisor in School Leadership at VVOB Rwanda. She provides strategic advice and technical support to VVOB and its partners in Rwanda and in the African Region through the African Centre for School Leadership. She has more than 20 years of experience working in education sector. Prior to joining VVOB in 2017, she was a lecturer at the University of Rwanda-College of Education.

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

# ACKNOWLEDGEMENTS

---

## REB

- Mr. Eugene Fixer Ngoga
- Mr. Nepomuscene Nzamutuma
- Mr. Andrew Kwizera
- Mr. Innocent Uwimana (Former REB Staff)
- Mr. Eugene Rekeba (Former REB Staff)

## Katholiek Onderwijs Vlaanderen

- Mr. Karel Binon
- Ms. Mieke Van Vlasselaer

## UNESCO

- Ms. Diane Mills

## Save the Children/Mureke Dusome

- Ms. Marie Providence Uwera
- Ms. Solange Umwizerwa
- Ms. Sofia Cozzolino

## Headteachers

- Mr. Jean de Dieu Kwizera (GS Bumbogo)
- Mr. Jean Claude Sewase (GS Busanza)
- Ms. Aimee Beata Mushimiyimana (GS Gihogwe)
- Mr. Marc Hategekimana (GS Kabuga)
- Ms. Jeannine Mukaneza (GS Kimisagara)

## UR-CE

- Dr. Dan Imaniriho
- Mr. Valens Ngarukiye
- Ms. Annet Kaviira
- Mr. Ides Mukama
- Mr. Thacien Musabyima
- Mr. Pontien Macumi
- Dr. Josephine Tuvuzimpundu
- Mr. Alain Claude Karasira
- Dr. Jean Francois Manariho
- Dr. Michael Rwibasira Tusiime
- Dr. Jean Baptiste Ndagijimana

## VVOB

- Lorán Pieck
- Lieve Leroy
- Sara Vermeulen
- Sandrine Ishimwe
- Regine Muramutse
- Ange Gloria Umuhoza
- Piet Ross
- Jean Monet Ngenzi
- Fred Hirwa

# 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.

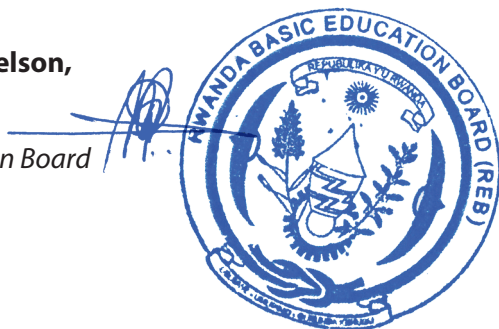
In the 21<sup>st</sup> century, the role of school leaders has become more complex than ever before. School leaders are required to be innovators and open to changes as they guide teachers and learners toward individual and collective targets. Often the biggest barrier to innovation is our own way of 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. Mbarushimana Nelson,**  
*Director General,*  
*Rwanda Basic Education Board*



# MODULE 1

## CREATING A STRATEGIC DIRECTION FOR THE SCHOOL

### Introduction

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

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

In unit three, we will look at the School Improvement Plan. We will discuss why a SIP is necessary, what it should contain and how to develop it together with all stakeholders in your school. We will use the Plan-Do-Check-Act (PDCA) cycle as a tool to guide the planning process.

Unit four is about monitoring and evaluation. Both monitoring and evaluation are key processes in school improvement planning. They will inform you whether the school is doing things right (monitoring) and whether the school is doing the right things (evaluation). We will see how you can use monitoring and evaluation to guide you towards the school's strategic direction.

Finally, the module introduces gender and inclusive education as crosscutting topics for this programme.

# Definition of strategy

## Activity 1

This module is about creating strategic direction for the school. Take a few minutes to write down what strategy means for you. What does it mean to create a strategic direction? What does it mean not to have a strategy? Which data do you think are needed while creating strategic direction of your school? Prepare to share your ideas with the whole group.

The term strategy is often used, but what does it exactly mean to create a strategic direction for the school?

The word 'strategy' comes from the Greek word *strategos* (a combination of *stratos*, which means army, and *age* which means to conduct). The word referred to elected military officials to assume leadership during times of war. The *stratego*i were expected to prepare and implement overall top-level plans (strategies) to achieve the goal of winning the war (through battles, negotiations, or any other means available, according to the situation).

A definition of strategy is therefore *"the management's plans to attain outcomes consistent with the organisation's mission and goals"* (Wright et al., 1998). Mintzberg has reviewed the wide range of definitions of strategy and identified some areas of common agreement (Mintzberg et al., 2009):

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

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

# Learning Outcomes

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

- Demonstrate an understanding of the concepts school leadership and management;
- Explain strengths and weaknesses of school leadership models;
- Describe school leadership practices and their implication on the teaching and learning process for improving students' achievements;
- Demonstrate equity and inclusiveness in school leadership;
- Show empathy in executing leadership roles;
- Value the importance of adopting various leadership styles according to the context;
- Demonstrate understanding of the importance of having a strategy, mission, vision and core values in a school;
- Describe the PDCA Cycle as a planning tool for setting strategic directions;
- Apply the concepts of single, double and triple loop learning to your role as a school leader;
- Distinguish between the concepts and benefits of a vision, mission and core values;
- Develop an inspirational vision and practical mission statement;
- Identify and develop core values for a school;
- Work together with all stakeholders to develop and implement a strategic direction for the school;
- Demonstrate a deep understanding of the importance of using data in School Leadership;
- Demonstrate competencies in data collection, analysis and interpretation for decision making.
- Value the relevance of data in school improvement planning, implementation and monitoring and evaluation process
- Develop a SIP in line with the school's vision and education policies;
- To enhance the teaching and learning activities to achieve the school vision;
- Critically analyse the resources needed for the school to achieve its mission and vision;
- Communicate a commitment to excellence and high expectations for all;
- Use the process of setting the strategic direction to make the school more inclusive;
- Value the importance of setting a strategic direction for a school;
- Recognize the SIP as an instrument to create strategic direction for the school;
- Commit to using a school vision, mission and values as instruments to set strategic direction;
- Value the importance of a strategic direction in making a school more inclusive;
- Show commitment to drive the school towards excellence;
- Demonstrate understanding of monitoring and evaluation;
- Use monitoring and evaluation to guide the development and implementation of the school's vision, mission and SIP.
- Demonstrate an understanding of inclusiveness and gender in education;
- Recognize importance of equity in school leadership.

# UNIT ONE

## OVERVIEW OF SCHOOL LEADERSHIP

### Introduction

School leaders play a crucial role in creating the conditions for effective teaching and learning. No school has sustainably improved the quality of education without effective school leadership (Leithwood, Harris, & Hopkins, 2008). Good leaders identify the aspects of their schools on which to focus to help students learn. They do this through various dimensions of leadership practices. In this unit, we will explore what school leadership and school management mean. Different models and styles of leadership will help us to reflect on our school leadership practices and identify key elements of effective school leadership.

In this unit, we will explore what it means to be a leader in a school. What makes a good school leader? Is a school leader the same as a school manager? We will introduce various models and concepts of school leadership and management. These models and concepts are useful to help you reflect on what your role as a school leader means for you.

### Activity 2

Individually, think about an outstanding school leader that you know and list down the reasons why this leader is outstanding for you. After a few minutes, discuss your list with your neighbour and try to agree on some key. Compare yourselves with identified elements of an outstanding school leader.

### Learning outcomes

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

- Demonstrate an understanding of the concepts school leadership and school management;
- Explain school leadership practices and their implication on the teaching and learning process for improving students' achievement;
- Critically evaluate different leadership models;
- Apply situational leadership to your school context;
- Show empathy in executing leadership roles;
- Value the importance of your role in achieving quality education.



## Section 1: School Leadership and School Management

Good school leaders perform both leadership and management tasks. Leadership tasks refer to tasks that set a direction, motivate and inspire, such as providing vision and strategy and leading change. Management tasks relate to planning and controlling such as budgeting, organizing and staffing, problem solving and monitoring. While managers are providing structure and frameworks of operation, leaders provide inspiration.

Both leadership and management skills are fundamental to success. Without the inspiration and motivation by the school leadership, staff would be unproductive. Without structure, rules and management processes, they would be inefficient. Management is about doing things right, leadership is about doing the right things. Cuban (1988) and Kelchtermans & Piot (2013) link leadership with vision and change while management is about implementing and executing decisions and preserving the effective functioning of the organisation. They stress the importance of both leadership and management. Table 1 summarizes the differences between leadership and management (Kotter, 1988).

**Table 1: Distinguishing leadership and management**

School managers	School leaders
Administer and maintain	Change and innovate
Plan and budget	Establish direction
Coordinate and Control	Inspire and motivate
Short term view	Long term view
Do things right	Do right things

*Source: Adapted from Kotter, 1988*

Some authors stress that focusing too much on the distinction between school management and school leadership is not helpful (Bush, 2008; Bush & Glover, 2014). For example, the development of a School Improvement Plan (leadership task) cannot be separated from the implementation and monitoring of the plan (management task). Many tasks of a school leader have a leadership and a management component. For example, financial management of the school also contains tasks related to planning, vision and staff motivation, which are considered leadership tasks. Successful management of a school requires strong leadership skills. The role of the school leader is to lead and manage the school.

Finally, good leadership is not easy to define (Cuban, 1988). We recognize good school leadership, but it is difficult to clearly identify what makes a good school leader. Leadership is not the same as being the boss, which refers to formal authority (Figure 1). What we see as good leadership in schools also changes over time. The most important change is that school leadership has become more complex.

Schools and schooling are being given ever bigger responsibilities for children’s development and for contributing to and supporting the schools’ local communities (Pont et al., 2008). As a result, many schools have seen a diversification of their leadership, through the involvement of deputy headteachers, school general assembly committees and different forms of teacher leadership: school-based mentors, subject leaders and teachers who lead the various teams and clubs in a school. Even learners can take up leadership tasks within a school.

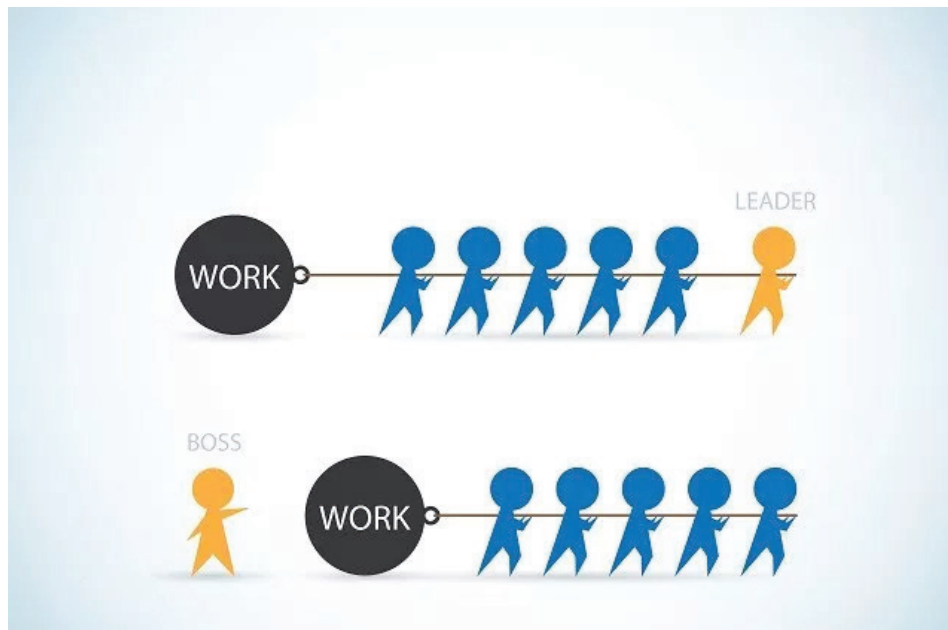


Figure 1: Leadership versus authority ([www.cleverism.com](http://www.cleverism.com))

Another way to look at leadership and management tasks is through the distinction between primary and secondary processes (Figure 2). Primary processes are processes that are directly related to the learning process such as teaching quality, curriculum implementation, learner repeating and dropping out, care... (Scheerens, 1990). Secondary processes are related to the creation of suitable conditions for the primary processes and the learning process of the team: personnel, infrastructure, finance, quality control... The primary processes correspond with leadership tasks and the secondary processes with management tasks. Both primary and secondary processes are important tasks for school leaders. Beginning school leaders often focus more on finding their way in the secondary processes. As secondary processes create the conditions for the primary processes, having attention for both is crucial for school leaders.

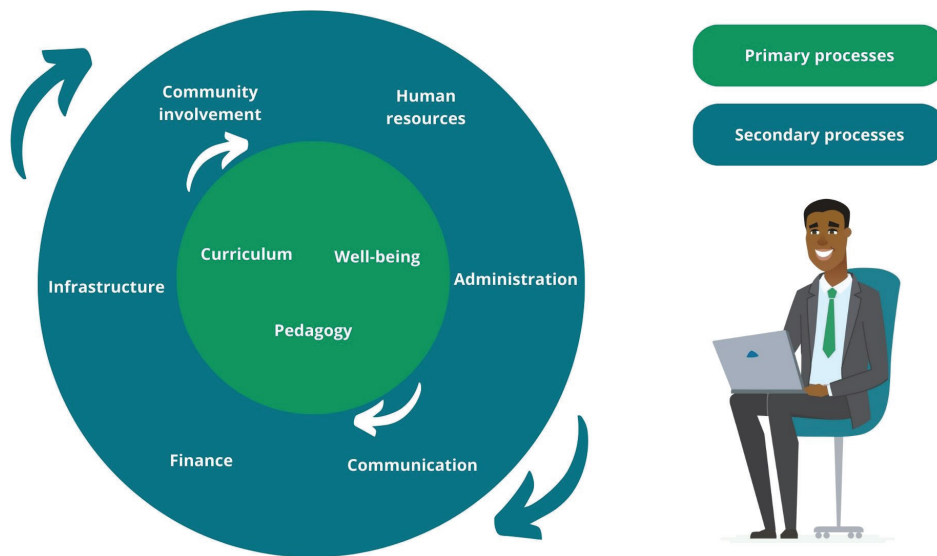


Figure 2: Primary and Secondary Processes of School Leadership (Scheerens, 1990, adapted by VVOB)

### Activity 3

Individually, think about your activities as a school leader during an average week in the school year. Do the following:

1. Make a list of your activities and how long they take
2. Classify your activities into primary and secondary processes
3. Calculate the percentage of time invested in primary and secondary processes

After classification, discuss with your neighbour the balance of time invested in primary and secondary processes. Answer the following questions after your discussion:

1. Do you find your balance between primary and secondary processes ideal? If not, what would you like to change?
2. How could you change the balance between primary processes and secondary processes?
3. Is there a difference between headteachers and deputy headteachers? In what way?

Spending time on primary processes has the biggest impact on learning outcomes. *“The closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students’ outcomes”* (Robinson, Lloyd, & Rowe, 2008, p. 664). The secondary processes are the basic conditions that need to be in place before school leaders can focus on the primary processes. Therefore, they should not be neglected. In Module 3 (Managing the School as an Organisation), we will discuss in more detail the main secondary processes. The other modules focus on the primary processes.

Differences in the balance between primary and secondary processes can be due to the context of the school (size, socio-economic status). Often, deputy headteachers will spend a higher share of their time on primary processes. This exercise can be useful to do with your teachers. Let them keep track of their activities during a week (teaching, preparing lessons, marking tests and homework, attending meetings, administration etc.) and discuss the results.

## Section 2: Key Characteristics of School Leadership

Rather than focusing on one definition for school leadership, some authors have identified key characteristics of school leadership. What does it mean to be a school leader? Bush and Glover (2014) identified three key characteristics of school leadership: influence, values and vision.

### 2.1. Leadership and Influence

One definition considers leadership as a *“social influence process whereby influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organisation”* (Yukl, Gordon, & Taber, 2002, p. 3).

This definition includes several key elements (Bush, 2008):

- The focus is on influence rather than on authority. Influencing is not the same as imposing or controlling. Both influence and authority are dimensions of leadership, but authority is based on formal position, such as that of the headteacher, while influence can be exercised by anyone in the school (Figure 1). In this sense, leadership is independent of formal positions while authority is linked directly to it. For instance, a headteacher who has been officially appointed has legal authority. However, this appointed headteacher may not be trusted because of various reasons such as incompetence, non-acceptable behaviour, etc. It will be difficult for him/her to influence teachers. On the other hand, a teacher with high competence and strong social reputation may influence colleagues although she/he does not have legal positional authority.
- The process is intentional. The person who is exercising influence is doing so to achieve certain goals.
- Influence may be exercised by groups as well as individuals. This supports ideas such as leadership teams and distributed leadership.

### 2.2. Leadership and Values

Influencing can be done with good or bad intentions. It is neutral as it does not explain what goals should be pursued. However, leadership is linked with values. Leaders are expected to base their actions on clear personal and professional values. This idea reflects the growing interest in moral leadership (Bush, 2008).

School leaders' values are key components for successful leadership. Research shows clear links between leaders' personal qualities and leadership success (Day & Leithwood, 2007). The most successful school leaders are open-minded and ready to learn from others. They are flexible rather than dogmatic, but with respect for their core values. They are persistent in their high expectations of others, and they are emotionally intelligent and optimistic. Such characteristics explain why successful school leaders facing difficult conditions are often able to achieve results against the odds (Leithwood et al., 2008).

Values are not about writing values on the wall. They are expressed through the way we act, how we live the values we promote? Values are about who we want to be as a school leader.

#### Activity 4

In Table 2 you find a list of values. From the list you will choose two that are your fundamental values. The word list (Brown, 2018) shows a list of values but maybe one of yours has been left off the list. There is room to write more in. You can find that list on the right-hand column. The task is to pick the two that you hold as most important. Just two. Yes, your first glance at this word list and you will probably already see more than two that you want to choose. But it is important to be selective.

**Table 2: List of examples of values**

Collaboration	Cooperation	Respect
Commitment	Courage	Success
Compassion	Creativity	Honesty
Confidence	Dignity	Integrity
Kindness	Equality	Write your own
Teamwork	Understanding	Write your own

This activity can be useful to do with your teachers or other stakeholders in your school. For example, at the start of the process to develop a SIP or a vision and mission for the school, it can be useful to start with discussing the values of the school.

### 2.3. Leadership and Vision

Vision is a third important component of leadership (Bush & Glover, 2014). Beare, Caldwell, & Millikan (1997, p. 99) write that *“outstanding leaders have a vision of their schools - a mental picture of a preferred future - which is shared with all in the school community”*. They formulate ten generalizations about leadership of which three relate directly to vision. These three are:

1. Good leaders have a vision for their schools.
2. This vision must be communicated in a way which creates commitment among all those who are involved in the school.
3. Good leaders pay attention to institutionalising the vision.

Having a vision does not mean that school leaders should not be open to new ideas and criticism. Fullan (1992) warns that overly visionary leaders may damage rather than improve their schools:

*“The current emphasis on vision in leadership can be misleading. A vision can blind leaders in a number of ways. The charismatic principal who ‘radically transforms the school’ in four or five years can . . . be blinding and misleading as a role model . . . Principals are blinded by their own vision when they feel they must manipulate the teachers and the school culture to conform to it.” (Fullan, 1992, p. 19).*

## Section 3: Key Roles of the School Leader

### Activity 5

In the previous section, we identified 3 key characteristics of school leaders: they influence others, their actions are based on values, and they have vision for the school.

Starting from these characteristics, what roles should school leaders play in their schools according to you? Agree on the most important roles with your colleagues.

Referring to the roles identifies in a) above which ones do a school leader perform as an educator and the ones s/he perform as an agent of change.

In this section, we will discuss two major roles of the school leaders: School leaders as educators and School Leaders as agents of change.

### 3.1. School leaders as educators

A successful school leader is an educator, not in the traditional sense of a teacher who stands in front of the class, but as a modern educator who can stimulate and motivate others to learn (Verbiest, 2014). Michael Fullan has written a lot on the role of the school leader as a “leader of learning” in the school (Fullan, 2014). Being an educational leader can be considered as another key element of school leadership. John Hattie (2009, p. 83) found that school leaders who help teachers to establish goals and create ‘safe’ environments for teachers to criticize, question, and support other teachers to reach these goals together are the school leaders who have most effect on learning outcomes.

An important role of school leaders is to lead teachers in a process of learning to improve their teaching (Fullan, 2014, p. 55). In their influential study, Robinson (et al., 2008, p. 58) found that school leaders who make the biggest impact on learning are those who “*participate as a learner*” with teachers in helping to move the school forward.

Leading learning in a school does not mean only giving trainings to teachers, nor does it mean observing individual teachers and giving them feedback. **Leading learning means creating an environment in the school that helps everyone to perform to the best of his/ her abilities and to improve continuously.** Fullan uses the concept of **professional capital** (Figure 3).

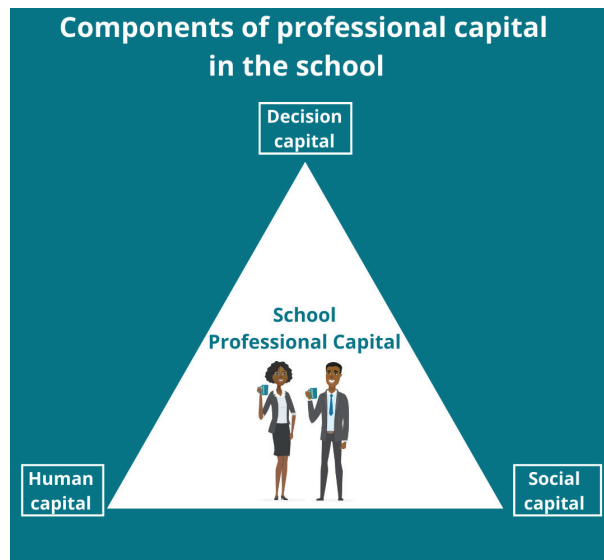


Figure 3: Components of Professional Capital in the school (Fullan, 2014)

Professional capital is the result of the interaction of three components: human capital, social capital and decisional capital (Figure 3). In a school, **human capital** refers mostly to the quality of teachers in the school - their teaching competences and qualifications. Human capital must be complemented by social capital. **Social capital** is about how people are working together to achieve common goals. A few strong, but isolated teachers do not make a good school, as a few good football players do not make a good team. Social capital consists of the quality and quantity of interactions and relationships among people. Social capital in a school affects teachers' access to knowledge and information, their expectations and trust, and their commitment to work together for a common cause. **Decisional capital** refers to the quality of decisions being made by individual teachers and teams. Professional development involving teams or groups of teachers, rather than individual professional development, helps to develop the professional capital of the school (Hargreaves & Fullan, 2012).

*“The role of school leaders is to build professional capital across and beyond the school” (Fullan, 2014, p. 71).*

Social capital improves individuals more than individuals improve the group. For example, it is very hard for a weak teacher who enters a highly collaborative school to remain there without improving. On the other hand, a highly skilled teacher will not perform well in a non-collaborative school (Fullan, 2014, p. 72).

Focusing on developing professional capital is also efficient for a school leader. The more you invest in human, social and decisional capital, the less energy and the fewer resources you need to spend on micro-management, and the more support you get as teachers help each other. Micro-management means that you are closely involved in all small tasks of your staff, and that you don't delegate any tasks to others.



### 3.2. School Leaders as agents of change

As school leadership has grown more complex, the role of school leaders as “gatekeepers” has grown (Kelchtermans & Piot, 2013). A gatekeeper guards the entrance of a building and decides what and who comes in and out. The gatekeeper is the bridge between the inside and the outside. Similarly, a school leader finds him/herself between different groups inside and outside the school, such as teachers, parents, students and SEIs. These groups often have different and sometimes even conflicting expectations, for example parents and teachers (Kelchtermans et al., 2011). The school leader sits in between these groups, sometimes leaning more to one group, sometimes more to another. It is a very intense and complex role which requires strong emotional, communication and interpersonal skills.

The school leader is the key person to bring external innovations to the school context. He /she needs to understand the innovation, decide about the relevance and feasibility, and lead its implementation in the school. Thereby, he/she needs to be able to facilitate change processes in the school (see Module 3). Hereby, it is crucial to keep the right balance between change and conservation: preserve what is going well, change what can be improved. The capacity to implement changes in the school is something that needs to be built in a school through the right professional development. We will discuss this role of the school leader in more detail in the section on change management in Module 3 of this Programme.

## Section 4: School Leadership Models

The growing importance of school leadership has been accompanied by theory development, with new models emerging and established approaches being redefined and further developed. This section aims at reviewing school leadership models.

There are many models of school leadership (Bush, 2008; Bush & Glover, 2014). Each model focuses on certain aspects of school leadership. These models reflect different schools of thought, but also the history of school leadership research. We can divide models in two categories: on the one hand, the concentrated views of leadership (leadership is concentrated in the person of the formal leader) and on the other hand the distributed view of leadership (where leadership is shared by several members of the organization). Another way that we can classify the models is by their focus on the key characteristics of school leadership (influence, values, vision, change, educating).

### Activity 6

Read the following two case studies and answer the following questions:

1. What is the difference between these two school leaders (School A Vs School B)?
2. How would you call the leadership model that each school leader applies?

### Case Study 1

School 'B' is led by Mr Kabano. He called all teachers into a meeting and informed them about the Competence Based Curriculum. He told them that "This curriculum is a national policy and you must implement it as it is. Guidelines are clear". One teacher raised her hand and asked "Excuse me Sir, I think we need time to understand it and trainings on how to use it". The headteacher promptly replied "Madam, it is not negotiable, instructions are clear and after all you are qualified teachers". The meeting was ended, and the teachers left.

### Case Study 2

In School A, staff members already held key roles in teaching, learning, discipline and attendance. The headteacher asked the deputy headteacher to provide a clear link between the role of the school management team and the staff so that the schoolwork is discussed weekly as strategic meetings. During these meetings, team members brought individual cases to discuss with colleagues and their shared thinking informed the next step for the week ahead. Every member was very happy that his/her views were considered. Each team member has developed skills so that the good functioning of the team is now independent of the team leader.

### Activity 7

In groups, the facilitator distributes cards. Each card describes one leadership model. Read the descriptions on the given card and discuss the positive and negative elements of that model. Do you recognize yourself in that model? Why (not)? Prepare to present your findings to the whole group.

In this section, we discuss some of the most common leadership models (Figure 4).

## Models of school leadership



Figure 4: Models of school leadership (VVOB, 2022, based on Bush, 2008)

### 4.1. Managerial school leadership

In managerial school leadership, the focus of school leaders is on managing the functions, tasks and behaviour of all members in the school. Authority and influence are based on a hierarchical structure with decision-making based on positional authority. It is a top-down approach to school leadership. Developing a vision and goal setting are tasks of the school leader(s) and teachers need to accept and implement them without question.

Managerial school leadership means (Bush & Glover, 2014):

- A hierarchical structure of authority, clearly identifying the role of each position.
- A goal orientation, with clear targets set by formal leaders for each position.
- A clear division of labour, with staff having well described tasks and clear rules.
- Not very personal relationships, based on formal relations, between school leaders and teachers, among school leaders, among teachers and between teachers and learners.
- Accountability to the higher level in the formal hierarchy, rather than to school-level stakeholders such as parents and learners.

A critique on the managerial leadership model is that it neglects the importance of a vision and mission for the school. It is also a hierarchical and rigid structure. Managerial school leadership can lead to managerialism.

Hoyle and Wallace (2005, p. 68) describe managerialism as 'management to excess'. It means that there is so much focus on functions, tasks and behaviours, that the aims of education become less important than the managerial aim of greater efficiency (Hoyle & Wallace, 2005)

Managerial school leadership focuses on the management tasks of a school leader, whereas the leadership and educational roles of the school leader have the greatest impact on learning outcomes (Pont et al., 2008). On the other hand, managerial skills are an important component of school leadership because vision without effective implementation leads to frustration (Bush, 2015).

## **4.2. Instructional school leadership**

Instructional leadership is based on the idea that the school leader is more than a manager. They have the responsibility to improve learning outcomes in the school. Therefore, they should focus on setting school goals, curriculum implementation, inclusivity, quality of instruction and the school environment. The model is valuable because it focuses on the role of the school leader to enhance teaching and learning (Robinson et al., 2008). The instructional leadership model suggests that school leaders are the most effective of all instructional leaders because they are situated within the school context, unlike administrators in ministries (Pont et al., 2008).

The model has been criticised because it puts too much focus on the headteacher. For a headteacher to be a direct instructional leader demands a lot from him/her. The contribution of other staff, such as deputy headteachers, in instructional goal setting, oversight of teaching and the development of a positive academic and learning culture is neglected in this model. It presents a heroic and unrealistic view of the role of the headteacher that few can achieve (Hallinger, 2005). It is also still a top-down approach to school leadership.

Nevertheless, instructional leadership is an important part of school leadership. Robinson and colleagues (2008) point out that leading teaching and learning can be counterproductive if school leaders do not know what specific pedagogical practices are effective in improving teaching and learning. Without good knowledge of pedagogy and educational research, school leaders risk reinforcing educational myths, promoting ineffective pedagogical methods and focusing on compliance rather than promoting active and effective teaching approaches. For example, many teachers integrate group work or experiments in their lessons, not because of a conscious decision to help them achieve the lesson objectives, but because their school leaders want them to do it.

### **4.3. Transformational school leadership**

Transformational leadership has its origins in research on the ability of some school leaders to inspire teachers to high levels of commitment and moral purpose (Bush, 2017). Researchers argued that this commitment transformed the schools by developing people's capacity to work collaboratively to overcome challenges and reach ambitious goals. It is closely related to Weber's idea of charismatic leadership (Tucker, 1968).

This model focuses on individual characteristics of school leaders to inspire and motivate everyone in the school (focus on intrinsic motivation). The headteacher develops a vision and inspires and convinces other school leaders and members in the organisation to pursue activities linked to that vision. Transformational leadership addresses the critique that a narrow focus on instructional leadership neglects other dimensions of school leadership. Transformational leadership emphasizes vision as the central dimension of leadership. It is individual leadership at its most powerful (Leithwood, Jantzi, & Steinbach, 1999, p. 9).

Brown (2018) introduces the term daring leadership. Daring leadership has 2 meanings:

- Dare to be a leader. It means that if you are a leader, you should lead and take responsibility. Especially in times of crisis.
- Be a daring leader. Daring means not taking excessive risks but daring in the meaning of opening up to people, choosing courage over comfort, showing empathy and acting to your values. Daring leadership means taking the responsibility for finding the full potential in people and processes and having the courage to develop that potential.

This model has also its limits (Bush, 2015). First, transformational leadership may be used to manipulate or control teachers who are required to support the 'vision' and goals of the school leader. Second, it lacks the focus on the pedagogical dimension and the impact of the school leader on optimizing learning processes and outcomes (Verbiest, 2014). Third, it is a centralized and individualistic model of leadership (Kelchtermans & Piot, 2013). There is limited scope for others in the school to contribute to decision-making as the main assumption is that the headteacher can persuade others of his or her vision.

Transformation can be an excuse for imposing the leader's values, or for implementing the prescriptions of the government (Hoyle & Wallace, 2005). Finally, transformational leadership is often rich in symbolism and theory but weak in practice because many school leaders lack the capacity and the authority to implement change effectively (Hoyle & Wallace, 2005).

#### **4.4. Moral school leadership**

Research on leadership in schools has focused on the task dimension of leadership –what do leaders need to do in order to make schools effective and functional (Kelchtermans & Piot, 2013)? In recent years, there has been growing interest in the emotional dimension of leadership (Kelchtermans et al., 2011). How school leaders experience their working conditions, and their role is very relevant to understand their actions and attitudes. School leadership is much more than a set of technical tasks, it continuously involves dealing with emotions and taking moral decisions. Moral school leadership focuses on the importance of values and integrity in school leadership.

This model stresses the importance that school leaders practise their values, not just talk about them. They focus on the skills that underlie these values and use these skills as starting points for conversations about strengths and opportunities for growth. The model focuses on skills like empathy, developing trust, curiosity and care as key skills for school leaders (Brown, 2018).

Research in Uganda about the qualities of successful school leaders, teachers in the best performing schools referred to their headteachers as friendly, understanding, patient, considerate, punctual and hardworking (Twaweza, 2019). This positive peer leadership by headteachers creates a strong moral imperative for teachers to follow the headteacher's example and reduces the need for close supervision and frequent disciplinary actions. This positive energy in the schools spreads into the community as they feel encouraged to contribute to their schools.

#### **4.5. Transactional school leadership**

Transformational leadership is often contrasted with transactional leadership (Bush & Glover, 2014). Transactional school leadership states that the relationships between headteachers, deputy headteachers and teachers are based on exchange of resources (more focus on external motivation than intrinsic motivation). Teachers provide educational services (teaching, extracurricular activities) in exchange for salaries and other rewards. This approach views school leaders and teachers as employees who "do their job". Duties and responsibilities are specified in a job description and clear accountability mechanisms are laid down. The headteacher gives teachers the authority to complete tasks. Transactional leadership does not focus on the importance of having a shared vision for the school and it may not lead to high levels of commitment among staff.

#### 4.6. Participative school leadership

Participative leadership focuses on the role of the school leader in involving others in the decision-making processes of the school (Leithwood et al., 1999). This model is based on three arguments:

1. Participation increases school effectiveness, as decisions of higher quality are made and those involved own the decisions.
2. Participation serves to bond staff together in working towards shared goals.
3. Participation increases the total leadership available in the school.

(Bush & Glover, 2014; Leithwood et al., 1999).

For example, when school leaders involve teachers in developing a vision for the school, teachers will have a greater commitment to the goals, because of their ownership of them.

The model assumes that school stakeholders want to take part in decision-making and that people are more likely to accept and implement decisions in which they have been involved.

When there are many people involved in decision making, participative leadership may slow down the process, as inputs and feedback reach the headteacher from all sides.

#### 4.7. Distributive school leadership

Distributed leadership has become the preferred school leadership model in the 21st century. Harris (2013) argues that it is one of the most influential ideas to have emerged in school leadership. Like participative leadership, it focuses on collective, rather than individual, leadership. Sometimes, the term teacher leadership is used (Muijs & Harris, 2003; Timperley et al., 2007)

The difference with participative leadership is that distributed leadership uncouples leadership from positional authority. Distributed leadership concentrates on engaging expertise wherever it exists within the organization (Harris, 2013). This means that not only school leaders are involved in the leadership of the school, but also teachers, parents and students. Whereas headteachers have the formal authority in schools, distributed leadership emphasizes informal sources of influence. This does not mean that the role of the headteacher is reduced. Harris (2013) argues that headteachers play a big role in creating and nurturing the space for distributed leadership to occur and that it would be difficult to achieve without their active support. Distributive leadership relies more on delegation of leadership tasks by headteachers and is therefore more suitable for well-established groups (see unit one on group dynamics in Module 3).

Muijs and Harris's (2007: 961) research in the UK showed that:

*'Teacher leadership was characterised by a variety of formal and informal groupings, often facilitated by involvement in external programmes. Teacher leadership was seen to empower teachers and contributed to school improvement through this empowerment and the spreading of good practice and initiatives generated by teachers.'*

Leithwood and Jantzi (2006) found that leadership has a greater influence on schools and students when it is widely distributed. Schools with the highest student achievement attributed this to high levels of influence from all sources of leadership, not just from the headteacher.

*“Total leadership accounted for a quite significant 27 per cent variation in student achievement across schools. This is a much higher proportion of explained variation (two to three times higher) than is typically reported in studies of individual headteacher effects” (Leithwood & Jantzi, 2006, p. 12).*

Hattie (2012) calls the collective development of teacher expertise one of the most significant factors in improving learning outcomes. In other words, distributed leadership has positive effects on learning achievement compared with individual leadership approaches.

Muijs & Harris (2003) write that meeting all challenges that schools face nowadays is impossible unless teachers adopt some of the roles that were previously the role of school leaders. Therefore, teachers are more and more expected to contribute to the overall school quality by taking on responsibilities beyond their classroom duties, such as mentoring, engaging on communities of practice (Struyve, 2017).

So why do not all schools have a distributed leadership structure? The existing authority structure in schools is often a barrier to the successful introduction of distributed leadership. In distributed leadership, the power relationship between followers and leaders becomes blurred (Bush & Glover, 2014). Also, teams need to develop the competences to take up leadership tasks (Remmerswaal, 2015). The optimal leadership style depends on the competence level of the group and not all groups are ready for a distributed leadership approach. Starting leaders sometimes expect too much from the team (Binon, 2017).

A positive school climate is an essential condition for distributed school leadership. Harris (2013) argues that good collaboration among teachers is essential and that teachers need time to meet and work together for collective leadership to develop. Also, distributive leadership requires a shared vision on where the school needs to go, a culture of trust and support and structures that support leadership roles by teachers. Therefore, the role and position of the headteacher and other school leaders is still very relevant and important!

#### **4.8. Situational school leadership**

There is no ideal school leadership model that is best under all circumstances. Each school leadership model that we discussed has its value. Ideally, school leaders should use strategies and options from different models. Successful leadership is multi-dimensional, complex and depends on the context of the school. Strong school leaders consider the circumstances they are facing and the people with whom they are working. Therefore, we need school leaders with a large repertoire of practices and the capacity to choose from that repertoire as needed, not school leaders who can only apply one “ideal” set of practices. This is particularly important when school leaders need to lead the school through processes of change.



The term situational leadership is used to highlight the diverse nature of school contexts and the need to adapt one's leadership model to the situation (Figure 5):

*“What is important is how leaders respond to the unique organizational circumstances or problems. There are wide variations in the contexts for leadership and that, to be effective, these contexts require different leadership responses” (Leithwood et al., 1999, p. 15).*

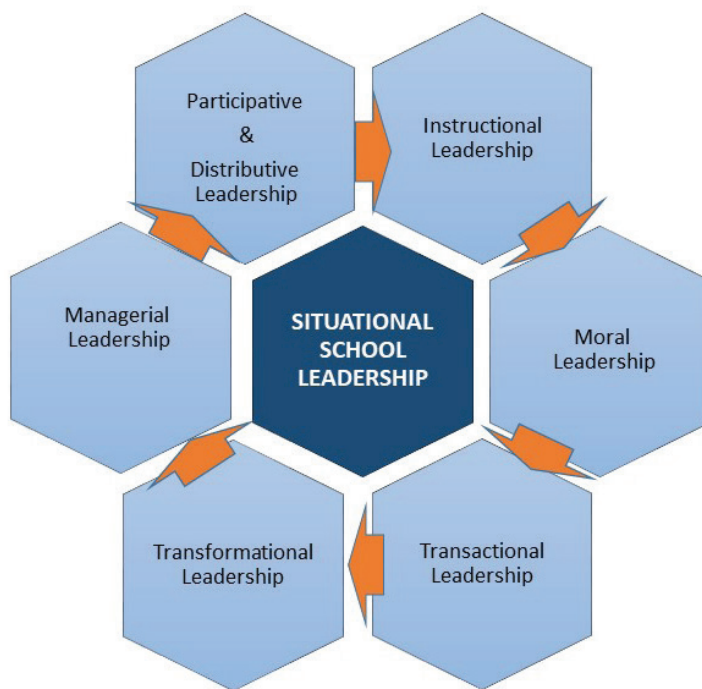


Figure 5: Situational Leadership (VVOB, 2017 based on Leithwood et al., 1999)

For example, school size can have a strong impact on the applicability of leadership models. Participative approaches are much easier to adopt in small schools while large high schools with subject departments may need more elements from managerial and transactional approaches.

Leadership models are also subject to fashion (Hallinger, 2005). For example, managerial leadership has been dismissed as limited and too technical, but it is an essential component of successful leadership, ensuring the implementation of the school's vision and strategy. In centralised contexts, it is the most appropriate way of conceptualising leadership because school leadership's role often remains that of implementing external decisions with little scope for local initiative. This is the case in many African countries, including Rwanda (Kambanda, 2013). Also transformational leadership has been praised and later criticised for being too much focused on the school leader as an individual.

#### **4.9. System school leadership**

Finally, school leaders may play a leading role beyond their own school. For example, outstanding school leaders who, together with the staff in their schools, use their knowledge and experience to provide additional leadership capacity to schools in difficulty. Due to the increasing complexity of our societies, school leaders need to work together more. School leaders can learn a lot from each other instead of each finding solutions for identical challenges separately. The move towards collaboration between schools may be the single most significant change for schools in the 21st century (Coleman 2011, p. 310). Networks or Professional Learning Communities at the sector and district level can play a key role in developing system school leadership.

## Section 5: Leadership Styles

### Activity 8

As a school leader, think about your own leading style, and the leading styles of other school leaders that you know.

- How do you understand the leadership style concept?
- Describe any school leadership style you already know.

Leadership styles refer to the way school leaders interact with their staff. There is a relation with the leadership models that we discussed in the previous section. Some leadership styles will fit better in some leadership models. For example, a delegating style corresponds well with distributive models of leadership, whereas a directing style is more suitable in instructional or managerial leadership models.

Research also showed that leadership styles should be linked with the skill level that is present within the team (Remmerswaal, 2015). Teams with low levels of competence need more direction. This is not to keep them at a low level, but to develop them. Also, newly formed groups need more structure. When you engage with new groups in very distributive way, it may create a lot of tensions. The same may happen when a new school leader applies a very authoritative style with an autonomous group, a group that has been working together for a long time. In working with a group, the leadership style should evolve from highly to less directive and from high to low levels of support (see Figure 6).



Figure 6: Leadership Styles (Whitehead, 2016)

Whitehead, (2016) distinguishes four leadership styles (Figure 6):

**Directing:** At this level, people do not have much knowledge of the task. They still have to learn the skills needed to be proficient at the task and so they need clear directions and guidance. The development and skill level of the followers is low. They need to be told how to do something and what to do. At this level, there is not much focus on developing (supporting) the skills of the followers.

**Coaching:** during this stage, team members still need a lot of direction from the leader, but he/she now begins to explain ideas and the reasons for such. This helps the members to develop their skills and reasoning. With this style, leaders begin to explain their message to influence and **develop the team. At this stage, there is still a lot of direction, but also a lot of support.**

**Supporting:** At this level of development, the leader adjusts his/her style to focus more on relationships and less on the task. He/ She allows the team(s) to create their goals but works with them to do this. As the team is competent with the task, the aim becomes to further develop the team to act and to think more autonomously and give them greater scope for self-leadership.

**Delegating:** The team is well functioning and is highly competent with the task at hand. The leader now delegates goal creation and decision making to the team and as such, they competently get on with the task: setting goals, creating plans and executing them autonomously. The leader focuses on monitoring progress and evaluating the result of the task.

### Activity 9

With reference to your roles and responsibilities as a school leader,

- a. Provide a specific example for each style where, why, and how you use a delegating, a directing, a supporting, and a coaching style in your school. Draw a table of four columns (Style, where, why, how) and five rows (Titles, 4 styles) to structure your answer.
- b. To enhance the data driven instruction, which leadership style can you use? and why?

## Conclusion of Unit 1

In the last recent decades, school systems have experienced remarkably consistent changes in line with the aspirations and needs of contemporary society. One of issues of the changes is related to the role, inclusion and accountability of all education stakeholders in the process of school performance enhancement. This has increased the visibility of school leaders, but also highlighted the contribution of their work on the school performance. It has positioned school leaders at the interface of policy and practice. Thus, the quality of school leadership matters more than ever. In that framework, scientific research provides tangible evidence that demonstrate the influence of education leadership practices on the school organization, teachers work and students' performance.

The quality of leadership is one of considerable variables and critical factors that can explain the variation in students' outcomes. In that way, unit one provides an overview of some elements that determine a successful and effective school leadership with a focus on a broader range of school outcomes, both academic and economical-socio-emotional outcomes. Therefore, this unit clarifies the difference between a school leader and a school manager. It emphasizes the characteristics of successful and effective school leader and the key role they play in the school improvement process. It also highlights the leadership models and styles. The next unit will focus on an important component of school leadership which is—developing the vision, mission and values of the school.

# UNIT TWO

## DEVELOPING A VISION, MISSION AND VALUES OF THE SCHOOL

### Introduction

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

#### Activity 10

Think about the following questions individually:

- Does your school have a mission and vision?
- If yes, on what basis did you set them?
- If no, explain the reason of not having them and what you intend to do to have them
- Why is it important for a school to have a vision, mission and core values?

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

### Learning Outcomes

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

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

## Section 1: Definition of a School Vision and Mission

The school vision is the desired picture of the school in the future that drives all the school activities, attitudes and values (REB, 2018). Therefore, one could call a vision a **dream** of how you see your school in the future. A school vision describes the purpose of what we are doing. A vision sets out the **ideal state** that the school would like eventually to achieve (International Institute for Educational Planning, 2010).

A vision has a strong **moral purpose**: it should appeal to the common good of the community and become the motivating force that binds all stakeholders in the school together (Gabriel & Farmer, 2009). A vision should be ambitious and compelling, but also brief, realistic, optimistic and functional. A school's vision should be committed to enhancing the lives of the entire school community.

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

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

- Describes who you want to be in what you do
- Clarity and lack of ambiguity
- Describes a bright future (message of hope)
- Memorable and engaging
- Realistic aspirations, achievable
- Alignment with organizational values and culture

**Examples** of vision statements are:

- To be an outstanding school where every student will achieve personal success and become a responsible and productive citizen.
- To be a school where graduates possess the required basic knowledge and skills that will assure their proficiency in problem solving and technology (REB, 2018).
- To be an outstanding school in Rwanda in the teaching and learning of sciences, where -discipline, human, moral and spiritual values hold the key to all success (REB, 2018).
- The International School of Kigali commits to being an inclusive school that cultivates students' curiosity, compassion and engagement with their local and global community.
- To create a community that innovates, investigate and discover
- A school where every student will achieve personal success and become a responsible and productive citizen

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

- A clear school vision inspires school community members;
- A clear vision statement acts as a unifying force, and has a positive impact on organizational effectiveness;
- A solid vision acts as a guide for employee actions and decision making;
- A vision shared by all the members of a school helps to set goals to advance the school;

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

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

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

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

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

- it communicates the direction of the school;
- it helps to make day-to-day operating decisions;
- it keeps the school focused;
- it motivates school staff, students and other stakeholders.
- It strengthens the coherence of actions. Coherence means that different actions reinforce each other and contribute to the same goals.

**Examples** of school missions are:

- To provide quality education and promote scholarship, innovation and creativity for sustainable individual and societal development.
- To foster innovation and to generate new knowledge for the socioeconomic and sustainable development of the nation (International Institute for Educational Planning, 2010).
- To ensure learning opportunities accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking, encourage them to innovate, and to adapt to changes in an increasingly globalised environment (International Institute for Educational Planning, 2010).



- The International school of Kigali will inculcate the spirit of communication and collaboration among learners to allow them to cope with meaningful change
- To inspire curiosity and discovery for success in a rapidly changing world
- To develop among students a sense of understanding and compassion for others by stressing their spiritual, moral and intellectual total development.

### **The difference between a school vision and mission**

A vision is broader than a mission since it sets out the ideal state of affairs which the school would like eventually to achieve (International Institute for Educational Planning, 2010). Vision is an overall goal, whereas the mission is an intermediate goal. The “how” is part of a “mission” statement, while the vision statement is simply a description of the “what,” meaning, what the organisation intends to become. The vision and mission are equally important.

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

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

## Section 2: Loops of Learning

The school's mission and vision tell us why we are doing the things we do in our school. A good vision and mission are the result of collective reflection on the reasons for our actions. Developing the school vision and mission requires **asking the right questions about the direction of the school**. In this section, we will explore what questions you need to ask to formulate the mission and vision of the school.

It is important to link the formulation of a vision and mission to the SIP planning process. The following questions will help groups involved in the SIP planning process to focus on the goals and actions that they have chosen:

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

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

**Table 3: Loops of organisational learning**

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

*Source: Morgan, 1997*

Table 3 shows different levels of organisational learning (or loops) that lead to a vision for the school. If you introduce a vision for the school out of nowhere, without going through these loops, you risk that it becomes no more than a piece of paper, or a writing on a wall. An organization that works only according to the rules is often driven in a direction of a goal that is contrary to the aims of the original design (Morgan, 1997, p. 36).

**Single loop learning** is about following rules and structures at the school without questioning the methods or goals. The environment is compared to the rules, leading to appropriate actions (Figure 7). Staff members learn what is allowed and not and the result of learning is improvement in following these rules and structures. Learning is focused on the relation between actions and results (Figure 9).

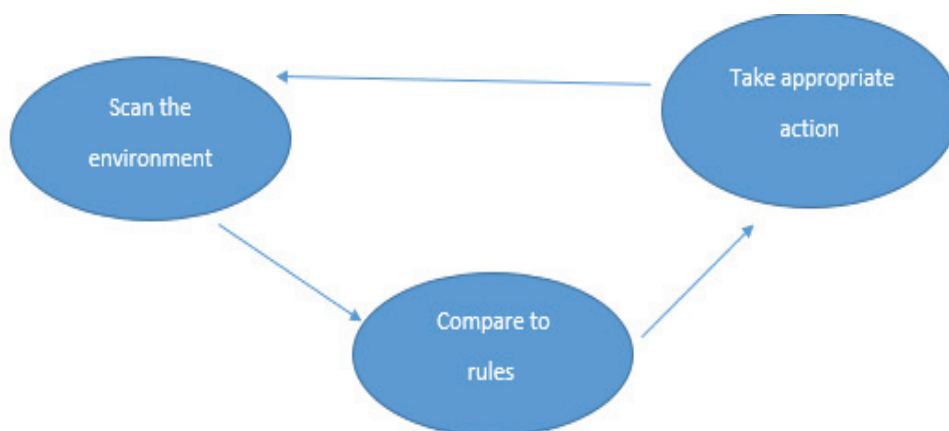


Figure 7: Illustration of single loop learning

Whereas single loop learning is about following the rules, **double loop learning** is about questioning the rules (Figure 8). Double loop learning focuses on the assumptions that lead to the actions (Figure 9). This kind of learning involves more “thinking outside the box,” creativity and critical thinking. This learning often helps people understand why a particular solution works better than others to solve a problem or achieve a goal. Double-loop learning is critical to the success of a school, especially during times of rapid change. Asking double loop questions will help you to identify actions to achieve the mission and vision of the school.

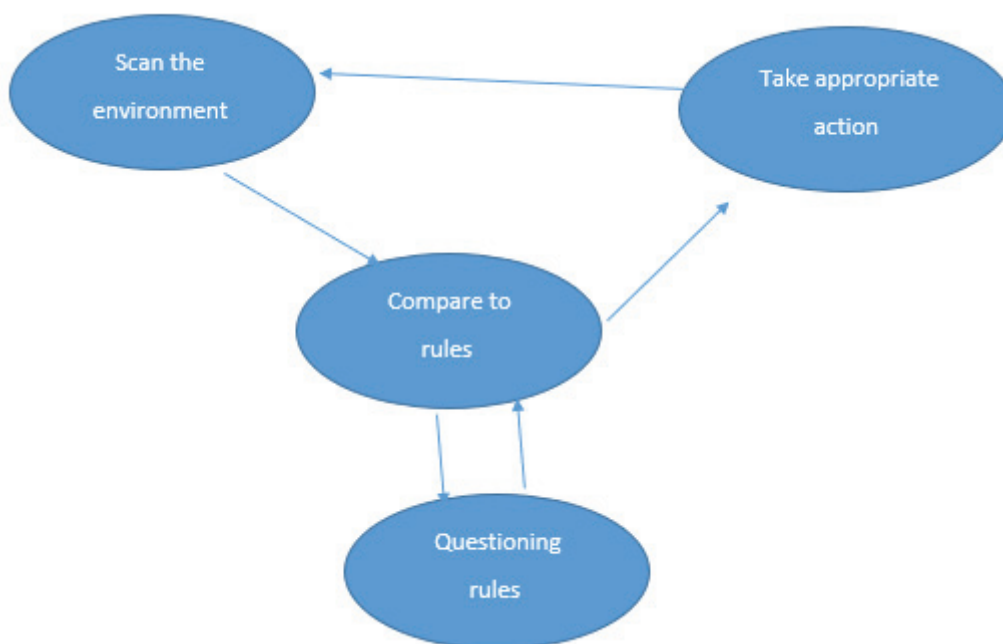


Figure 8: Illustration of double loop learning

**Triple loop learning** is also called transformational learning. It involves “learning how to learn” by reflecting on how we learn in the first place. In this situation, participants would reflect on how they think about the “rules,” not only on whether the rules should be changed. It looks at how the context influences the assumptions of the school (Figure 9). This form of learning helps us to understand a lot more about ourselves and others regarding our beliefs. Therefore, it is triple loop learning that leads to a coherent vision and principles for our actions. Formulating triple loop questions will help you to identify the vision and mission of the school.

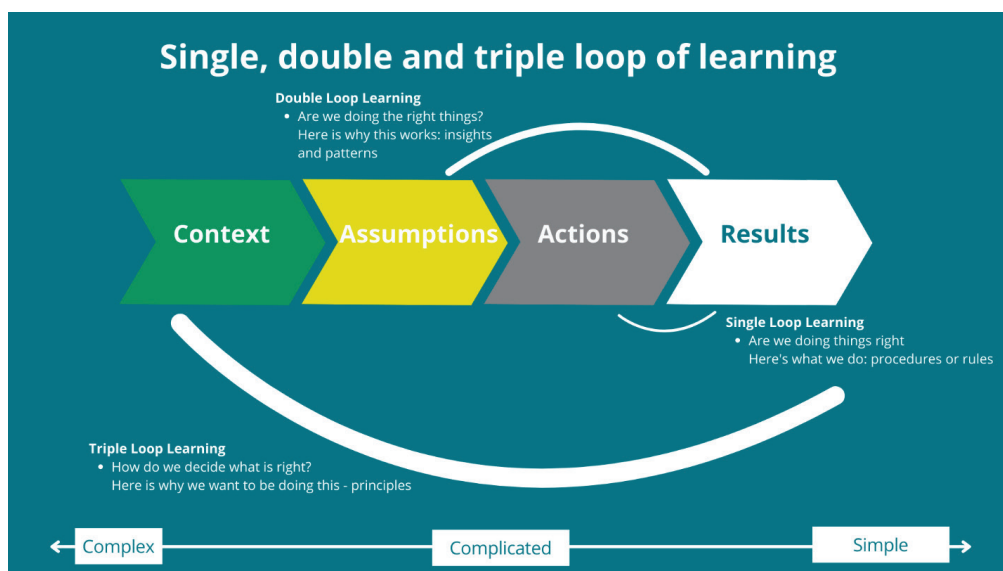


Figure 9: Single, double and triple loop learning (Morgan, 1997)

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

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

Another **example** of loops of learning on using group work:

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

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

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

### **Example of Loops of Learning: School Communication Scenario at G.S Rwinyana**

Kabalisa has, recently, been appointed as a Deputy-Headteacher in G.S Rwinyana. She sent lessons' timetable to teachers and asked for their observations/feedback within a deadline of 5 days. Two days prior to the due date, she posted a reminder on the school's billboard of communiqués to remind everyone about the deadline. On the due day, upon not receiving reaction from the teachers, she passed by the teachers' room to seek their feedback in person. It is after having conversations with them that she realized that they had not taken time to check the timetable. Consequently, she was very angry and decided to return to her office. On her way back, she met with the Headteacher. She informed him about the situation and told him that she is going to apply the pre-established school rules and regulations and punish the teachers. The Headteacher informed her that even her predecessor was using the same approach of collecting feedback from teachers, and he failed. He added, "if you continue doing the same things and expect different results... that will not work". They sat together in the Headteacher's office and thought about the modifications they can make in the process of communicating with teachers in order to easily get their feedback. They created a school whatsapp group and each department was required to create an email. It was decided that any time feedback is needed, a list of teachers who are supposed to submit the feedback would be created on whatsapp group and posted every two hours after ticking those who already submitted as a reminder for those who have not yet submitted their feedback. Through the adjustments, Kabalisa managed to receive ninety percent (90%) of the needed feedback. Based on the acquired experience, the school stakeholders reflected on how the whole school communication process can be improved. They reflected on how to communicate with parents, students, and other school stakeholders. As a result, "effective communication" value was integrated within the G.S Rwinyana values. While reviewing the mission and vision of the school, the concept of "good communication" was integrated in the "G.S Rwinyana's mission". In addition, effective communication workshops and trainings were integrated in the G.S Rwinyana's School Improvement Plan (SIP).

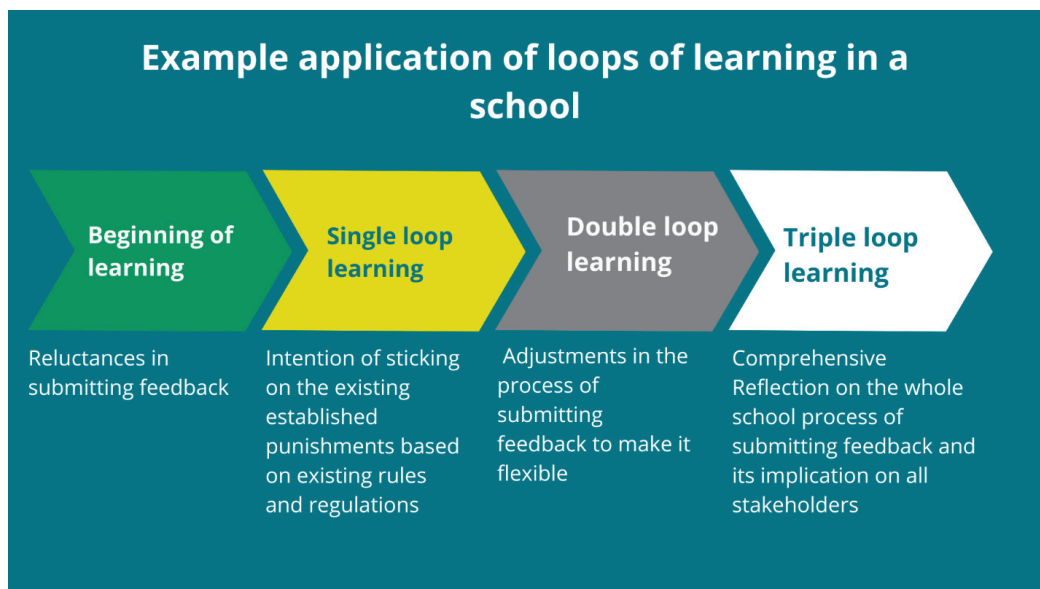


Figure 10: Example—application of loops of learning in a school

## Conclusion

In single loop learning the results are barely improved or changed overtime as the education stakeholder use the same pre-established approach without bringing modifications. In double loop of learning, the education stakeholders question their approaches and therefore change their technics to improve the results that are achieved. Some education stakeholders learn how to do things or receive orders on things they have to do and simply stick with it (single loop). That situation holds them back and prevent them from making further progress. Others tend to make incremental changes (little adjustments) on the approach they learned or the orders they receive in order to improve the results (Double loop). Double loop and triple loop are the strategies used by the education stakeholders to widen their perspectives and make improvement in their plans and their approaches.

If you introduce a vision for the school out of nowhere, without going through these loops, you risk that it becomes no more than a piece of paper, or a writing on a wall. The concept of loops of learning can help you to formulate the right questions for discussion with your team. Double loop questions can help to formulate the right actions, triple loop questions help to formulate the mission and vision. When discussing SIP, vision and mission, it is important to move beyond the single loop questions. The role of school leaders is to bring discussions in the school to the level of double and triple loop of learning. A school is a learning organisation if double and triple loop learning takes place (Senge, 1990).

## Section 3: Formulating a Vision and Mission for the School

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

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

During the process of formulating a vision and mission for the school, the following questions have to be answered (REB, 2018, p. 32):

- What kind of students do we have today (in terms of knowledge, skills and attitudes)?
- What kind of students do we want in the future?
- Can our school help to make the students we want?
- What kind of school do we want?

### How should a vision look like?

According to Dawson (2013) there are seven characteristics of powerful visions. As he states it, a powerful vision should be:

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

- **Inclusive**

Too many visions focus on the interests of a limited group, such as one department or only some learners. Visions need to include the interests of the broadest possible community, in a way that everyone can see their value and can support them.

- **Distinctive**

Every organization is unique, and it is almost impossible to take another's vision and expect it to be powerful. There is great power in a vision that is clearly distinctively relevant to the organization and people involved.

- **Clear**

A vision must be readily communicated and understood by a broad range of people. This doesn't necessarily mean it needs to be simple.

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

- Lack of transparency, integrity and accountability
- Tradition (Resisting to change as a result of what the group is used to doing)
- Negative stereotypes/ labelling
- Complacency of some stakeholders
- Fatigued leaders
- Lack of integration of the development of a vision and mission in SIP and daily actions

### **Activity 11**

#### **Part A**

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

1. One positive element of feedback about the vision and mission (based on Dawson's criteria).
2. One question or element that you would formulate differently (based on Dawson's criteria).

Have a look at the vision and mission statements of your colleagues and try to formulate a few general comments. The facilitator will organize a plenary discussion about the vision and mission statements.

#### **Part B**

Reflect on the following question:

- Should the vision and mission of a school change when there is a new headteacher? And when there is a new school owner?
- Can a school have more than one vision and mission?

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



## Section 4: Identifying the Core Values of the School

### The importance of school values

#### Activity 12

Draw a picture showing different school environments focusing on the learners and the staff interactions, behaviours, activities and values.

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

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

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

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

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

For teachers, they become part of the performance appraisal and similarly teachers can get their students to do likewise.

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

#### Activity 13

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

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

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

“Several years ago, we provided the learners in P6 a banner showing the three core values of our school and asked each student to write his or her interpretation of them on attached fabric triangles, later attached to the bottom of the banner. The banner is now on permanent display in our main lobby. Here’s a sampling of comments from the students:

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

Developing the values of the school

#### **Activity 14**

Discuss the following questions:

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

We can think of values in a school context as a set of concentric rings, moving from the most widely shared values to ones that are more specific, and individual (Figure 11).

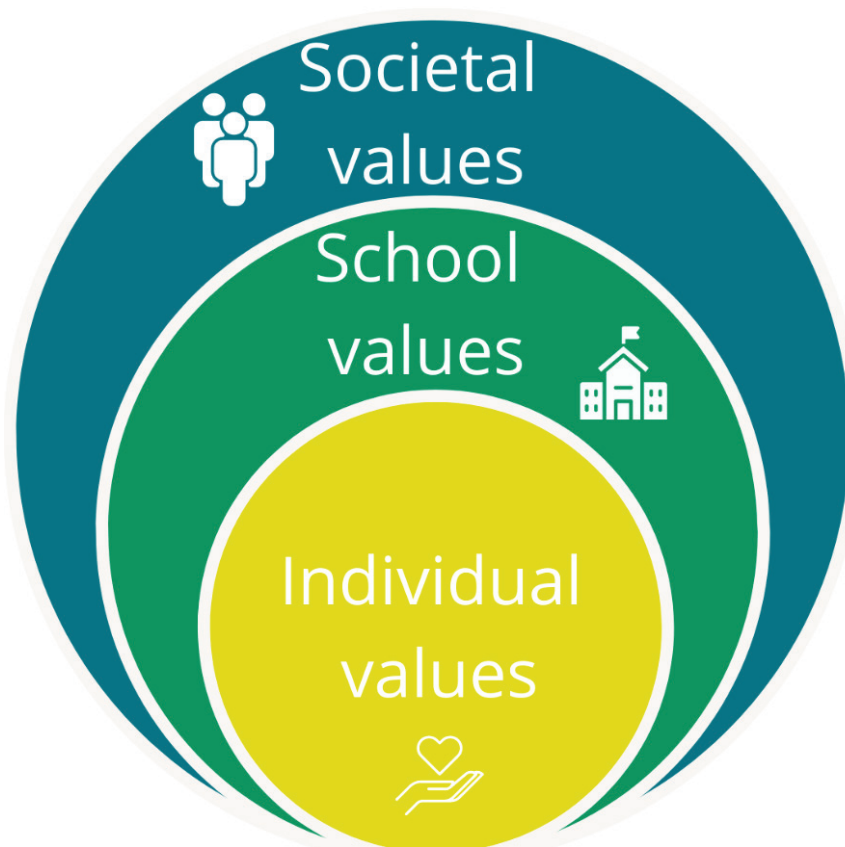


Figure 11: Concentric levels of values (Binon, 2017)

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

In one sense, it is obvious how culture affects school performance. If all (or even most) of the staff members behave in a certain way (for example arriving late at school), then that behaviour will affect overall school performance. The same characteristics appear with regularity in studies of cultures of high-performing and adaptive schools (Beinhocker, 2006). These can be divided into individual performing values, cooperating values and innovating values:

### Performing values

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

## Cooperating values

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

## Innovating values

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

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

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

## School values and school culture

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

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

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

### **Activity 15**

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

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

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

### **Difference between school values and school rules**

School values are different from the school rules. School values identify positive traits and goals for staff and students, whereas rules represent specific appropriate or inappropriate behaviours for the school environment (Peterson, 2015). Rules identify what is or is not allowed. Rules are specific to a particular environment (e.g. classroom, hallway, playground etc.). Good practice in behaviour management also suggests that lists of rules for a classroom or other environment should be short (3-5 rules), with each rule being clear, specific, reasonable, and enforceable. It is better to formulate rules positively and identify appropriate or desired behaviour rather than lists of "don'ts". While there should be clearly identified consequences for violations of rules, behaviour in accord with rules should also be acknowledged and reinforced.

School values provide expectations for the behaviour of school stakeholders. They complement the vision and mission of the school. They shape the mindset of school staff members and students. They may also reflect the expectations of the school community. Therefore, the whole school community members (academic staff, students, non-academic staff, parents, local leaders, etc.) should be actively involved in elaborating and promoting the school values. The school values should be actively and regularly discussed, referred to and practiced.

## Conclusion of Unit 2

The vision, mission and values are important elements of the school strategic direction. They help all education stakeholders to know the purpose of the school existence and the core values on which the school is managed as well as the behaviour expected from each school stakeholder. Therefore, the vision, mission and values are integral parts of the school that provide a roadmap for the future which help to set priorities, allocate resources and ensure that all school stakeholders are working toward the common goals and objectives. The mission, vision and values provide the strategic direction that guide the process of creating the conditions that promote greater school effectiveness. They instil the sense of belonging and identity to the school leaders, staff, students, parents and the wider school community. This motivates them to work harder in order to achieve the school performance. In that framework, unit 2 discusses the meaning of the school vision and mission with a focus on their advantages and the characteristics that help to determine their effectiveness. Through the concept of loops of learning, the talks about the questions that guide the discussion while developing the school mission and vision. It also discusses the process of elaboration of school values with a focus on the difference between school values and school rules. Unit 3 is about School Improvement Planning (SIP).

# UNIT THREE

## SCHOOL IMPROVEMENT PLANNING

### Introduction

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

#### Activity 16

Think individually about the following questions:

- Describe in one sentence what a School Improvement Plan is.
- Do you already have a School Improvement Plan in your school? If yes, has it been useful for you and others? If no, do you think having one would be useful?
- What kind of data did you need to develop your SIP?

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

### Learning outcomes

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

- Demonstrate knowledge and understanding of the concepts of school improvement planning, vision, mission and values;
- Explain the stages in the development of a SIP;
- Establish mechanisms of communicating the school vision, mission and values;
- Demonstrate a deep understanding of the importance of using data in School Leadership;
- Demonstrate competencies in data collection, analysis and interpretation for decision making.
- Value the relevance of data in School improvement planning, implementation and monitoring and evaluation process
- Criticize and improve the existing SIP;
- Develop appropriate strategies to improve school achievement;
- Identify the role of monitoring and evaluation in school improvement;
- List types of school data to be collected and data collection techniques;
- Analyse their school situation by identifying strengths, weaknesses, opportunities and threats from their school data;

- Engage all community stakeholders fairly and effectively in school improvement planning;
- Demonstrate the attitudes of being impartial, having eye for detail and methodical in school improvement planning;
- Recognize the importance of the SIP in setting the strategic direction of the school.

## Understanding the School Improvement Plan

A SIP is a road map that sets out the changes a school needs to make to improve student achievement and shows how and when these changes will be made (REB, 2018). The primary purpose of SIP is to improve student learning, which is the main reason that a school exists.

The ultimate goal of school improvement planning is to improve students' achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in the home (Education Improvement Commission, 2000). Therefore, a school improvement plan is a key tool to give **strategic direction** to a school.

A SIP is also a **management tool** that helps a school to improve its performance by ensuring that its members are working towards the same goals and by continuously adjusting the direction of the school to the changing environment on the basis of results (IIEP). the SIP contains:

- **A strategic part:** a set of goals to be achieved in the next three to five years (long term plan).
- **An operational part:** an annual action plan.

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

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

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

- Focus efforts on what is important in improving students' learning achievement;
- Avoid misuse of school resources and ensure their effective allocation;
- Follow up on how school activities are carried out;
- Develop a sense of ownership by school community members;
- Hold school community members accountable for student success;
- Develop strategies before embarking on activities.



## Section 1: School Improvement Planning Cycle

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

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

#### Activity 17

Think briefly about the following statement:

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

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

The SIP provides a **framework** for analysing problems, identifying causes and addressing instructional challenges in a school. The SIP contains both the strategies and actions to improve student learning and achievement. The SIP is a continuous process that follows the Plan-Do-Check-Act (PDCA) cycle (Figure 12).

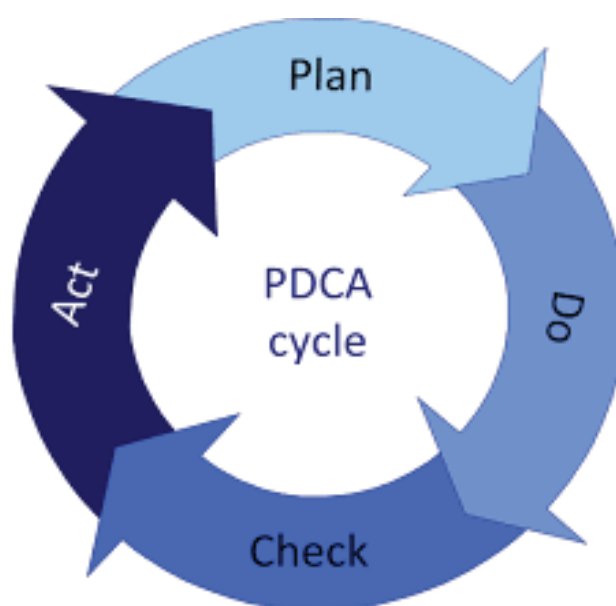


Figure 12: School improvement as a continuous process (PDCA Cycle)

As illustrated in Figure 12, during each stage of the cycle, the SIP forms the anchor point for discussions.

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

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

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

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

### Activity 18

- a) Find examples of activities that you do in your school during each stage of the PDCA cycle,
- b) Provide the different data that you need at each stage

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

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

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

## Section 2: Key Steps in the SIP Development Process

The key steps in the development of the SIP strategy are outlined in Figure 13. This SIP framework is based on the PDCA Cycle (Figure 12). The steps apply at an individual level (self-assessment), organisational level (working groups, task forces, subject groups), school level (with all teachers and supporting staff) or even system level (involving parents and the local community).

Before discussing the school improvement planning steps, let us explore the **key planning questions** that the planning process should answer. Each question corresponds to a set of planning activities:

- a. **Where do we stand now?** To get answer to this question, you do a situational analysis (collection of different school related data).
- b. **Where do we want to be in the future?** To answer this question, you need to set the strategic direction of the school (vision, mission, values, etc.)
- c. **What data will we need?** To effectively and efficiently develop quality SIP the use of data is of crucial value.
- d. **How will we get there?** To answer this question, you need to identify key priority areas, set goals objectives, strategies and activities.
- e. **Are we getting there?** To answer this question, you need to implement the identified strategies and activities and conduct monitoring.
- f. **Have we reached our destination?** To answer this question, you need to conduct evaluation.

As said in section one, SIP planning is based on the PDCA cycle. Therefore, although there is a logical, sequential order in raising these planning questions, there is no clear order in answering them. The answers to the different questions are interdependent and influence each other. While we are trying to decide about where we would like to be in the future, we might have to go back to find out more about where we stand today, and in the same way, the decision about where we would like to be in future may have to be re-examined when we discuss how we can get there. In other words, school improvement planning is an iterative process that involves going back and forth between the different questions and the corresponding activities.

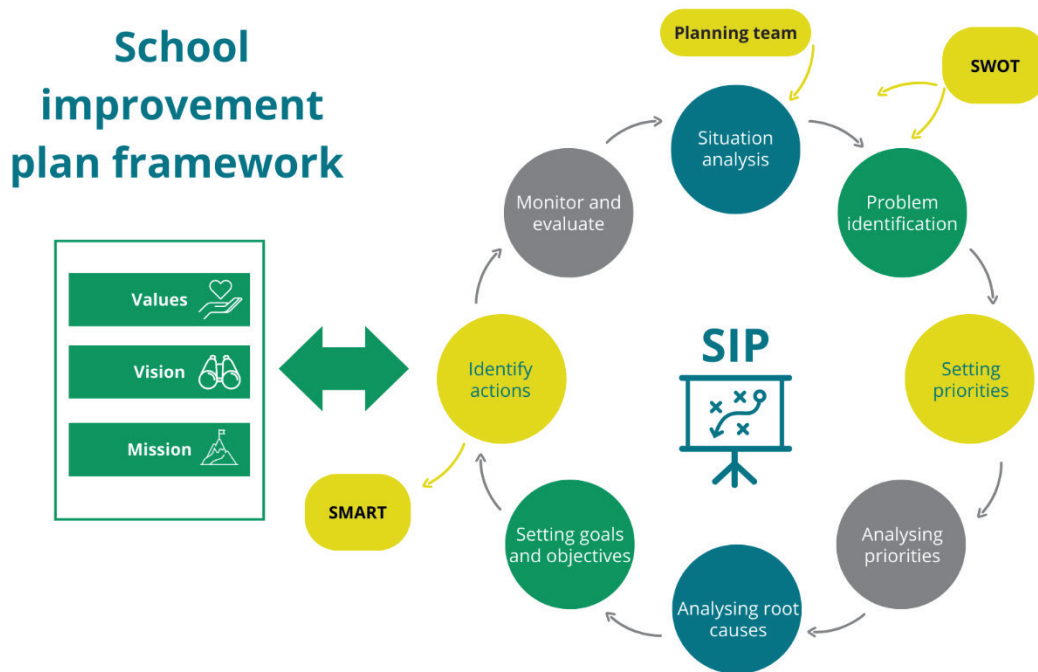


Figure 13: School Improvement Plan Framework (VVOB, 2017)

Figure 13 shows the planning process for the school improvement plan. Below, we discuss each step in more detail. The double arrows in the figure mean that there should be a **close interaction between the mission, vision and values of a school and its SIP**. The mission, vision and values should influence the SIP planning process. Conversely, the planning process should stimulate discussion about the mission, vision and values of the school. In unit two, we will discuss the values, vision and mission of a school.

The following steps are identified in the school improvement planning process.

### 1. Forming the school improvement planning team

The school improvement planning team is selected from the school community and consists of about 15 to 20 people. The appointment should follow the normal procedures and involve all categories of stakeholders: teaching staff, SGAC members, students, local community representatives, persons with special needs, local development partners, local government officials, faith leaders, among many others. Selection and appointment of members of planning team should be based on criteria such as expertise, knowledge of education in general and the concerned school, interpersonal relationship skills, integrity, social influence, etc. The composition of the team should be close to gender parity. Table 4 lists the members of the SIP team and describes their roles in the planning process.

**Table 4: Composition of the SIP Planning Team (REB, 2018)**

TEAM MEMBERS	ROLE OF TEAM MEMBER
<b>HEADTEACHER</b>	<ul style="list-style-type: none"> <li>▪ Convenes the school planning team;</li> <li>▪ Provides guidelines in the development of the plan;</li> <li>▪ Facilitates the planning process;</li> <li>▪ Invites the school community to participate in the planning process;</li> <li>▪ Communicates to participants what is expected from them to determine their readiness to the planning process;</li> <li>▪ Informs participants about the overall view of the school (goals, mission, demography, etc.);</li> <li>▪ Establishes responsibilities and timelines;</li> <li>▪ Discusses with participants challenges that may hinder their full participation to the planning process in order to accommodate them in advance (E.g.: Availability, readiness...).</li> </ul>
<b>SCHOOL OWNER</b>	<ul style="list-style-type: none"> <li>▪ The owner helps the planning team to understand the desired picture of the school. In the planning process, the role of the school owner is: <ul style="list-style-type: none"> <li>▪ To communicate the school mission;</li> <li>▪ To ensure that the SIP complies with the school's vision and mission;</li> <li>▪ To participate in setting the school direction.</li> </ul> </li> </ul>
<b>TEACHERS (Two teachers, one being a SBM)</b>	<ul style="list-style-type: none"> <li>▪ Provide information related to teaching and learning;</li> <li>▪ Actively participate during the development of the School Improvement Plan;</li> <li>▪ Represent the teaching staff in the planning process.</li> </ul>
<b>STUDENTS (2)</b>	<ul style="list-style-type: none"> <li>▪ Represent the school' students in areas such as: <ul style="list-style-type: none"> <li>- How students appreciate the way they study;</li> <li>- School welfare;</li> <li>- Barriers to learning.</li> </ul> </li> </ul>
<b>PARENTS (4)</b>	<ul style="list-style-type: none"> <li>▪ Represent the school's parents in areas such as: <ul style="list-style-type: none"> <li>▪ Share insights about what their children need to learn and difficulties they face in the school, their aspirations for the school;</li> <li>▪ Present areas of concerns and participate in setting goals, strategies and priorities of the school;</li> <li>▪ Commit available resources in the implementation of the plan.</li> </ul> </li> </ul>
<p>Source: Law n°23/2012 of 15/06/2012 governing the organization and functioning of nursery, primary and secondary education</p>	
<p><b>OTHER MEMBERS OF THE SIP TEAM PROPOSED BY REB (REB, 2018)</b></p>	

<b>BURSAR / TREASURER</b>	<ul style="list-style-type: none"> <li>▪ Provide information about the school's current financial situation;</li> <li>▪ Participate in setting goals, strategies and priorities of the school.</li> <li>▪ Help evaluating the financial feasibility of proposed actions.</li> </ul>
<b>DEPUTY HEAD IN CHARGE OF STUDIES, DEPUTY HEAD IN CHARGE OF DISCIPLINE AND SECRETARY</b>	<ul style="list-style-type: none"> <li>▪ Deputy Heads provide further information about studies (D/H in charge of studies) and Discipline of students (D/H in charge of discipline).</li> <li>▪ Secretary writes the records of the planning meetings.</li> <li>▪ Schools without secretaries can choose someone among the team to take the minutes.</li> <li>▪ They actively participate in the planning process.</li> </ul>
<b>PATRON AND MATRON</b>	<ul style="list-style-type: none"> <li>▪ They are specific for a secondary school. They provide the planning team with relevant information on everyday students' conditions (hygienic condition, health, food) as well as views from students about the school's functioning.</li> </ul>
<b>REPRESENTATIVE OF SUPPORT STAFF</b>	<ul style="list-style-type: none"> <li>▪ He/she supports the planning team the information about issues related to supporting staff, and what is expected from the supporting staff in implementing the SIP.</li> </ul>

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

- Planning team members exchange expertise that can improve the planning process.
- The views of different school community members are valued during the planning process.
- Planning team members develop a sense of ownership and commitment to the SIP and the success of the school.

The formation of the SIP planning team is discussed in detail in Section 3.

## 2. Situation Analysis (data collection and analysis, SWOT analysis)

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

The situation analysis includes **collecting data** in your school. The school data are grouped in five categories related to the school leadership standards: creating strategic direction, leading learning, leading teaching, managing the school as organization and involving parents and the wider community of the school. Table 5 should be used as a checklist of data that could be useful when doing a situation analysis for the school.

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

**Table 5: Categories of data (REB, 2018)**

Category of data	Example of data
<b>1. Data on school strategic direction</b>	Data on school mission
	Data on historical background of the school
	Data on school vision
	Data on school values
	Data on School Improvement Plan
	Data on action plan and other school plans
<b>2. Data on learning</b>	Data on performance of students in national examination
	Data on student performance per term
	Data on availability of teaching materials
	Data on student dropouts, absenteeism and graduation rates
	Data on students' discipline (attendance, discipline cases...)
<b>3. Data on teaching</b>	Data on continuous professional development
	Data on staff size, age, sex, rank, recruitment and attrition patterns (including reasons for attrition such as illness, retirement, outside job offers).
	Data on classroom visits
	Data on teachers' qualifications
	Data on teachers' motivation strategies
	Data on teachers' attendance
<b>4. Data on management of the school as an organization</b>	Data on school budget
	Data on school finances
	Data on school infrastructure
	Data on different programs implemented in the school
	Data on school rules and regulations
	Data on teachers' performance appraisal
	Data on classroom-student ratio
<b>5. Data on involvement of parents and the wider Community</b>	Data on parents who attend meetings
	Data on parents involved in different school activities
	Data on parents' involvement strategies
	Data on views of parents on the school functioning;

### Activity 19

Referring to the table 5 above,

- a) Indicate the types of data that are missing at your school and what you are going to do to have them
- b) Provide any other type of data you judge useful but that is missing from the table.

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

Important **techniques** for collecting data are:

- **Observations:** observations can be used in classroom visits when you want information of how effectively teachers apply an active teaching methodology.
- **Documentation:** This includes school records and reports, administrative databases, training materials, school statistics, performance data, non-confidential school community information, and staff progress reports, legislation and policy documents.
- **Checklists:** if you want to check the availability and use of teaching aids like science laboratory materials, ICT infrastructure, library books, etc.
- **Interviews:** interviews can be used when you want to be informed on how students appreciate their welfare at school or when you collect views of parents on how their students learn.
- **Written questionnaires:** if you want data on how teachers view their working conditions, you may administer questionnaires. Questionnaires can also be useful to collect systematic information from other groups such as learners, non-teaching staff and local community members. By using questionnaires, you can ensure that all respondents have an equal voice.
- **Focus group discussions:** A focus group discussion involves a group of 8 to 12 people to discuss a subject under the guidance of a facilitator. For example, students discuss the difficulties they have in mathematics, or teachers discuss the reasons for dropouts.

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



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

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

### Activity 20

Assume that in your school, many P5 learners failed in Mathematics in 2021. You decided with the team that it is very important to plan to improve their performance in the next academic year.

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

A method to conduct a situation analysis is the **Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis** (Figure 14 and 16). This method helps a school to assess its internal capacities and its external environment: strengths and weaknesses come from within, i.e. the internal school environment. That means that the school has full control over them. Opportunities and threats, on the contrary, come from the outside or external environment, which means that the school cannot control them.



Figure 14: SWOT analysis framework (Haddock, 2015)

Table 6 lists the main questions for each component in the SWOT analysis. Strengths and weaknesses are identified during the situation analysis. The opportunities and threats are the starting point for the identification of goals.

**Table 6: SWOT Analysis Framework (Haddock, 2015)**

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

Examples of each component in a SWOT analysis are:

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

The questions in Table 6 may lead to the answers as indicated in Table 7.

**Table 7: Example of a SWOT Analysis diagram (REB, 2016)**

STANDARD	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<b>School strategic direction</b>	The school has a shared vision for learning.	There is no school mission and values.	Engaging in a SIP process may strengthen the strategic direction of the school	Changes in policy environment may impact the strategic direction of the school.
<b>Leading learning</b>	<ul style="list-style-type: none"> <li>- 75 % of P6 students perform well in languages</li> <li>- Low dropout rate (1%)</li> <li>- High student attendance rate (98%)</li> </ul>	<ul style="list-style-type: none"> <li>- Seven classrooms are old.</li> <li>- 37% of students exit the school without permission</li> <li>- High classroom-student ratio (60 students per classroom)</li> <li>- Not enough Mathematics books (1 book per 10 students)</li> <li>- 20 % of students use drugs</li> </ul>	<ul style="list-style-type: none"> <li>- Good climate, favourable for learning.</li> <li>- The school is located near the public library.</li> </ul>	
<b>Leading teaching</b>	98.5% of teachers are qualified	50% of teachers do not use appropriate teaching methodology.	There is a public library near the school, enabling teachers to do research.	Many teachers live a long distance away from the school.
<b>Managing the school as an organisation</b>	The school has established and shared internal rules and regulations.	The school has not established criteria for teacher performance.	<ul style="list-style-type: none"> <li>- The school is located near the main road</li> </ul>	<ul style="list-style-type: none"> <li>- Noise from vehicles.</li> <li>- The school is near the market.</li> <li>- The river inside the school.</li> </ul>
<b>Parental and local community involvement</b>		<ul style="list-style-type: none"> <li>- Only 25 % of parents participate in school activities.</li> <li>- Most involved parents are males</li> </ul>	<ul style="list-style-type: none"> <li>- NGOs partners</li> </ul>	Most of parents in the school area are poor

## Activity 21

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

1. Individual work. Think about the following questions and write down your ideas:
  - How do I look at the induction of new teachers?
  - What are we already doing at our school to help new teachers?
2. In random groups (max. 5 people per group): make an inventory of group members' ideas in step 1 via a web structure (mind map) or a simple list. Keep standing around a flip chart to be more active and don't speak during this activity but communicate only via writing. Use 1 or 2 markers per group for writing down your ideas.
3. In the same groups, add green or red stickers or dots to indicate what is going well (green) and what can be improved (red). Again, speaking or influencing each other is not allowed!
4. Now you can discuss in groups: why did some activities get red or green marks? Focus on active listening and understanding each other's opinions. Explore and discuss your choices and agree on 3 things to preserve (it is important to acknowledge what is done well) and 3 things to improve upon (not just by counting marks or voting but based on consensus). If there is enough time, you can check the posters of the other groups.
5. Each group presents their work and all points are added to one list. The facilitator will lead the discussion to take out doubles or combine related items.
6. Conclude priorities of all groups with feelings of participants. Are the priorities relevant for all (sometimes top priority is not priority for all groups)? Participants have a final opportunity to raise concerns about the selected priorities. Is something missing?
7. If time allows, classify points for improvement based on their complexity and importance (see Figure 8). This makes the link to the implementation of the actions.

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

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

### 3. Problem identification and identification of root causes (Problem Tree Analysis)

The situational analysis has given us information about the current status of the school and the SIP planning team knows the areas for improvement. After the situation analysis, the SIP planning team identifies the main problems for teaching and learning in the school and their causes and effects. We call this stage the **problem identification**. It is good to spend some time exploring in detail the problems before rushing to a solution. The more is known about a problem, the more effectively it can be tackled.

Problem tree analysis is a way to find out more information about problems. A problem tree analysis helps to identify the causes and effects for the problems in your school. The problem is represented by the trunk of the tree, the roots of the tree represent the causes of the problem and the tree branches represent the effects of the problem (Figure 15). The purpose problem tree is therefore to provide a broad overview of the problem as well as to identify its specific causes and the resulting effects. The negative language while using problem tree is helpful in identifying specific problems.

**Problem tree analysis** helps to find solutions by mapping out in a structured way the various causes and effects around a problem (ODI, 2012). Problem tree analysis should be done in small groups of about six to eight people using a flip chart. The first step is to discuss and agree the problem or issue to be analysed. Do not worry if it seems like a broad topic because the problem tree will help break it down. The problem is written in the centre of the flip chart and becomes the 'trunk' of the tree. Next, the group identify the **causes** of the problem - these become the roots - and then identify the effects or **consequences**, which become the branches (Figure 15). Each problem should be analysed by a separate tree (Figure 16).

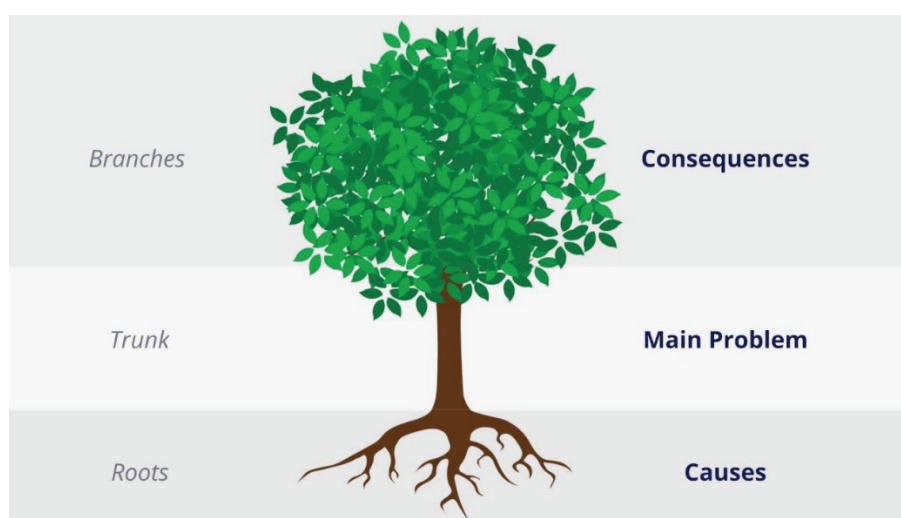


Figure 15: Structure of a problem tree analysis

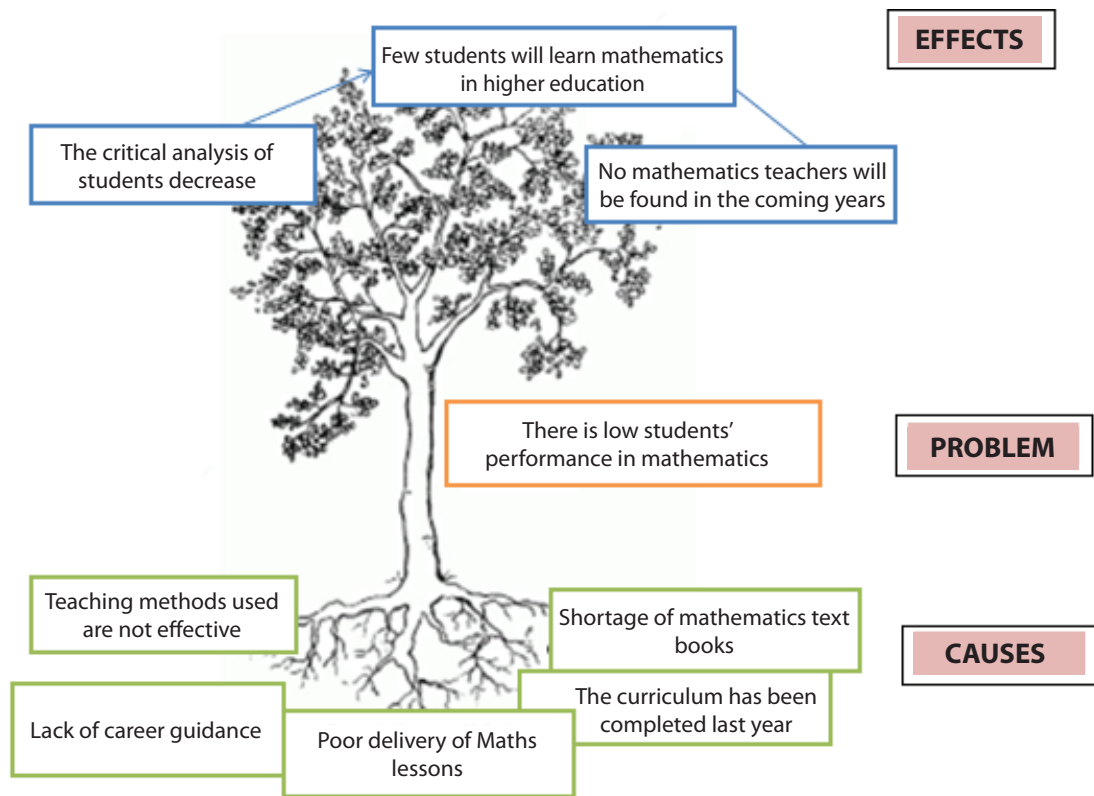


Figure 16: Example of a problem tree analysis (REB, 2018)

Doing a problem tree analysis has several advantages:

- The problem can be broken down into smaller parts. This makes it easier to set priorities;
- It helps to understand the problem and its causes. This is the first step in finding solutions;
- It helps to identify where more information, evidence or resources are needed to better understand the problem;
- It helps build a shared sense of understanding, purpose and action.

The heart of the exercise is the discussion as problems and causes are arranged and re-arranged. Take time to allow people to explain their feelings and reasoning and record related ideas and points that come up on separate flip chart papers under titles such as solutions, concerns and decisions.

#### 4. Setting the goals and objectives

Goal setting is the process of deciding what you want to accomplish. A goal is the result toward which efforts are directed. The identification of goals helps the team to understand what the challenges are and how these can be translated into goals.

The problem tree is used to transform problems into goals. The core problem in the problem tree will become the goal. The root causes in the problem tree become the means and the effects become ends. The first level of means will be objectives and the second level will be the activities that will be carried out to achieve the goal and objectives (Figure 17).

Goals are statements that describe the desired change in the long term after addressing the identified problem. In the SIP, goals should be related to student achievement (REB, 2018). Objectives, on the other hand, are specific and measurable statements that describe the immediate changes. Objectives can relate to teaching, student attendance, teaching and learning resources, school management (Figure 18).

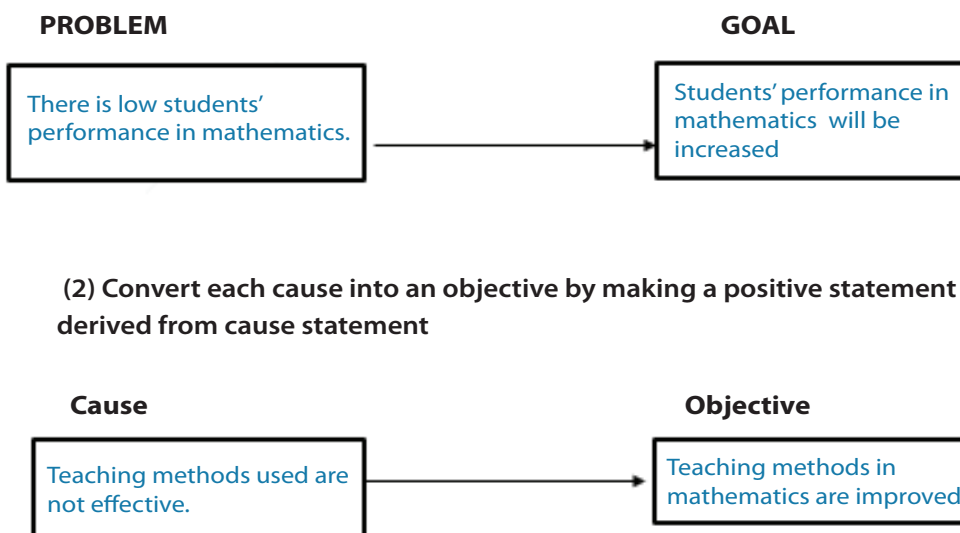


Figure 17: Process of formulating goals and objectives (REB, 2018)

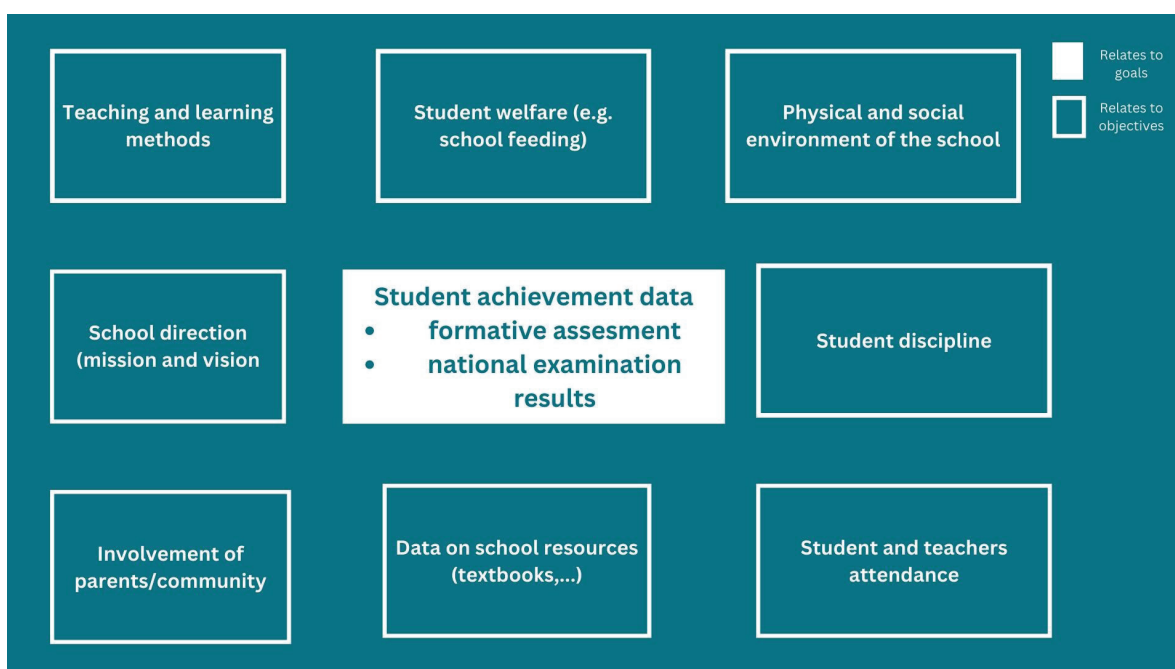


Figure 18: Distinction between goals and objectives (REB, 2018)

Goals can be classified according to the complexity to achieve them and their importance (Figure 19).

## Classification of goals according to importance and complexity

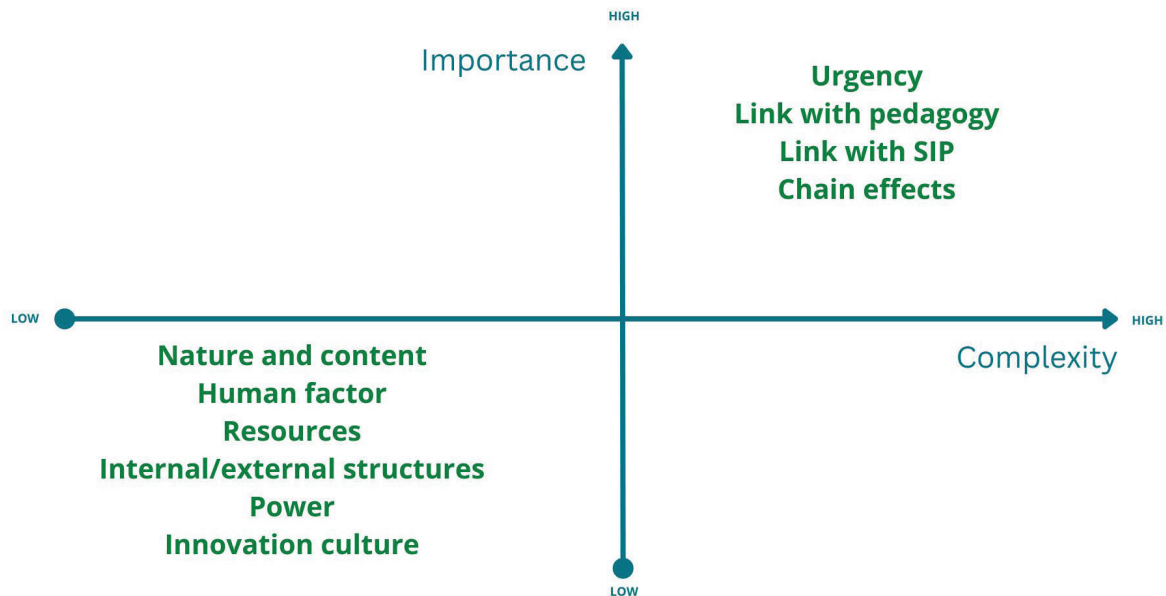


Figure 19: Classification of goals according to importance and complexity (Binon, 2017)

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

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

The **importance of a goal (or objective)** is determined by:

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



## 5. Setting Priorities

The most urgent and important areas that the school want to focus on in order to achieve the goal are referred to as priority areas or strategic issues. The priority areas are set based on the gap identified between the situational analysis and the desired future situation as shown by the school vision, mission as well as goals and objectives for each problem.

It is important to be **selective** in identifying the goals and objectives of the SIP. Not all problems identified in the problem identification can be solved in a one School Improvement Plan cycle. It is important to prioritize so you can solve the most urgent and important problems.

There are several reasons to set school priorities during the planning process:

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

Setting priorities does not mean that other elements are ignored. For example, if a school decides that teaching mathematics is a priority, more lesson observations could be planned for mathematics, but without cancelling observations of other subjects.

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

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

Reaching agreement on goals too quickly is a dangerous thing. Michael Fullan

Reaching agreement on goals too quickly is not good (Fullan, 1992). This quote from Michael Fullan means that you should be careful when you think that you have a clear and straightforward picture of a complex problem (Vandenberghe, 1995). Make sure to discuss the goals thoroughly and that everyone has the same understanding of them. Regularly reviewing your goals and actions and keeping an open and critical mind is crucial to deal with complexity.

## 6. Identification of Actions

When we have reached agreement on the priority areas, we move to the next step which is to identify actions. For each priority area, you will need to:

- Write a problem statement (based on the situational analysis)
- Restate the strategic goal
- Restate strategic objectives that will be achieved to goal make the goal achievable,
- Identify activities, inputs, output, and outcome
- Decide on the targets, indicators, timeline, responsibility, etc.

After writing a problem statement for the priority area, other elements can be summarised in a **logframe**. This is a matrix to present the summarized information about the project/plan goals, objectives, activities and in a systematic and logical way. The key elements of a logframe are:

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

Actions can be identified for the **strategic SIP** (with a time horizon of 3-5 years) or for the **operational SIP** (with time horizon of 1 year, see 7. Implementing the SIP).

The main purpose is to narrow down the goals into concrete actions that are feasible. Moving from 100% ideas to 15% actions is a metaphor for this process of narrowing down (Figure 20). 15% actions should be small steps in the right direction, taking a long-term approach to achieve the goal. The steps should not be too small though, otherwise the goal will never be achieved.

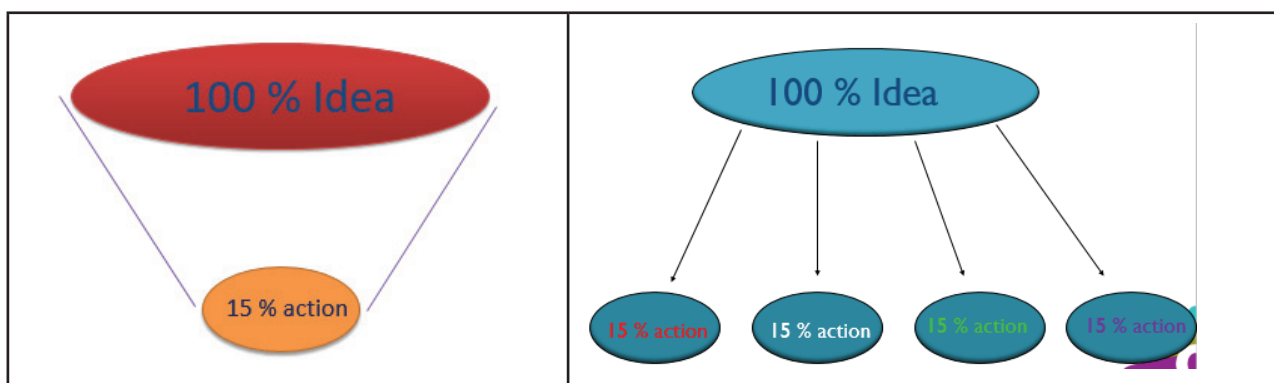


Figure 20: Translating 100% ideas into 15% actions (Binon, 2017, adapted by VVOB)

This means:

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

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

### Activity 22

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

*The purpose of this activity is to translate goals into a set of actions. These actions must be SMART. Use the example of Table 8.*

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

Goals	Action (15% action)	Who	When	Support needed	Evaluation of action
1	1.1				
	1.2				
	1.3				
2	2.1				
	2.2				

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

In the identification of actions to be included in a SIP, some points might be preserved, and others improved (Table 8).

**Table 8: Template for identifying points for preservation and actions for improvement**

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

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

When formulating action points, keep in mind:

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

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

## 7. Implementing the SIP

Once the SIP has been completed and approved, it needs to be implemented. Implementation of the SIP requires action planning. **Action planning** is the process that guides the day-to-day activities of an organisation. It is the process of implementing your strategic goal, objectives, and activities (IIEP-Unesco, 2010). It is also called **operational planning**. Usually, an operational plan has a time horizon of one year and it specifies:

- What needs to be done
- When it needs to be done
- By whom it needs to be done
- What resources or inputs are needed to do it.

## 8. Monitoring and Evaluation

During implementation, it is important to check if activities are progressing as planned by involving stakeholders and keeping the school community informed. This is the core of monitoring and evaluation.

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

Monitoring and evaluation of actions is crucial for two reasons:

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

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

## Section 3: Involving Stakeholders in the SIP Process

### Activity 23

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

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

**Stakeholders** are individuals, groups or institutions that have an interest in what happens in the school. They can be positively or negatively affected by the school's plans or projects; and/or influence their success or failure. **Stakeholder analysis** is the process of identifying what the roles and interests of different stakeholders are in addressing the problems.

This exercise can be done prior to the problem analysis. Conducting stakeholder analysis will help with:

- Identifying the stakeholders for a SIP, including both potential critics and supporters;
- Grouping stakeholders by their level of influence, what is important to them, and/or what they could contribute to the process;
- Understanding how you can engage stakeholders to foster ownership.

Stakeholders' analysis has the following steps:

1. Brainstorming for stakeholder groups: identifying anybody/institutions (local, regional, national, etc.) who can be affected, with or without interest, winners and losers, with influence or without, with resources, etc.
2. Classifying stakeholders according to their importance. Categories of stakeholders include:
  - Key stakeholders: People, groups or institutions who are very important to the success of SIP
  - Primary stakeholders: People or groups who are directly impacted by SIP. These can be:
    - Beneficiaries – Positively impacted
    - Dis-Beneficiaries – Negatively impacted
  - Secondary stakeholders: All other people or groups who have an interest in the SIP or are indirectly impacted by it.

3. Prioritizing your stakeholders. This step involves understanding your stakeholders in relation to their importance and influence. Including them early in your planning and design makes it more likely that they will support you and offer valuable input.
4. Understanding your stakeholders. This step involves developing a good understanding of the interests, concerns and motivations of each stakeholder.

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

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

#### **Activity 24**

Discuss the following questions based on your experience with the SIP development process

- Who are the stakeholders in the SIP planning process?
- Do all stakeholders have a fair say in the SIP process? Explain your answer.
- What strategies would you suggest for effective participation of all stakeholders in the school improvement planning process?

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

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

## Section 4: Structure of the SIP

### Activity 25

Think individually about the following question:

What are the components of a SIP? Next, discuss your ideas with your neighbour.

REB (2020) proposes the following structure to organize your SIP:

**Preliminary Pages:** Foreword of the headteacher and/or of the school owner, table of contents, list of tables, list of figures, list of acronyms and abbreviations and summary of SIP.

**Chapter 1: School Profile:** This chapter includes the historical background and disaggregated statistics of the school.

- Historical Background of the school: foundation date, milestone dates, ownership, location and rationale for foundation, overview of combinations offered at the school, student and staff population, etc.
- Statistics of the school (disaggregated data about teaching and administrative staff, students' population and students' achievements)

**Chapter 2: School self-assessment:** This chapter answers the question: "Where are we now?" It therefore provides the current situation about students' achievement and other school practices that impact schools learning.

**Chapter 3: The strategic direction of the school:** This includes the school vision, mission and core values.

**Chapter 4: Key Priority areas.** This chapter describes the key focus areas to bridge the gap between the current situation (the situational analysis) and the desired situation (strategic direction). This may include for example: student welfare, teaching and learning, human resource, etc.). For each priority area, a logical framework is included that describes the actions, outputs, indicators etc. for the timeframe of the SIP (3-5 years).

**Chapter 5: Causes of failing in identified priority subject**

**Appendices:** These include any documents that the planning team finds necessary to be included in the SIP.



## Section 5: Integrating Inclusive Education into the Strategic Direction of the School

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

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

### Activity 26

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

#### **Case Story: A Rural School in Kirehe**

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

- Is our school inclusive?
- What changes do we need to make to make our school more inclusive?

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

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

After several meetings, it was decided that the school would establish an Inclusive Education Working Group within the School Improvement Plan Team. The action of establishing the group would be incorporated into the School Improvement Plan. It was emphasised during the discussion stage that the role of the working group would be to coordinate, support and monitor the inclusiveness of the school. The members of the group would not be responsible for all inclusion in the school; Headteachers knew that if the whole school was going to change and be more inclusive it had to be the responsibility of everyone. By owning the improvements and changes, everyone would be proud to be more inclusive. The headteacher decided to lead the way by establishing the Inclusive Education Working Group – the reasoning behind the decision was that all teachers had busy timetables and even with good intentions, actions towards inclusion would sometimes be forgotten or thought of as low priority. Group members would be there to organise, coordinate, remind and continuously monitor the changes within the school. It was decided to have six members in the group – three male and three females. One of the members should be from the community – someone who was active and able to motivate others. Teachers who volunteered to be part of the committee were expected to be fully committed to inclusion for all and be able to motivate others.

Some actions were taken, and changes made by the school for the first year. The actions were reviewed after one year at the next strategic planning meeting.

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

**Questions for reflection and discussion in small groups:**

- What factors should be taken into consideration when selecting members of the Inclusive Education Working Group?
- How would you motivate members of the working group and teachers in general?
- What links do you think there would be between the IE Working Group, parents and community members?
- What activities can you organize during your school’s ‘Open Day’ to show parents that your school is an inclusive school?

**Actions to promote inclusive education**

Table 9 lists activities that you can undertake in your school to promote inclusive education. A key thing to remember though is that inclusive education is something that pervades everything you do at the school. It relates to the school’s vision, mission and values, it should be reflected in daily teaching, and it should be reflected in all the communication of the school.

**Table 9: Actions to promote inclusive education in the school**

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

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

Source: UNESCO, 2014, adapted by VVOB

### Conclusion of Unit 3

The School Improvement Plan (SIP) is a central document used to map out the changes that a school needs to make in order to enhance the staff and students' wellbeing and performances. It is based on the school established vision, mission, values, priorities, goals and objectives. It sets out the actions and resources needed to achieve the school's goals and objectives. In order to be successful, a school improvement plan should be elaborated through a shared process that include all school stakeholders. It should also be based on tangible evidence of the current situation of school and realistic goals that determine how to best support teachers and students in their teaching-learning process. Thus, a school improvement plan is a living document that is continuously updated throughout the year. In that framework, unit 3 discusses the meaning of the school improvement plan with a focus on its role in school setting. It discusses the school improvement plan cycle and the key steps in the SIP development process and finally highlights how the SIP provides a framework for analysing problems, identifying causes, determining priorities, goals, objectives and addressing instructional challenges in a school.

In unit 4, you will learn about monitoring and evaluating the implementation of the SIP.

# UNIT FOUR

## MONITORING AND EVALUATING THE IMPLEMENTATION OF THE SIP

### Introduction

#### Activity 27

Read this scenario and answer the questions:

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

Questions:

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

When you develop a School Improvement Plan (SIP) in your school, the planning process doesn't end when the plan is ready. You also want the plan to be implemented. A SIP should be a "living document", which means that you should regularly check whether the plan is still up to date, whether implementation is on track and whether changes need to be made. Monitoring and evaluation help you with these processes. That is why we include this section on M&E within the module on setting the strategic direction of the school. We will discuss some basic aspects of monitoring and evaluation which you need when developing and implementing your SIP.

#### Activity 28

1. What do you understand by monitoring and evaluation?
2. In your school what do you monitor? What do you evaluate?

## Learning Outcomes

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

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

## Section 1: Understanding Monitoring and Evaluation

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

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

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

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

**Evaluation** is an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim of evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability. Evaluation, according to the UNESCO Handbook (2006), 'is done by insiders (those implementing an education plan) and outsiders. Evaluation focuses on impact and sustainability' (p. 52).

Evaluation deals with questions of cause and effect. It is about estimating the impact of an intervention. For example, what was the impact of our professional development of teachers on the use of active teaching methods? Evaluation is done only at certain times –for example annually. Evaluation deals with the question: "Are we doing the right things?" Doing the right things is about effectiveness (leadership).

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

### Activity 29

Describe one monitoring activity that you are already doing in your school and one evaluation activity that you have undertaken in your school.

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

With the facilitator, identify the following categories:

- Activities that you consider monitoring or evaluation of school quality.
- Activities that you consider monitoring or evaluation of your own work.
- In which ways do you use monitoring information to improve the quality of teachers' work.

Monitoring and evaluation are different processes, but they are also related. That's why we usually talk about monitoring and evaluation, or M&E, in one breath. The activity has shown you that monitoring and evaluation activities are not always easy to distinguish from each other. Often, an activity can be done for monitoring and for evaluation depending on the goals. Secondly, in M&E, we can distinguish between M&E of our own work and M&E of others in the school, for example teachers or learners.

Table 10. summarizes the differences between monitoring and evaluation.

**Table 10: Differences between monitoring and evaluation (VVOB, 2015)**

Question	Monitoring	Evaluation
When?	Regular/Continuously	At certain times (once a year, once a term)
What?	Progress (Efficiency and effectiveness)	Results (impact and sustainability)
How?	Collecting information about activities (to assess the progress)	Collecting data from people (to assess the final impacts)
Why?	To determine if activities need to be adjusted to improve the ongoing activities and their outcomes: "are we implementing activities well?" (effectively, efficiently)	To measure how successful your activities were and to what extent you reached your goals: "Does what we do have a positive impact on teaching and learning?"
For whom?	Usually for ourselves	For ourselves, but often also for external parties (e.g. SEIs and parents)
Key question	Are we doing things right?	Are we doing the right things?

**Examples** of monitoring activities are:

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

**Examples** of evaluation activities are:

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

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



## Section 2: Reasons for Monitoring and Evaluation

### Activity 30

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

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

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

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

### REMEMBER

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

## Section 3: Key Concepts in Monitoring and Evaluation

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

### Activity 31

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

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

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

In M&E, we distinguish between inputs, activities, outputs, outcomes and impact. Table 11 explains these terms. Monitoring usually focuses on the inputs, activities and outputs, whereas outcomes and impacts are more the domain of evaluation.

**Table 11: Key terms in monitoring and evaluation**

Key terms	Meaning
Inputs	Resources that we need for the action, such as time, money, technology and information
Activities	The actions that are done to achieve the result
Outputs	Immediate results of the activities on the people that were targeted by the activity.
Outcomes	Short term results of the outputs on the participants, in between the outputs and the impact
Impact	Long term results of the actions, not only on the people that were targeted by the activity (e.g. school community, parents, learners), but also on the wider community.
Goal	Measurable statement of the desired long-term change after addressing the identified problem. A goal is achieved through various objectives.
Objective	Specific measurable statement of desired immediate or direct change after addressing the root causes of the identified problem. Each objective is achieved through multiple activities.

Means of Verification	Sources from which the status of each indicator will be identified. Where and how the information will be obtained.
Indicator	Standard against which the school can measure its progress towards the set objective.
Baseline	Shows the current situation to be improved. For example, currently 4 teachers effectively use learner-centred approaches.
Target	Measurable statements that indicate the performance level that the school would like to achieve on the identified objective by a given time.

Source: VVOB, 2015; REB, 2018

Examples of **inputs** in education are:

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

Examples of **activities** in education are:

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

Examples of **outputs** in education are:

- Trainings given
- Lessons observed
- Lesson plans developed
- Teachers who are member of a CoP
- Recommendations formulated to improve gender equity in the school
- SIP produced
- Books purchased
- Functioning computers
- Classrooms built
- Trophies won by school team

Examples of **outcomes** in education are:

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

Examples of **impact** in education are:

- Change in learning outcomes as a result of a training programme;
- Change in learners' attitudes towards learning;
- Reduction in dropout rate;
- Narrowing or closing of gender gap in learner results for maths in P6;
- Change in teachers' motivation as a result of participation in a Community of Practice;
- Change in number of learners who successfully complete primary education.
- Reduction in the number of cases of early pregnancies.

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

For example, a school is planning to buy textbooks:

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

## Overview of key M&E Concepts

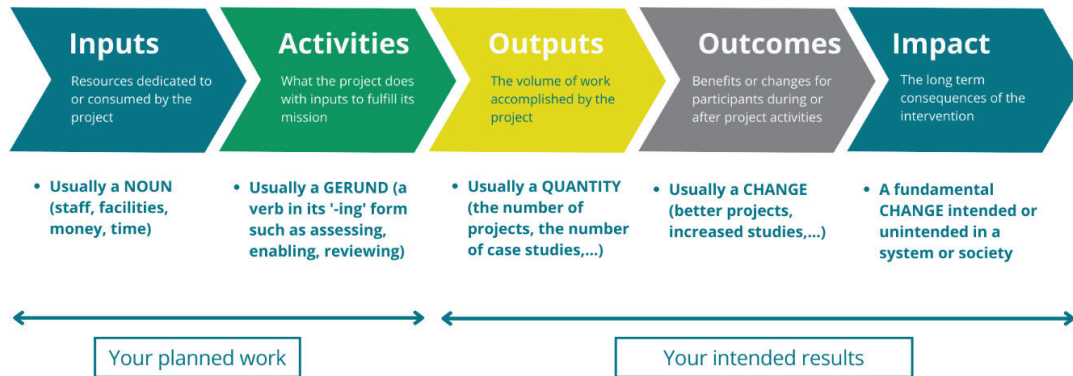


Figure 21: Overview of key M&E Concepts, based on the Kellogg Logic Model (Nixor, 2007)

Table 12 shows more examples of the relation between inputs, activities, outputs, outcomes and impact. Can you find additional examples?

**Table 12: Examples of inputs, activities, output, outcome and impact**

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

Source: (International Institute for Educational Planning, 2010)

### Activity 32

Look again at the monitoring and evaluation activities that you listed at the start of this unit. Identify related outputs, outcomes and impact from the context of your school? Where lies the focus currently?

## Section 4: The Monitoring and Evaluation Cycle

Monitoring and Evaluation(M&E) in school is a systematic process to collect data, analyse them and use the information to measure the progress of activities within the school.

### Activity 33

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

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

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

- Development planning.
- Implementation of school improvement strategies.
- Monitoring and evaluating.
- Continuing professional development of staff.

Monitoring and evaluation are not stand-alone activities. They are a set of linked tasks that are undertaken from the start to the end (and beyond) of a school improvement planning and implementation process (Figure 22). An effective M&E process follows the PDCA Cycle (refer to Unit 3 section 1). PDCA stands for Plan, Do, Check and Act. Starting from a School Improvement Plan (Plan), actions are implemented (Do). It is checked whether the actions are implemented according to plan and whether they have the intended effects (Check). As a result, actions are taken, and the plan changed (Act).

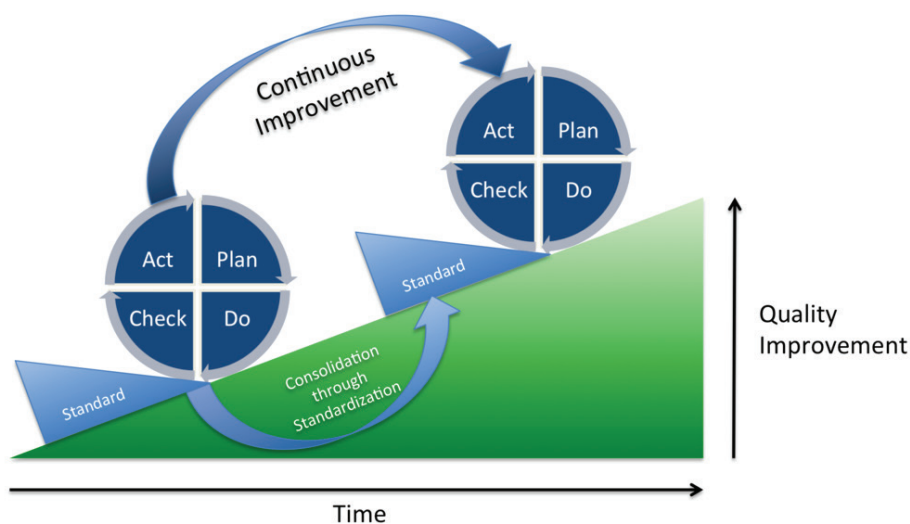


Figure 22: The M&E cycle (Binon, 2017)

Monitoring and evaluation are crucial for continuous school improvement. At each stage of the cycle, it is important to document the process well. Gradually, over time, you will develop instruments and procedures to go through the cycle (see phases in M&E). Setting standards allows you to consolidate the improvement (Figure 22). As time proceeds, this procedure will enable you to improve the quality of the organisation.

### Activity 34

Based to your school SIP development process indicate different activities you are doing according to each step in the PDCA Cycle.

Planning of a M&E system includes:

- Determining goals and objectives,
- Setting targets and performance indicators,
- Selecting your data sources and collecting data.

### 1. Determining Goals and Objectives

Goals and objectives are crucial components of a strong M&E system. They provide purpose and priority to allocate resources. Clear goals and objectives focus attention and enable people, groups, and organizations to coordinate their efforts. They show that even though everything is important, some activities and outcomes are more important than others. Because more happens in schools than the pursuit of explicit goals, even the most goal-focused leaders will need to manage the constant distractions that threaten to undermine their best intentions. The choice of changes that headteachers encourage and promote through goal setting will determine the impact on teaching and learning.

## 2. Setting Targets and Performance Indicators

If you want to know whether you have achieved a goal, you need to translate that goal into something that you can measure. This is an indicator. Indicators are visible measures that inform us (“indicate”) whether we are achieving the desired outcome. A target is the specific value of the indicator that we want to achieve. For example, if our goal is to improve learning outcomes in the school, an indicator can be the exam results of learners. A target could be the number of learners that achieve 50% or more.

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

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

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

- **Let us make this goal specific:**

The number of senior five students scoring at least 60% in mathematics will be increased. This goal is specific since it specifies the students whose performance will be increased (Senior five), in what subject (Mathematics) and the score.

- **Make it measurable:**

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

- **Make it achievable:**

Ensure that the goal can be achieved and avoid exaggeration in setting targets. Is it likely that the performance will increase from 36% to 75%? Perhaps There is great chance that the increment of performance in Mathematics goes from 36% to 75%. It is therefore achievable.

- **Make it relevant:**

Ensure that the goal is significant and important to the students. This goal is relevant because it is important for students to perform well in mathematics.



- **Make it time-bound:**

Ensure that the goal indicates the time limits. This goal is time-bound because it is limited in time (three years). The number of senior five students scoring at least 60% in mathematics will be increased from 36% up to 75% within three years.

### **Activity 35**

Formulate two SMART indicators for the activities that you do in each step of PDCA cycle.

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

Formulate SMART indicators related to teaching and learning in your school. Share some indicators with the whole group.

## **3. Collecting Data**

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

### ***What do we want to know?***

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

### ***How can we find out?***

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

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

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

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

### ***How will the results be used?***

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

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

## **4. Data Sources**

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

Interesting data on the school profile include:

- Student demographics (age, sex);
- Staff profile
- Programs and services offered by the school (for example, guidance and library services)
- Students' identification and residence
- School facilities
- Class sizes
- School vision, mission and values
- School Improvement Plan

- Location of the school
- Stakeholders of the school
- History of the school

Interesting data on school quality are:

- Promotion rates
- Enrolment trends
- Repetition rates
- Drop-out rates
- Completion rates
- National exam results (age- and sex-disaggregated)
- Pupils' test results
- Error analysis of tests that indicates on which questions students score well or weak. error analysis is the analysis of what kind of errors are made by students in order to get insight in what learning outcomes they have achieved.
- Surveys of staff, students, parents and other community members

Information about indicators can be structured in an **indicator table**. In an indicator table, you specify what, how, by whom and when information will be collected (Table 13).

**Table 13: Example of an indicator table (REB, 2018)**

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

### Activity 36

How can you monitor and evaluate each standard of effective school leadership? Classify the monitoring and evaluation activities per standard of effective school leadership using the following table:

**Table 14: Examples of monitoring and evaluation activities**

School Leadership Standards	Monitoring Activities	Evaluation Activities
Creating strategic direction for the school		
Working with parents and the local community		
Managing the school as an organisation		
Leading teaching		
Leading learning		

#### Monitoring activities to be classified into table.

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

#### Evaluation activities to be classified into Table 14 above:

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

## Section 5: Levels of Monitoring and Evaluation

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

### 1. Individual level (activity oriented)

In this stage, M&E is approached as an individual activity. Each teacher focuses on implementing the curriculum, with the risk of not having a shared vision.

Key questions are:

- How can I improve my teaching?
- Do I follow the rules?
- How can I complete the curriculum within the set time?
- Do my learners learn as a result of my teaching?
- Are all learners engaged during my lessons?

### 2. Group level (process oriented)

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

Key questions are:

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

### 3. School level (system oriented)

At this level, M&E becomes a school-wide activity. It deals with the management of the whole organization, including supporting services. The school policy has the support within the school team. Activities and results are regularly measured and evaluated in order to develop and review the school policy.

Teachers influence each other in a desire to improve the school performance. There is focus on the wishes and needs of learners and parents: the school wants to prevent problems and complaints.

Key questions are:

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

Table 15 summarizes these three levels of M&E in an organisation.

**Table 15: Levels/ Phases in M&E based on EFQM**

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

*source: EFQM, n.d.*

### Activity 37

Reflect on the guiding questions for each level of M&E. At which level(s) of M&E does your school focus? What can be done to move to the other levels? Discuss your ideas with your colleagues.

## Section 6: Involving others in Monitoring and Evaluation

M&E should not be the responsibility of only one person in the school. Involving learners, teachers, parents and other stakeholders in M&E will improve the quality of the data and their analysis. The involvement of others should not be limited to the data collection. You should discuss the current situation and set priorities together (see Activity 6). An open discussion, using all the information that has been collected, allows all partners to assess the school's strengths and weaknesses in the delivery of curriculum, and determine priorities for improvement.

M&E should be participatory, allowing stakeholders to be question-makers and not simply the objects or targets of evaluations. This brings in the responsibilities of educational leaders to **build the capacity** of educational stakeholders to reflect, analyse and act to contribute to the development and feedback of lessons learned that can lead to corrective actions.

Where necessary training and CPD should be organized to improve the capacity of stakeholders. All stakeholders who took an active role in developing the SIP, should also be involved in the implementation process.

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

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

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

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

### **Activity 38**

Ask the trainees to articulate the school's strengths and weaknesses in curriculum delivery, as follows:

Based on students' performance data of the school:

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

Then reflect on the following questions:

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

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

After the discussion, all trainees post their strength charts and their weakness charts together in the forum and participants reflect on each other's charts.

## **Conclusion of Unit 4**

M&E is a key element of school improvement planning. Without M&E, school leaders have no information whether they are moving in the right direction and how they can improve the quality of teaching and learning at the school. This unit intends to empower school leaders with practical skills on monitoring and evaluating the implementation of the SIP. This enables them to regularly assess the quality of the service they deliver and to see how they can improve their practices. The task-based approach is used across all sections of this unit. It is primarily very crucial for school leaders to fully grasp what M&E is, the reasons for M&E, and some key concepts used in M&E. We also looked at the implementation process skills of M&E introducing the PDCA cycle and levels of M&E. The last section of this unit focused on the importance of involving educational stakeholders in M&E and how to involve them to ensure the quality of teaching and learning.



# UNIT FIVE

## GENDER AND INCLUSIVENESS IN SCHOOL LEADERSHIP

### Introduction

The Government of Rwanda places a high priority on gender equality. On the Gender Development Index (GDI), Rwanda scored 0.992, placing it in the top group of countries in 2015 (UNDP, 2017). However, important challenges remain at the household, school and societal level.

In this unit, we will introduce key terms related to gender and inclusive education, discuss the status of gender equality in Rwanda and discuss your role as a school leader in promoting gender and inclusive education.

#### Activity 39

Discuss the following entry questions in pairs:

- Analyse your school's students' performance data per sex and subject.
- Are there any barriers that hinder education for all learners in your school?? Explain your answer.
- Do you have learners with special need education in your school? If yes provide statistics per category of special need.
- What do you do in your school to make sure that all learners can learn to the best of their abilities?

In Rwanda, gender equality has been incorporated in the Constitution. Rwanda has adopted a National Gender Policy (Ministry of Gender and Family Promotion, 2010) and a Plan of Action to ensure effective gender mainstreaming and full participation of men and women in all activities related to nation's socio-economic development. The National Institute of Statistics (NISR) and the Gender Monitoring Office (GMO) have established a Gender Statistics Framework (GSF) for Rwanda which includes the annual publication of a National Gender Statistics Report. The most recent report can be downloaded at <http://statistics.gov.rw/publication/gender-statistics-public-sector-rwanda>.

#### Activity 40

- In what ways do you think education in Rwanda is doing well in terms of gender?
- In what ways do you think gender in education can be improved in Rwanda?
- What are the effects of gender discrimination in the school and classroom?
- What are you doing in your school to promote gender equity?
- What can you do more in your school to ensure gender equity?
- Share your answers with colleagues for further discussion

## Learning Outcomes

By the end of this unit, participants should be able to:

- Explain key terms related to gender and inclusive education;
- Demonstrate an understanding of the importance of inclusiveness and gender in school leadership;
- Devise ways how involving parents and local communities can contribute to inclusive and gender responsive education.
- Demonstrate equity and inclusiveness in school leadership;
- Actively address gender stereotyping and gender blindness within their schools;
- Value the importance of gender equity and inclusive education,
- Ensure gender and inclusiveness in the SIP development, implementation, monitoring and evaluation processes.

## Section 1: Key Terms

Many terms related to gender are used in different contexts. This section clarifies some of them.

**Sex** refers to the biologically determined characteristics for males and females. It is a biological term referring to people and animals as being either female or male depending on their genes and is therefore generally unchanging and universal. Sex also refers to biologically determined differences between individuals that make them male or female. **Gender** refers to the socially constructed roles, attitudes, behaviour, activities and attributes that society considers appropriate for men and women. The allocated roles and prevalence of attitudes and values vary per culture, class, age, ethnicity and time. Gender is a socially constructed perception about the roles that men and women play in a culture or community. Gender also involves issues of power in terms of who takes decisions and who owns resources at household, community and society level (Subrahmanian, 2005) in this regard. These two goals are distinguished as gender parity goals [achieving equal participation of girls and boys in all forms of education based on their proportion in the relevant age-groups in the population] and gender equality goals [ensuring educational equality between boys and girls]. In turn these have been characterised as quantitative/numerical and qualitative goals respectively. In order to consider progress towards both types of goal, both quantitative and qualitative assessments need to be made of the nature of progress towards gender equality. Achieving gender parity is just one step towards gender equality in and through education. An education system with equal numbers of boys and girls participating, who may progress evenly through the system, may not in fact be based on gender equality. Following Wilson (Human Rights: Promoting gender equality in and through education. Background paper for EFA GMR 2003/4, 2003.

### Activity 41

Based on the picture below (Figure 23), discuss the difference between gender equality and gender equity? How does this relate to the education system in your school?



Figure 23: Gender equality and gender equity (Save the Children, Mureke Dusome project, 2017)

**Gender equality** refers to a situation where both girls and boys are equally represented in numbers in classes, schools or jobs (Subrahmanian, 2005) in this regard. These two goals are distinguished as gender parity goals [achieving equal participation of girls and boys in all forms of education based on their proportion in the relevant age-groups in the population] and gender equality goals [ensuring educational equality between boys and girls]. In turn these have been characterised as quantitative/numerical and qualitative goals respectively. In order to consider progress towards both types of goal, both quantitative and qualitative assessments need to be made of the nature of progress towards gender equality. Achieving gender parity is just one step towards gender equality in and through education. An education system with equal numbers of boys and girls participating, who may progress evenly through the system, may not in fact be based on gender equality. Following Wilson (Human Rights: Promoting gender equality in and through education. Background paper for EFA GMR 2003/4, 2003. Equality is about treating everyone the same. Rwanda has taken major steps in ensuring gender equality in education enrolment. However, gender inequalities persist at the level of participation and performance and this calls for a clear understanding of the underlying gender issues.

**Gender parity** is a 50:50 ratio of males and females accessing education. Gender parity is about equality in terms of numbers and proportions of women and men, girls and boys. Analysing gender parity in education means a comparison of female and male learners' level of access to education at each level of education (Colclough, 2007).

**Gender equity** is the process of being fair to women and men (Subrahmanian, 2005) in this regard. These two goals are distinguished as gender parity goals [achieving equal participation of girls and boys in all forms of education based on their proportion in the relevant age-groups in the population] and gender equality goals [ensuring educational equality between boys and girls]. In turn these have been characterised as quantitative/numerical and qualitative goals respectively. In order to consider progress towards both types of goal, both quantitative and qualitative assessments need to be made of the nature of progress towards gender equality. Achieving gender parity is just one step towards gender equality in and through education. An education system with equal numbers of boys and girls participating, who may progress evenly through the system, may not in fact be based on gender equality. Following Wilson (Human Rights: Promoting gender equality in and through education. Background paper for EFA GMR 2003/4, 2003. Gender equity calls for those who are in disadvantaged positions to have fair share of the benefits. This means giving to those who have less based on needs and introducing special measures and interventions to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field (Figure 23). Gender equity is about fairness and giving all learners the opportunities to succeed. It does not mean equality of outcomes.

**Gender awareness** means that teachers, civil servants and policy makers are informed about challenges concerning gender and education in Rwanda. Lack of gender awareness may lead to cases of gender stereotyping. However, shifts in gender equality require not only awareness and behaviour change, but also changes in the fundamental power dynamics that define gender norms and relationships (UNICEF, 2017).

**Gender stereotypes** are simplistic generalizations about differences between males and females. Gender stereotyping is related to gender blindness. Gender stereotypes assign roles to males and females based on their sex, rather than their competences or preferences. For example, maths is for boys and nursery is for girls (Zuze & Lee, 2007).

**Gender blindness** is about failing to see how it is gender and not innate (born) differences that create differences between males and females in our society (UNICEF, 2017). For example, a gender-blind teacher may see no problem with learner's leadership without fair gender representation. Being blind to gender and equity means that you're not sensitive to it and that you ignore possible barriers to learning with your learners.

**Gender sensitivity** is the opposite of gender blindness. It is the ability to recognize gender issues, men's and women's different perceptions and interests arising from their respective social roles. It means being able to talk about gender and inclusiveness in your school and address the challenges.

**Gender mainstreaming** in school leadership refers to considering gender issues in all school activities. It involves making gender an integral part of the planning, design, implementation, monitoring and evaluation processes within the school (UNICEF, 2017).

**Gender responsiveness** refers to taking action to correct gender bias and discrimination so as to ensure gender equality and equity (Mlama, 2005).

**Gender-based violence** refers to acts of violence inflicted on women because of their gender and sexuality. It includes physical violence in the form of corporal punishment, psychological violence such as verbal abuse, and sexual violence ranging from unwanted sexual talk and indecent touch to rape.

## Section 2: Status of Gender Equality in Rwandan Education

Promotion of gender equity and inclusiveness in school leadership requires ability to analyse gender disaggregated data, such as the data presented in table 14 in this module extracted from the education statistical yearbook 2020-2021(MINEDUC 2022). In this section, we will discuss how the Rwandan education system is doing in terms of gender equality.

### Activity 42:

The education statistical year book 2020-2021(Mineduc, 2022) shows key gender -disaggregated data (males and females) per education indicators. Open it, analyse and interpret data of tables 2.6.1 up table 2.9.2(pp35-42).

What lessons have you learnt as far as gender and inclusiveness in education is concerned?

Relate the analysed and interpreted data to your own school

Share with colleagues for further discussion.

**Table 16: Selected gender-disaggregated education indicators**

Indicator	Percent- age of Female	Percentage of Male	Source
Gross Intake Rate in P1 in 2021-2022	219.7	222.4	2021-2022 Education Statistics
Net Intake Rate in P1 in 2021-2022	81.7	81.3	2021-2022 Education Statistics
Gross Intake Rate in P6 in 2021-2022 (completion rate) <sup>1</sup>	101.2	89.3	2021-2022 Education Statistics
Net Intake Rate in P6 in 2021-2022 (completion rate)	27.8	26.0	2021-2022 Education Statistics
Gross Intake Rate in S1 in 2021-2022	71.2	61.6	2021-2022 Education Statistics
Net Intake Rate in S1 in 2021-2022	18.4	17.5	2021-2022 Education Statistics
Gross Intake Rate in S6 in 2021-2022 (completion rate)	26.1	24.5	2021-2022 Education Statistics
Net Intake Rate in S6 in 2021-2022 (completion rate)	10.0	9.3	2021-2022 Education Statistics
Transition rate from Primary to Lower Secondary Education (P6 To S1)	66.3	65.6	2021-2022 Education Statistics
Transition rate from lower to upper secondary in 2021-2022	75.0	80.3	2021-2022 Education Statistics
Pupils in primary schools in 2021-2022	49.8	50.2	2021-2022 Education Statistics

1

Secondary school students in 2021-2022	53.6	46.4	2021-2022 Education Statistics
Students enrolled in STEM in upper secondary education 2021-2022	46.2	53.8	2021-2022 Education Statistics
Trainees in TVET institutions in 2021-2022	43.2	56.8	2021-2022 Education Statistics
Students in tertiary institutions (%of male/female) in 2021-2022	44.9	55.1	2021-2022 Education Statistics
Gross Enrolment ratio in primary education (2021-2022)	149.1	150.5	2021-2022 Education Statistics
Net Enrolment Ratio in primary education in 2021-2022	99.1	98.7	2021-2022 Education Statistics
Gross Enrolment ratio in secondary education (2021-2022)	46.1	40.7	2021-2022 Education Statistics
Net Enrolment Ratio in secondary education (2021-2022)	37.1	31.7	2021-2022 Education Statistics
Gross Enrolment ratio in tertiary education (2021-2022)	6.3	8.0	2021-2022 Education Statistics
Percentage of teaching staff for primary education (2021-2022)	56.8	43.2	2021-2022 Education Statistics
Percentage of teaching staff for secondary education (2021-2022)	33.7	66.3	2021-2022 Education Statistics
Percentage of TVET staff (2021-2022)	27.8	72.2	2021-2022 Education Statistics
Percentage of academic staff in tertiary education (2021-2022)	24.5	75.5	2021-2022 Education Statistics
Promotion rate in primary education (2019-2020)	82.1	77.2	2021-2022 Education Statistics
Repetition rate in Primary Education (2021-2022)	10.3	11.5	2021-2022 Education Statistics
Dropout rate in Primary Education (2021-2022)	7.7	11.3	2021-2022 Education Statistics
Promotion rate in secondary education (2021-2022)	82.0	81.7	2021-2022 Education Statistics
Repetition rate in Secondary Education	7.5	8.2	2021-2022 Education Statistics
Dropout rate in Secondary Education (2021-2022)	10.5	10.1	2021-2022 Education Statistics

Sources: MINEDUC (2022)

**Table 17: Selected indicators on the participation of females in education**

Percentage of women age 15-19 years old who have begun childbearing without Education	12.7	NISR: DHS 2014-15
Percentage of women age 15-19 years old who have begun childbearing with primary education	9.2	NISR: DHS 2014-15
Percentage of women age 15-19 years old who have begun childbearing with Secondary or higher education level.	4.3	NISR: DHS 2014-15

*Sources: MINEDUC, 2018; National Institute of Statistics in Rwanda, Ministry of Finance and Economic Planning, & Ministry of Health, 2016*

**Reflection on the overview of gender-disaggregated education statistics**

- GIR in P1 is far beyond 100%, showing that there are many over-aged and under-aged children registered in P1
- NIR in P1 is below 100% showing that although a big number of students are being registered, there are a certain number of students who belong to the school age population but who are not registered in P1. There are two explanations: a) Some of those children may have joined the school before reaching the official school age and now they may be in higher grades such as P2 and P3; b) Some of those children may have never come to school and they are staying at their home
- GIR for Primary 6 have increased, both for males and females, showing that more children finish primary education. However, the GIR for P6 shows that more girls finish primary education than boys.
- NERs remain much lower than GERs, meaning that there are many over-aged and under-aged children in the education system.
- Transition rates for primary to secondary education are lower than those from lower secondary to upper secondary education. This means that the transition from primary to secondary education remains the main barrier for learners, where most drop-outs take place. Transition rates for primary to secondary education are slightly higher for girls than boys. However, the trends change while considering the transition rates from lower to upper secondary education where they are slightly higher for boys than for girls.
- Dropout rates in primary and secondary education are similar for boys and girls. However, dropout for younger boys tends to disrupt their education and contributes to over-ageing, whereas dropout for girls more often represents the end point in their education (UNICEF & MINEDUC, 2017).
- At primary ages, girls are less likely to repeat than boys, a difference that reverses in secondary education.



- GER in secondary and tertiary education are much lower than for primary education. Strong differences between gross and net rates point to many learners that are not at the right level according to their age level, due to late entry, temporary drop-out or repetition. Enrolment and intake rates at secondary level are gender balanced, but at tertiary level, there are still more males than females who enrol.
- Data on the percentage of women aged 15-19 years old who have begun childbearing according to their education level show that the higher their level of education, the lower the number who have begun childbearing in their teens.

## The impact of COVID-19 on Adolescent Girls

### Activity 43

Read the information in the box below about the impact of COVID-19 on adolescent Girls and Interventions to Protect and Empower them. Reflect on the following questions:

- Do you have gender related challenges caused by COVID-19 in your school?
- What are those challenges?
- For each challenge, provide statistics from your school.
- What are you doing to address them?

Afterwards, discuss your answers with your colleagues.

### Box: The impact of COVID-19 on Adolescent Girls and Interventions to Protect and Empower them (UNICEF and IRC, 2020)

Early evidence indicates that COVID-19 has resulted in a sharp increase in reported incidents of GBV (Smith, 2019) . This is a similar pattern from previous epidemics such as Ebola and SARS. Girls are particularly vulnerable. Studies of past disease outbreaks have shown that without targeted intervention, COVID-19 will heighten pre-existing risks of GBV against girls, block their social, economic and educational development and threaten their sexual reproductive health (Peterman et al., 2020).

The impact on adolescent girls is various (UNICEF and IRC, 2020):

- Higher risk of sexual exploitation and abuse. There is evidence that economic insecurity can lead to sharp rises in intimate partner violence and exposure of adolescent girls to sexual exploitation, harassment and other types of gender-based violence (Peterman et al., 2020). COVID-19 created economic hardship for populations that were already highly economically insecure. These bad economic conditions in turn, provided many opportunities for perpetrators to exploit adolescent girls' need to attain basic necessities to survive.

- Risk of quarantine measures increasing exposure to abusers at home. GBV specialists are drawing attention to a ‘shadow pandemic’ of violence against women and girls (Peterman et al., 2020). Adolescent girls will also be expected to support their female caregivers in not only managing the usual household duties of cooking, cleaning, obtaining water and firewood, but also taking care of sick family members, including those who cannot access formal healthcare duties. This will not only increase their unpaid care labour, but also increase their exposure to the virus (CARE & IRC, 2020).
- Poor education outcomes. UNESCO estimates 1.54 billion children and youth - including 111 million girls living in low income settings – were out of school because of COVID-19 school closures. School closures due to the COVID-19 pandemic could lead to millions more girls dropping out before they complete their education, especially girls living in poverty, with a disability or living in rural isolated places.
- Risk of early/forced marriage and very early pregnancy. The pandemic risks not only reversing progress made in increasing girls equitable access to education, but may also lead to increased incidents of pregnancy and early/ forced marriage. Pregnant girls and adolescent mothers often do not go back to school due to stigma, childcare, economic considerations and the status of laws, policies, and practices that block their access to education.

- Increase in sexual reproductive health risks. Evidence from past epidemics indicates health-care resources directed at women and girls are at risk of being diverted towards addressing the pandemic.
- Unequal access to information. Many support services, education and general information on the virus are being delivered through remote/phone and virtual modalities. While mobile phone ownership and access has increased globally, women are still less likely than men to own a phone and it is estimated that there are 443 million “unconnected” adult women in the world (CARE & IRC, 2020).

Some ways to address these challenges:

- Keeping safe spaces for women and girls open and accessible. Such spaces can be used as a key entry point and service point for continuity of care for women and girls, including sexual reproductive health services, when health services become overburdened.
- Facilitate access to information. Given the digital divide for adolescent girls, messaging for girls must be available through other avenues and must also take into consideration language, literacy, ability and limited movement (door-to-door delivery, information sessions in small groups in outdoor areas, radio messaging).

## Section 3: Gender in Schools

This section deals with gender inequalities, stereotypes and gender responsiveness in schools and gives some examples of gender equity challenges in East African schools.

### Activity 44

Reflect on the gender situation in your school and identify gender inequities with respect to the following aspects:

- Number of teaching and non-teaching staff (males and females)
- Number of students (boys and girls)
- Learning outcomes between boys and girls in arts and science subjects
- Leadership roles (student leaders, heads of department, subject leaders)
- Infrastructure (toilets, dorms, girls' rooms, ICT use etc.)

What do you think are the causes of the inequities identified above?

As a school leader, what are you doing/can you do to address these inequities?

The gender inequities that exist in society have an impact in schools. This is reflected in school processes such as teaching, teacher–student interaction, school management, and the planning and design of the physical infrastructure (Figure 24). Teaching and learning materials, for example, may contain gender stereotypes. Teachers are not always aware of the gender specific needs of both girls and boys. School management systems may not sufficiently address gender constraints such as sexual harassment, and many schools do not have adequate or separate toilets for girls and boys. As a result, the schools do not provide a gender responsive environment for effective teaching and learning to take place.

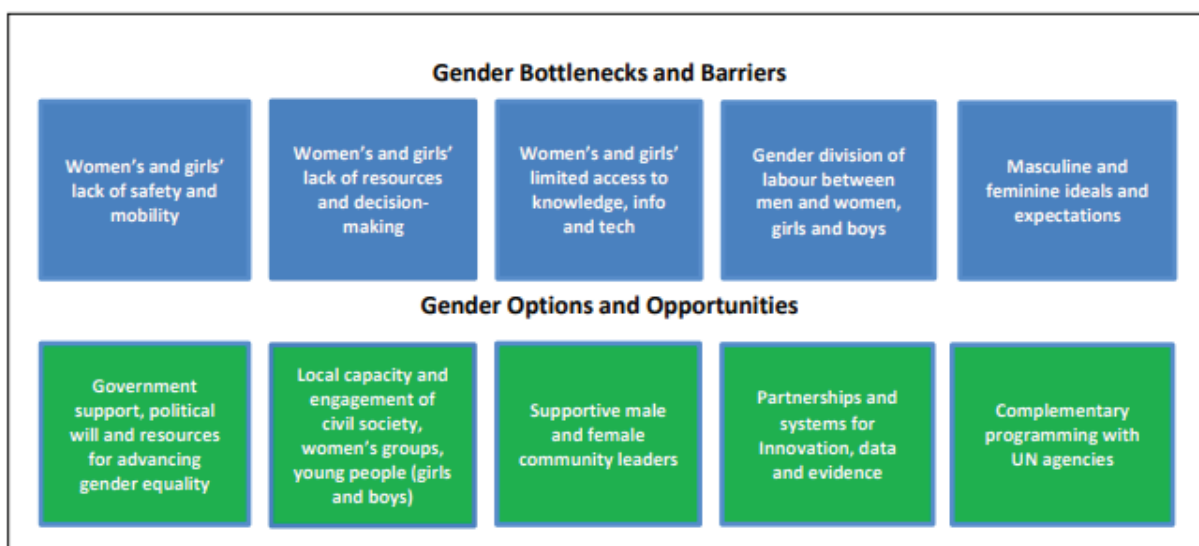


Figure 24: Gender Bottlenecks, barriers, options and opportunities in Education (UNICEF, 2017)

A gender responsive school is one in which the academic, social and physical environment and its surrounding community consider the specific needs of both girls and boys. This implies that teachers, parents, community leaders and members and learners are all aware of and practice gender equality. It also assumes that school management systems, policies and practices recognize and address the gender- or sex-based needs of both girls and boys. In addition, in a gender responsive school the academic delivery, including teaching methodologies, teaching and learning materials, classroom interaction, and management of academic processes, is gender responsive. Both male and female students are empowered to practice gender equality and to protect the rights of all learners. Gender responsiveness includes the physical environment in the school – including buildings, furniture and equipment.

Schools play a powerful role in constructing male and female identities (Aikman & Underhalter, 2007). They influence how boys and girls see themselves and each other. Schools are places of intense interaction where both the formal and informal curriculum shape learners’ understanding of gender. Daily attitudes and beliefs about gender are brought into the classroom and influence what is taught and how content is taught. Teachers, school leaders and learners construct gender through their daily interactions and relationships. Below are some of the stereotypes that may be held by teachers and headteachers about boys and girls..

**Activity 45**

Discuss the stereotypes and gender equity challenges listed below. Which of them do you recognize in your school? Do you know any other? What are you doing to address them?

Research into stakeholder views of school leadership in primary schools in Rwanda revealed that the third greatest challenge identified by learners was that learners (boys and girls) are not treated equitably. Children in 44% of the surveyed sample of schools confirmed this. 22% of the focus groups said this bothered them a lot; in the case of P5 female pupils, this figure was 29% (Building Learning Foundations (BLF) Programme, 2019).

**Table 18: Gender stereotypes in schools**

Boys	Girls
<ul style="list-style-type: none"> <li>• Are loud and clear in speech</li> <li>• Are not shy</li> <li>• Are assertive</li> <li>• Are energetic</li> <li>• Don't learn how to express their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Speak softly</li> <li>• Are shy and cannot express themselves well</li> <li>• Accept whatever is decided</li> <li>• Have no physical energy</li> <li>• Girls do not get challenged to engage in sports</li> </ul>

These gender stereotypes can limit the development potential of both boys and girls, if not addressed.

Here are some examples of gender equity challenges in East African schools (Zuze and Lee, 2007; Mlama, 2005):

- Young girls who drop out of school to take care of their young siblings;
- Young girls who drop out of school to become nannies;
- Young girls who are not allowed to participate in school clubs like their brothers because of being busy with domestic chores;
- Young girls who are absent from the school because there are no hygienic facilities;
- Girls being involved in sweeping while boys are playing or reading story books;
- Boys who drop out of school to do child labour such as making bricks, mining, keeping animals etc.
- Social norms that boys are better at maths and science than girls;
- Girls are viewed as temporary residents in the parental home so returns on education will be enjoyed by the husband's family;
- Different treatment of boys and girls in the classroom (See section 4).

### Activity 46

Read the two case studies below. Discuss whether such clubs would be useful in your school.

#### Case study 1: Saving Clubs in GS Bubazi in Kamonyi District

Thirteen groups of learners from S1 to S3, eight groups for girls and five for boys, are members of a saving club. Each group is under the guidance of a mentor teacher of the same sex.

Every Monday learners save from 50 to 250 Rwandan Francs. At the end of the year, learners can use the saved money to invest it in productive means, such as buying a chicken. They can also use the funds to buy school materials. If necessary, learners can also opt to borrow money, at an interest. Every month, learners come together with their mentor to discuss issues related to social and economic affairs. For example, both girls and boys learn about sexual development and reproduction.

Learners say that the saving clubs help them to be self-supportive and to acknowledge the value of money. Teachers report that the clubs have created a more trusting and friendly relationship between teachers and learners. The saving club has had a positive impact for example, school leaders also report a lower dropout rate in the school as a result of the programme and the establishment of a girls' room.

The project is regularly evaluated by school leaders, teachers, parents and learners during scorecard meetings. During these meetings, successes and challenges are shared and possible solutions are discussed.

#### Case study 2: Entrepreneurship Club at GS Aspeka in Kamonyi District

Under the guidance of the entrepreneurship teacher, learners in S4 to S6, have set up a mixed entrepreneurship club. In the club, they save a weekly sum of minimum 500 Rwandan Francs. The savings are used to invest in materials needed to set up a local business. For example, the current cohort of learners has decided to create a business to make brochette skewers from bamboo. They have assigned one teacher to sell the skewers on the market. Last year, the club's activities turned a profit of 1 million Rwandan Francs.

The purpose of the club is to help learners find employment after they graduate. After graduation, they are encouraged to continue the business together. In the club, learners also develop other skills, such as debating and public speaking, learn about reproductive issues and question traditional beliefs.

Girls who are members of the Club report that the clubs have helped them to understand that boys and girls have the same abilities and that they can invest and make a profit as well.

## Section 4: Gender in Classrooms

### Activity 47

Discuss following questions and share your ideas with colleagues:

- What do you understand by gender responsive pedagogy?
- Give examples of how gender responsive pedagogy is implemented by teachers in your school.
- Which aspects of gender responsive pedagogy do you focus on during classroom observations?

Observations of classroom practices show that teaching and learning is often gender biased (Consuegra, 2015). Many teachers apply teaching methodologies that do not give girls and boys equal opportunities to participate, and often this happens unconsciously (Consuegra, 2015). For instance, allowing the first students that raise their hands to answer a question. They also use teaching and learning materials that reinforce gender stereotypes. For instance, using books in which pictures and examples reconfirm gender stereotypes such as cooking is done by a woman, the driver of the bus is a man. Therefore, there is an urgent need to introduce gender responsive pedagogy.

Gender responsive pedagogy refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys (Mlama, 2005). Gender responsive pedagogy calls for teachers to take an integrated gender approach in the processes of lesson planning, teaching, class management and performance evaluation. As a school leader, it is important that you can make teachers aware of gender responsive pedagogy and help them to become more sensitive to gender stereotypes in the classroom.

For example, in many schools, classroom roles are allocated per learner's sex. This practice reinforces certain social values which reflect gender stereotyping. Table 19 indicates some roles that are often assigned to boys and girls.

**Table 19: Typical Role Distributions in classrooms and schools**

Boys	Girls
Lead a team	Acts as secretary to discussions in a group
Head prefect	Assistant Class prefect
Spokesperson	Peel potatoes and bananas
Play football	Play netball
Run marathon	Fetch water
Lift weights	Clean the blackboard
Practice boxing	Looking after the preschool learners

In girls' schools, roles are often assigned depending on the perception of the teacher as to how the girls correspond to boys in terms of:

- Physical structure (appearance, body form, height, weight, strength)
- Intelligence (class performance)

Strong and intelligent girls are likened to boys and their performance is compared to that of boys, often in a positive light. For example, Umutoni runs as fast as a boy, Kayitesi is as intelligent as Rurangwa. These practices reinforce the perception that only boys can do better and therefore girls can only play the role of followers or copycats.

Teachers and school leaders can reinforce gender stereotypes in many ways during teaching and learning:

- Asking more difficult questions to boys;
- Asking more questions to boys or girls;
- Using references to appearance and sex attributes.
- Assigning classroom or school tasks based on traditional gender patterns. For example, asking boys only to move chairs or desks and girls to clean.
- Have higher expectations for boys than for girls
- Giving more opportunities to boys to solve problems at the blackboard
- Believing that boys are more able to do maths and science than girls.
- Using examples that are more appealing to boys than to girls.
- Using statements that generalize, 'girls tend to...' or 'boys are more...'

According to Mlama (2005), Example of a gender responsive pedagogy practices are:

- Ask same amount of questions to boys and girls;
- Ask questions of the same difficulty level to boys and girls;
- Use examples that reflect interests of boys and girls;
- Never divide the class by sex, or make statements just addressing one gender.
- Provide equal opportunities to boys and girls to engage with learning resources (experiments, concrete materials, ICT);
- Use examples that feature boys and girls in equal amounts and in non-stereotypical situations (e.g. word problems in mathematics, women as scientists, men as caregivers);
- During group work, make sure that boys and girls take up leadership roles;
- Foster high expectations for all learners for all subjects (e.g. girls can be equally good at mathematics and science than boys).
- Encourage students to engage in gender inclusive activities that challenge them to come out of their gender's comfort zones (e.g. sports, dance, drama etc.)
- When gender stereotypes arise in the classroom, the teacher doesn't ignore them and uses them to discuss what they mean for enabling students to change their gender-biased perceptions.



## Section 5: Making Schools Gender Responsive

School leaders should determine the level of gender responsiveness of the school. This can be done by **collecting following information:**

- Does the school ensure that both girls and boys have equal access to school resources such as textbooks, library resources, and laboratory equipment?
- How does the school deal with sexual harassment? How many cases of sexual harassment are reported in a given period?
- Are there separate, clean and adequate toilets and hygienic facilities for both boys and girls?
- How many teachers have knowledge and skills about gender responsive teaching?
- Does the school have any activities to promote the participation of girls in science and maths?
- What action has the community taken to support girls' education? For example, curbing early marriage, reducing pregnancy rates, reducing household tasks for girls, monitoring school attendance of girls, monitoring behaviour of teachers.

### Activity 48

With examples, discuss how you can make your school gender responsive.

How can you improve gender equity in your school? Identify 3 concrete actions that you will work on in your school during the next school year.

Also, think about how you will monitor progress and how you will know at the end of the year whether your actions were successful.

Based on the collected information, you can indicate steps that might be taken in each area to improve gender responsiveness. However, a gender-responsive school requires an integrated approach involving various interventions in an integrated way. Becoming a gender responsive school should be a key objective in the development of your SIP.

**Interventions** to make your school gender responsive can include the following:

1. Organising gender sensitization activities for parents, community members, teachers, girls and boys to raise their awareness and understanding of the need to support the education of girls and boys.
2. Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys.
3. Making sure that all school stakeholders use gender neutral language when interacting with students;

4. Empowering girls with skills for self-confidence, assertiveness, speaking out, decision making and negotiation for them to overcome gender-based constraints to their education.
5. Empowering boys with skills to refrain from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively.
6. Training the school community in the skills necessary to improve their reproductive health and protect themselves against sexually transmitted diseases, particularly HIV/AIDS.
7. Training the school community to manage sexual maturation issues of both girls and boys with emphasis on menstruation management.
8. Training teachers and students in guidance and counselling skills.
9. Establishing guidance and counselling safe spaces to provide services for the social and psychological development of girls and boys.
10. Working with the community to provide support to needy girls and boys to ensure that they do not drop out of school.
11. Providing gender responsive infrastructure including:
  12. Separate, clean and adequate toilets for girls and boys.
  13. Adequate and clean water and sanitation, especially to enhance menstruation management and the overall health of the school community.
  14. Carrying out activities to promote the participation of girls in science and mathematics subjects.
  15. Establishing a gender responsive school management system that ensures gender equality in the governance and operation of the school. This may include collecting gender-disaggregated data on all aspects of teaching and learning.
  16. Involving the community and other stakeholders in monitoring and taking action to ensure improved enrolment, attendance and performance of girls and boys.
  17. Establishing a database to track student performance and welfare as well as the levels of gender responsiveness of all aspects of the school.

Not only becoming a gender-responsive school should be a key to SIP development but also inclusiveness should be catered for when developing, implementing, monitoring and evaluating SIP.

## Section 6: Understanding Inclusive Education

### Activity 49

Describe in one sentence what inclusive education means to you. Compare and discuss your response with your colleague.

Inclusive education is about treating all learners as individuals. It is about making sure that all learners can learn. Therefore, it is much broader than special needs education, which focuses on learners with disabilities.

When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are present in school. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving academically and socially as a result of coming to school.

Always think about: **Presence, Participation and Achievement** (Ainscow, 2005) (Figure 25).

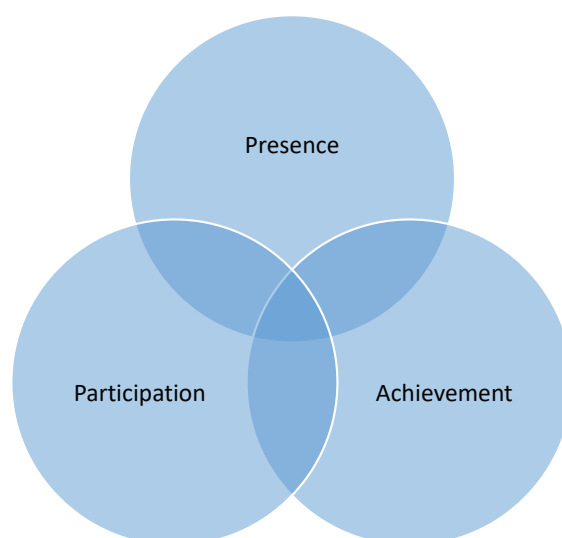


Figure 25: Components of Inclusive Education (Ainscow, 2005)

It is not enough that children simply attend the lessons; all children should be given the same opportunities to fully participate and achieve the learning outcomes.

**Equal presence:** Teachers should take daily attendance of the children disaggregated by sex. If there is an attendance issue specific to boys or girls, talk with parents through SGA meetings. Invite the concerned parents at school to discuss why girls and boys should be provided with equal opportunities for learning and how to support their learning needs.

**Equal participation:** Teachers should ensure that both girls and boys are participating actively and that they are given chances to lead in classroom activities, classroom discussions, and different clubs. There should be full participation of both a girl and a boy student representative during SGAC meeting.

**Equal achievement:** Parents, teachers and school leaders should ensure both boys and girls have equal opportunity to access learning materials and that there are no achievement gaps. You may think it is too difficult to address the needs of a diverse range of children, as there are so many challenges. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, schools can meet the needs of all children – including those with disabilities.

The differences between special education, integrated education and inclusive education can be explained using the analogy of pegs (Figure 26). In a special education system, there is an education system for “normal” children (round pegs) and a separate system for children with disabilities (square pegs). In an integrated education system, children with disabilities are considered a problem and need to be changed so they can fit into the “normal” education system (from square to round pegs). An inclusive education system is a system that can accommodate pegs of all shapes. In inclusive education the system has to change, not the child.

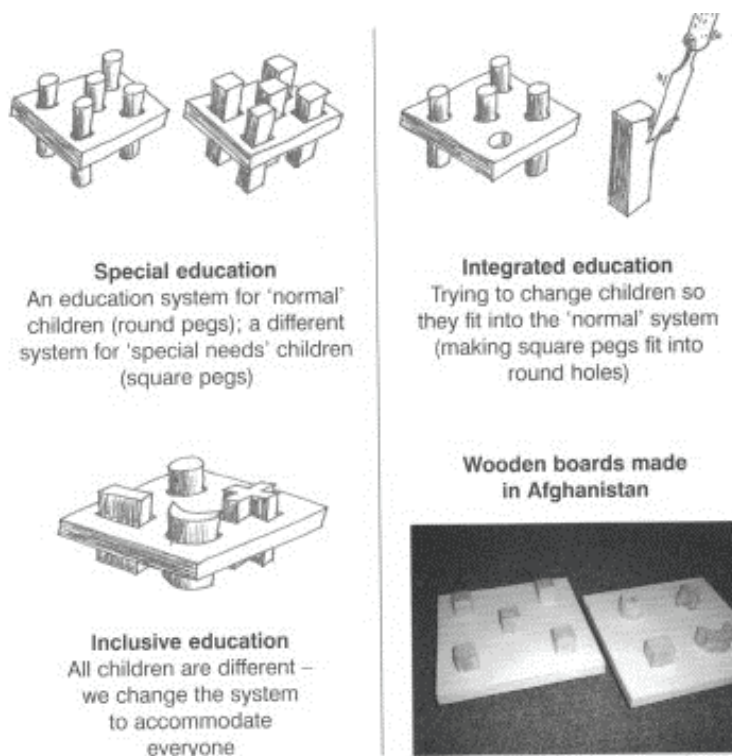


Figure 26: Differences between special, integrated and inclusive education (Thomazet, 2009)

Inclusive education is about making sure that all learners can be present, take part in learning and achieve good learning results. *Which learners are most at risk to be excluded?*

### Activity 50

- a. Based on the situation of children in your school, identify which categories of learners are most at risk of being excluded (provide statistics from your school as evidence for each category)
- b. What are the barriers to inclusive education in your schools in relation to the following factors?:
  - home and school environment
  - attitudes of different stakeholders and learners
  - education policy and other relevant policies
  - practices of different education stakeholders and learners
  - school and family resources.

Discuss in groups and prepare a poster with your ideas. During a gallery walk, you will discover the ideas of each group. Using post-it notes, you can add your ideas on each poster. The photo below (Figure 27) shows an example of such a poster with some post-it notes from members from various groups.

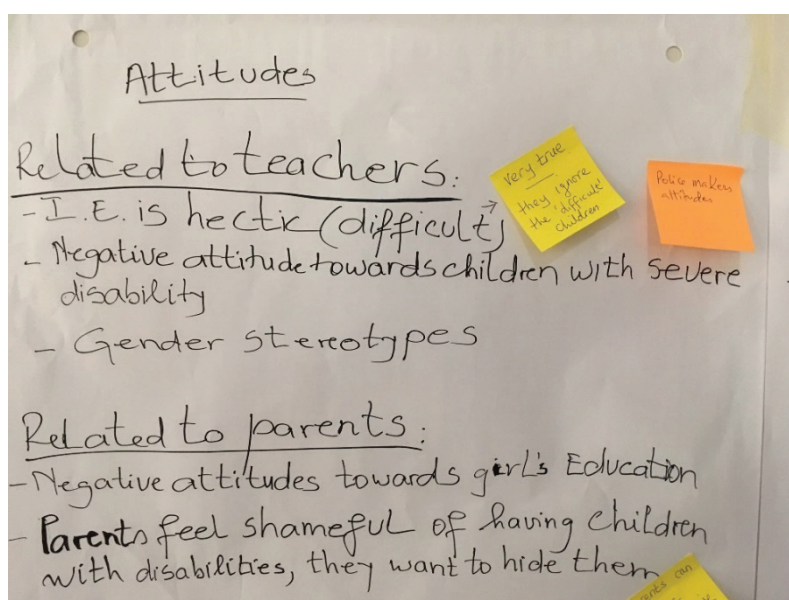


Figure 27: Example of poster on barriers to inclusive education

Every school, community and country is unique, and has its own set of factors why children with disabilities cannot access school or have a good educational experience when they are at school. When we view inclusive education from a social perspective, we are looking at the causes of exclusion within the society and education system (for instance, we say that it is not the fault of the child in a wheelchair that she cannot access the school building, it is the fault of the school building designers who have not designed an accessible building). To further understand why some children do not attend school or fail to participate actively when they are at school, we need to analyse the barriers they face.

When we are trying to develop more inclusive, quality and child-friendly education, we need to have a clear idea of what challenges (or barriers) we are facing. This helps us think of appropriate solutions that fit each

unique context. Barriers are not always obvious, and people may perceive barriers to inclusion within the same situation differently. As we have already discussed, we also need to think about these barriers from a social perspective – i.e., think about the problems in the society and/or education system that cause children to be excluded.

There are **different types of barriers** to inclusive education:

- Environmental barriers: e.g., school buildings and toilets, which are not accessible.
- Attitude barriers: e.g., fear, embarrassment, shame, pity, low expectations.
- Policy barriers: e.g. inflexible school timetables; lack of mother tongue teaching.
- Practice barriers: e.g., a lack of interactive and co-operative teaching.
- Resource barriers: e.g., a shortage of teachers, large class size.

When we think about barriers to inclusion, often we immediately think about physical barriers, such as stairs and a lack of ramps. However, the biggest barriers to the inclusion of everyone in education may not always be physical – they may be caused by negative attitudes, by government or school policies that are discriminatory, by teaching practices that are not of high quality or by a lack of human and material resources. Some barriers require us to spend money to solve them (like building a ramp or printing accessible books). However, many of them can be achieved without a huge investment of money, but instead by carefully using the money that is already available.

As an educational leader, you have a role to play as a problem solver. You need to discuss with teachers and other stakeholders how the school can overcome various barriers and become more inclusive. You need to stimulate teachers and other stakeholders to think outside the box and avoid them seeing inclusion as something that cannot be achieved in schools.

When we think about barriers to inclusion, we need to be as specific as possible, so that we can find specific and appropriate solutions that will work. For instance, when looking at teaching practices we might say that “poor teaching practice is a barrier to inclusion in my school”. This is a very general view of the problem: it doesn’t tell us what is wrong with the teaching practice; why is it so poor? This cannot give us sufficient information to solve the problem. We would need to think more specifically – for instance, teachers’ poor practice may be associated with the fact that they just stand in front of the class and write on the blackboard but never interact with the children and do not allow children to speak.

When we are thinking about solutions to inclusion barriers, we also need to be specific and refer to available data. We could say that to improve teaching practices we need to ‘sensitise teachers’ – but this is vague; What would actually be involved in this task? To be more specific with the solution we could, for instance, suggest that there needs to be a project that works with the district or REB to develop an in-service teacher training program about active learning methods, and techniques for enabling child participation in class.

### Activity 51

Select a barrier to inclusive education from the previous activity that is relevant for you. Discuss the obstacles associated with the selected barrier and what should be done to overcome the identified obstacles and promote inclusive education.

Examples are:

- Change negative attitudes of parents
- Stop child labour
- Increase learning of children with disabilities
- Implementing policies

### Activity 52

In this activity, we will discuss in more detail what inclusive education means in a school. Think about each statement and vote whether you agree with it or not.

On one side of the room, there is sign saying 'Agree'. On the other side of the room there is a 'Disagree' sign. Gather in the middle of the space. Your facilitator will read aloud a statement related to inclusive education. Stand next to the agree or disagree sign, depending on whether you agree or disagree with the statement. If you are not sure you can stand in the middle.

Prepare to justify your views to each other.

1. All children with learning disabilities should sit together in the same class – this means they would not feel different.
2. Only teachers with a specialised degree in special needs education can teach children with disabilities.
3. Large class sizes make it impossible for teachers to practise inclusive education.
4. Communities and schools can work together to make school environments more accessible.
5. Children who are visually impaired will get a much better education in a special school for the blind.
6. Teacher training on inclusion for children with disabilities would be most effective if it is separate to all other training – this is because it is a specialist area.
7. The main concept of inclusive education is to ensure that children with disabilities are educated.
8. Children with special needs should be allowed extra time when taking exams.
9. It is a good strategy for children who have difficulty moving around to be able to watch other children playing sports such as basketball and football. By doing this they will feel included.
10. A child who is consistently late for school should be punished – no matter what the reason is.

Some key elements about inclusive education that you may have discussed during the previous activity :

- Collaboration is a key element to achieve inclusive education. It is not about teachers needing a lot of specialized knowledge and skills to deal with learners with disabilities.
- Inclusive education is about treating all learners as individuals. It is about good teaching.
- Inclusive education means getting to know your learners and understanding why learners behave in the way they do. Why is a learner absent-minded, filthy or disruptive?
- An important role for a school leader is to create a culture of inclusive education by acting as a role model through each of the five professional standards of effective leadership.
- Inclusivity goes beyond the school. It is about children who are not learning because of their home situation, because they are sick or poor or have too many domestic responsibilities. Therefore, it is important to involve the local community and look for support to become an inclusive school.

## Conclusion of Unit 5

Successful gender integration and inclusivity in education system requires engaging all school stakeholders, including students, parents, teachers, school leaders and the wider school community. Thus, to ensure a common understanding of gender and inclusiveness in school setting, this unit starts by introducing the key concepts related to gender and inclusiveness. It presents the local reality through discussing the status of gender equality in Rwanda education system and through presenting examples of gender inequalities, stereotypes and responsiveness in local schools. Based on the analysis of role distribution in classrooms and schools the unit shows how teaching and learning is gender biased. To remedial the observed gender bias, the unit discusses the process of making the school gender responsive together with the meaning and barriers of inclusive education.



## Conclusion of Module 1

The school is considered as an organization. In that way, the school leadership need to arrange resources for maximum students learning and performance. The school leadership need to: (i) articulate a clear vision for school community members to follow and also motivating them to achieve the school goals; (ii) to elaborate, identify and select appropriate vision, mission, values, goals and objectives; (iii) to structure working relationships in a way that allows school community members to work together to achieve the school goals and; (iv) monitor and evaluate how well the school is achieving its goals and taking action to maintain or improve performance. Thus, the first module discusses the factors implicated in elaborating the strategic direction for the school as any other organization.

The first unit discussed the overview of school leadership through highlighting the meaning of a school leaders and school manager, the key characteristics of school leadership, the key roles of school leaders and the leadership models and styles. The second unit focused on the process of elaborating the mission, vision and values as the pillars of the school's strategic direction. The third unit highlighted the process of planning in school setting. It discussed the School Improvement plan (SIP), its cycle, structure, key steps followed in its development process and how to involve all stakeholders in the SIP development process. The unit four discussed the process of monitoring and evaluation the level of school's achievement of the goals. The unit five discusses the issue of gender and inclusiveness in school leadership as one of contemporary challenges that school leaders are facing in the education systems.

Bref, the first module focuses on (i) how to structure the relations between the school leadership and other stakeholders; (ii) how to develop a school's strategic direction that inspires the school community to take action and make change if necessary; (iii) how to develop a guide document that serve as a road map that makes the school vision and mission achievable through engaging education stakeholders and enable them own their role in the school actions; (iv) how to follow up on the progress while implementing the planned action and how to evaluate the achievement of the school goals and; (v) how to ensure that "no one is left behind" through gender responsiveness and school inclusiveness.

# GLOSSARY

- **Activities:** The actions that are done to achieve the result
- **Baseline:** Shows the current situation to be improved.
- **Evaluation:** Evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim of evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability.
- **Goal:** Measurable statement of the desired long-term change in the future after addressing the identified problem. Each goal is achieved through a number of objectives.
- **Indicator:** Standard against which the school can measure its progress towards the set objective.
- **Inputs:** Resources that we need for the action, such as time, money, technology and information
- **Means of Verification:** Sources from which the status of each indicator will be identified. Where and how the information will be obtained.
- **Monitoring:** Monitoring is a continuous and internal process and includes a systematic and continuous collection, analysis and use of information for management control and decision-making.
- **PDCA Cycle:** The PDCA is a project management cycle and stands for:
  - Plan: taking stock, identifying resources, setting targets
  - Do: implement, observe and collect data
  - Check: did things happen according to plan? (monitoring and evaluation)
  - Act: how to improve? (revising the plan, developing a new annual action plan)
- **Objective:** Specific measurable statement of desired immediate or direct change after addressing the root causes of the identified problem.
- **Outcomes:** Short term results of the outputs on the participants, in between the outputs and the impact
- **Impact:** Long term results of the actions, not only on the people that were targeted by the activity, but also on the wider community.
- **Outputs:** Immediate results of the activities on the people that were targeted by the activity
- **School Vision:** The desired picture of the school in the future that drives all the school activities, attitudes and values.

- **School Mission:** The school mission tells us how to achieve the vision.
- **School Improvement Plan (SIP):** A plan through which schools set goals for the improvement of student achievement and make decisions about how and when these goals will be achieved.
- **SMART:** Specific, measurable, appropriate/ attainable, realistic, time bound.
- **Target:** Measurable statements that indicate the performance level that the school would like to achieve on the identified objective by a given time.

## REFERENCES

- Beinhocker, E. D. (2006). *The origin of wealth: Evolution, complexity, and the radical remaking of economics*. Harvard Business Press.
- Binon, K. (2017). *Dialogotekst Onderwijskundig Leiderschap*. Katholiek Onderwijs Vlaanderen.
- Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M. T. (2007). Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. School Leadership Study. Executive Summary. *Stanford Educational Leadership Institute*. <https://edpolicy.stanford.edu/publications/pubs/243>
- Dawson, R. (2013, March). 7 Characteristics of Powerful Visions for Effective Leadership. *Rossdawsonblog*. <http://rossdawsonblog.com/weblog/archives/2013/03/the-7-characteristics-of-powerful-visions-for-effective-leadership.html>
- Education Improvement Commission. (2000). *School Improvement Planning: A Handbook*. Ontario Ministry of Education. <http://www.edu.gov.on.ca/eng/document/reports/sihande.pdf>
- EFQM. (n.d.). *The EFQM Excellence Model*.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. John Wiley & Sons.
- Fullan, M. G. (1992). Visions That Blind. *Educational Leadership*, 49(5), 19–22.
- Gabriel, J. G., & Farmer, P. C. (2009). *How to help your school thrive without breaking the bank*. Association for Supervision and Curriculum Development (ASCD). <http://www.ascd.org/publications/books/107042/chapters/Developing-a-Vision-and-a-Mission.aspx>
- Haddock, P. (2015). *Monitoring and Evaluation Training* (No. 30; Praxis Paper). INTRAC.
- Heck, R. H. (2000). Examining the impact of school quality on school outcomes and improvement: A value-added approach. *Educational Administration Quarterly*, 36(4), 513–552.
- International Institute for Educational Planning. (2010). *Strategic Planning Concept and rationale* [Working Paper]. UNESCO. <http://unesdoc.unesco.org/images/0018/001897/189757e.pdf>
- Kaufman, R. A., & Herman, J. J. (1991). *Strategic planning in education: Rethinking, restructuring, revitalizing*. Technomic Pub Co.
- Kools, M., & Stoll, L. (2016). *What Makes a School a Learning Organisation?* [OECD Education Working Papers]. Organisation for Economic Co-operation and Development. <http://www.oecd-ilibrary.org/content/workingpaper/5jlwm62b3bvh-en>

- Mintzberg, H., Ahlstrand, B., & Lampel, J. (2009). *Strategy safari: Your complete guide through the wilds of strategic management*. Pearson Education Limited, Upper Saddle River.
- Morgan, G. (1997). *Images of organization; 2nd. Auflage, Thousand Oaks, Calif.*
- ODI. (2012). *ODI Toolkit, Successful Communication, A Toolkit for Researchers and Civil Society Organisations*. Overseas Development Institute (ODI). [www.odi.org/publications/5258-problem-tree-analysis](http://www.odi.org/publications/5258-problem-tree-analysis)
- Peterson, J. S. (2015). School counselors and gifted kids: Respecting both cognitive and affective. *Journal of Counseling & Development*, 93(2), 153–162.
- REB. (2020). *School Improvement Planning: A Trainee Manual*. Rwanda Education Board.
- Schlechty, P. C. (2009). Bureaucratic Images of Schools. *Leading for Learning: How to Transform Schools into Learning Organizations*, 69–112.
- Senge, P. (1990). *The fifth discipline: The art and science of the learning organization*. New York: Currency Doubleday.
- UNESCO. (2014). *Teaching and Learning: Achieving Quality for All* (EFA Global Monitoring Report). UNESCO. <http://www.unesco.org>
- Vandenberghe, R. (1995). Creative management of a school: A matter of vision and daily interventions. *Journal of Educational Administration*, 33(2), 31–51.
- VVOB. (2015). *An Introduction to M&E*. VVOB.
- Wright, P. L., Kroll, M. J., & Parnell, J. A. (1998). *Strategic management: Concepts and cases*. Prentice Hall.
- Whitehead, J. (2016). Directing, Coaching, Supporting & Delegating Are What? Retrieved from: <https://johnkwhitehead.ca/situational-leadership/>

# APPENDICES

## Appendix 1: Definitions Education Indicators

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

### 1. Gross Enrolment Rate (GER)

Total number of students enrolled in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school year.  $t$  stands for any school year (grade 1, grade 2...). Thus, if there is late enrolment, early enrolment, or repetition, the total enrolment can exceed the population of the age group that officially corresponds to the level of education – leading to ratios greater than 100 percent.

$$GER = \frac{\text{Number of pupils at a level in year } t}{\text{Population of school age in year } t} \times 100$$

### 2. Net Enrolment Rate (NER)

Enrolment of children at the official age group for a given cycle of education expressed as a percentage of the corresponding population.  $t$  stands for any school year (grade 1, grade 2...). Net enrolment rates below 100 per cent provide a measure of the proportion of primary school age children who are not enrolled in primary school.  $t$  stands for any school year (grade 1, grade 2...).

$$NER = \frac{\text{Number of pupils of specified age at a level in year } t}{\text{Population of related school age in year } t} \times 100$$

### 3. 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.

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

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

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

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

#### 5. Gross Intake Ratio (GIR)

Total number of new entrants in a certain grade of education, regardless of age, expressed as a percentage of the population at the official entrance age to that grade of education. The GIR for P6 and S6 are used as an alternative for the completion rates of primary and secondary education respectively. Calculation includes all new entrants to the grade (regardless of age). Therefore, the ratio can exceed 100%, due to over-aged and under-aged children who enter primary school late/early and/or repeat grades. A high GIR may be the effect of a backlog of over-aged children who have not entered school when they were at the official primary school entrance age.

#### 6. Net Intake Ratio (NIR)

New entrants to a certain grade of education who are of the official entrance age for that grade, expressed as a percentage of the population of the same age. It is calculated by dividing the number of children of official grade entrance age by the population of the same age and multiply the result by 100. The NIR cannot exceed 100% and is always lower than the GIR.

#### 7. Transition Rate (TR)

The number of new entrants in a given level of education as a percentage of the pupils who were enrolled in the previous level of education in the previous year. Only new pupils entering the next level of education are given consideration; repeaters at this level are eliminated. For example, Primary to Secondary is the proportion of pupils in the last grade of primary in year t-1 who transition to the first grade of secondary the following school year t.

$$TR_{\text{Primary}}^{t-1} = \frac{\text{Number of new pupils in } S_1 \text{ in year } t}{\text{Number of pupils in } P_6 \text{ in year } t-1} \times 100$$

## Appendix 2: Strategic School

Improvement Planning template

<https://reb.rw/fileadmin/TRAINING%20MATERIALS%20AND%20INSTRUCTIONS/Strategic%20School%20Improvement%20Plan%20Template.pdf>

## Appendix 3: Operational Annual School Improvement Plan template

<https://reb.rw/fileadmin/TRAINING%20MATERIALS%20AND%20INSTRUCTIONS/Operational%20Annual%20School%20Improvement%20Plan%20Templat>

## Appendix 4: School Improvement Planning guide

<https://reb.rw/fileadmin/TRAINING%20MATERIALS%20AND%20INSTRUCTIONS/School%20Improvement%20Planning%20Guide.%20A%20PDF%20%20>

## Appendix 5: School Improvement Planning Rubric

<https://reb.rw/fileadmin/TRAINING%20MATERIALS%20AND%20INSTRUCTIONS/School%20Improvement%20Planning%20Rubric.pdf>

## Appendix 6: 2020/21 EDUCATION STATISTICAL YEARBOOK

[https://www.mineduc.gov.rw/index.](https://www.mineduc.gov.rw/index.php?eID=dumpFile&t=f&f=41941&token=f2b4cacbfa02e2c86fe309244c7e416180c4d28a)

[php?eID=dumpFile&t=f&f=41941&token=f2b4cacbfa02e2c86fe309244c7e416180c4d28a](https://www.mineduc.gov.rw/index.php?eID=dumpFile&t=f&f=41941&token=f2b4cacbfa02e2c86fe309244c7e416180c4d28a)

## Appendix 7: Data Collection Methods

Technique and its meaning	Example	Advantages	Disadvantages
<b>Observation:</b> A technique that involves to systematically select, watch and record behaviour and characteristics of living beings, objects or phenomena.	Classroom visit whereby the Head-teacher observes how the teacher manages the class.	<ul style="list-style-type: none"><li>• Collect data where and when an event or activity is occurring</li><li>• Does not rely on people's willingness to provide information</li><li>• Directly see what people do rather than relying on what they say they do.</li></ul>	<ul style="list-style-type: none"><li>• Susceptible to observer bias</li><li>• People usually perform differently when they know they are being observed</li><li>• Does not increase understanding of why people behave the way they do.</li></ul>



<p><b>Documentation:</b> This is a data collection technique which involves systematic data collection from existing records</p>	<p>Review of student performance report, school statistics, training documents etc.</p>	<ul style="list-style-type: none"> <li>• Relatively inexpensive</li> <li>• Good source of background information</li> <li>• It may bring issues not noted by other means</li> </ul>	<ul style="list-style-type: none"> <li>• Information may be inapplicable, disorganized, unavailable or out of date</li> <li>• Could be biased because of selective survival of information</li> <li>• Information may be incomplete or inaccurate</li> <li>• Can be time consuming to collect, review, and analyse many documents</li> </ul>
<p><b>Interview:</b> This is a data-collection technique that involves oral questioning of respondents, either individually or as a group. Answers to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-recording the responses, or by a combination of both.</p>	<p>Interviewing students to collect their views regarding how they appreciate their welfare at school</p>	<ul style="list-style-type: none"> <li>• Useful for gaining insight and context into a topic</li> <li>• Allows respondents to describe what is important to them</li> <li>• Useful for gathering quotes and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Susceptible to interview bias</li> <li>• Time consuming and expensive compared to other data collection methods</li> <li>• May seem intrusive to the respondent</li> </ul>

<p><b>Focus group:</b> This is a technique of data collection which involves a group of 8 - 12 people to freely discuss a certain subject with the guidance of a facilitator or reporter.</p>	<p>A group of teachers discussing challenges in their career</p>	<ul style="list-style-type: none"> <li>• Quick and relatively easy to set up</li> <li>• Group dynamics can provide useful information that individual data collection does not provide</li> <li>• Is useful in gaining insight into a topic that may be more difficult to gather information through other data collection methods</li> </ul>	<ul style="list-style-type: none"> <li>• Susceptible to facilitator bias, group thinking</li> <li>• Discussion can be dominated or side-tracked by a few individuals</li> <li>• Data analysis is time consuming and needs to be well planned in advance</li> <li>• Does not provide valid information at the individual level</li> <li>• The information is not representative of other groups</li> </ul>
<p><b>Questionnaires:</b> is a data collection tool in which written questions are presented to respondents who in turn answer them in written form</p>	<p>Administering a questionnaire to students to collect their views on their lessons of preference</p>	<ul style="list-style-type: none"> <li>• Reduces chance of evaluator bias because the same questions are asked of all respondents</li> <li>• Many people are familiar with questionnaires</li> <li>• Some people feel more comfortable responding to a questionnaire than participating in an interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to probe for additional details</li> <li>• Good questionnaires are hard to write and they take considerable time to develop and hone</li> <li>• Respondents may not complete the questionnaire resulting in low response rates</li> </ul>
<p><b>Checklist:</b> This is a data collection technique which requires establishing a list of elements to be observed and check their presence.</p>	<p>Checking the availability of teaching aids like science laboratory materials, library books, etc</p>	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Not time consuming</li> </ul>	<ul style="list-style-type: none"> <li>• No deep information is collected</li> </ul>

Source: REB, 2018

## Appendix 8: Multiple Choice Questions for self-evaluation

1. Which of the following statements related to leadership and management is correct?
  - A. Good school leaders perform both leadership and management tasks.
  - B. Good management is a condition for good leadership.
  - C. Good leadership skills are more important than good management skills.
  - D. The standards for effective school leadership refer to leadership and not to management.
2. Which of the following statements related to leadership and management is not correct?
  - A. Leaders establish the direction of the school, whereas managers focus more on daily operations.
  - B. Leaders focus more on the long term, whereas managers focus more on the short term.
  - C. The development of the SIP is an example of a leadership task
  - D. The monitoring of the implementation of the SIP is an example of a management task
  - E. The role of a school leader can be clearly divided into leadership and management components.
3. Which of the following statements related to primary and secondary processes is not correct?
  - A. Monitoring teaching quality is an example of a primary process.
  - B. Primary processes are processes that related directly to teaching and learning.
  - C. Making sure that the school infrastructure is of good quality is a secondary process.
  - D. The primary processes correspond more with leadership and the secondary processes with management.
  - E. School leaders should focus on the primary processes.
4. Which of the following is not a key characteristic of leadership?
  - A. Being open to new ideas and criticism
  - B. Being open-minded and ready to learn from others
  - C. Being able to influence others
  - D. Having a formal assignment as a leader
  - E. Being driven by clear personal and professional values
5. Which of the following statements related to school leadership models is correct?
  - A. School leaders should follow the participative and distributive leadership model
  - B. School leaders should follow a situational leadership model
  - C. School leaders should start from a transformational leadership model and move to a managerial leadership model

- D. School leaders should start from a managerial leadership model and move to a transformational leadership model
- E. School leaders should try to adopt an instructional leadership model
6. Which of the following statements related to school leadership styles is not correct?
- A. A coaching style of leadership is characterised by high levels of support and high levels of direction
- B. The optimal leadership style depends on the development level of the followers
- C. Ideally, you move from a delegating leadership style to a directing leadership style
- D. Teams with low levels of competence need a more directive leadership style
- E. A group that has been working together for a long time will benefit from delegative leadership style
7. Which of the following aspects is not part of the school leadership standard Managing the School as an Organisation?
- A. Manage the school resources efficiently and effectively in a way that benefits student learning
- B. Securing additional funds for the school
- C. Make regular inspections of the school to ensure that school premises and equipment are being used properly
- D. involve all stakeholders to develop an annual budget plan for the school
- E. conducting regular lesson observations to make sure that teachers implement the CBC.
8. Which of the following aspects is not part of the school leadership standard “Working with Parents and the Wider community”?
- A. Meet parents and discuss learners’ progress, results and conduct
- B. Take initiatives to involve a wide group of parents and wider community members in the school
- C. Promote income generating activities for the school
- D. Organize events to explain to parents how they can support their children with their education
- E. Organize literacy classes for parents
9. In the PDCA Cycle, the different steps stand for:
- A. Plan-Do-Check-Act**
- B. Perform – Do – Control – Approve
- C. Perform – Do – Correct – Act

- D. Plan – Delay – Comply – Act
  - E. Plan – Debate – Control – Agree
10. Which of the following are elements of a SIP?
- A. Vision
  - B. Mission
  - C. Outcome
  - D. Output
  - E. Indicator of success
  - F. allocated budget
  - G. All of the above**
11. Which of the following is not a part of the SIP framework?
- A. Situation analysis
  - B. Identification of goals
  - C. Monitoring and evaluation
  - D. Identification of problems
  - E. Community involvement**
  - F. None of the above
12. Which of the following statements explains why there should be close links between the vision, mission, values and SIP of a school?
- A. The SIP is an instrument to implement the vision and mission of a school
  - B. The SIP, mission, vision and values are developed by the same team
  - C. The SIP can inform the formulation of the vision, mission and values of the school
  - D. All of the above**
13. Which of the following statements related to the vision and mission of a school is not correct?
- A. The headteacher is responsible for developing the vision and mission of the school
  - B. All school stakeholders should be involved in developing the vision and mission of the school
  - C. A school should develop a mission and vision every 5 years**
  - D. A school mission specifies how the vision will be realized

14. In the term SWOT, the letters O and T stand for:
- A. Opportunities and Theories
  - B. Options and Tasks
  - C. Opportunities and Threats**
  - D. Options and Threats
  - E. None of the above
15. Which of the following statements related to SMART actions is not correct?
- A. SMART actions are measurable
  - B. SMART actions are small**
  - C. SMART actions are realistic
  - D. SMART actions are timely
16. Which of the following statements related to the mission of a school is not correct?
- A. it communicates the direction of the school;
  - B. it helps to make day-to-day operating decisions;
  - C. it keeps the school focused;
  - D. it motivates school staff, students and other stakeholders.
  - E. it should be well known by all stakeholders
  - F. it describes in detail the priorities of the school**
17. Which of the following questions is an example of double loop learning?
- A. What is the correct procedure to develop the school's budget?
  - B. Do the teachers in the school implement the CBC correctly?
  - C. How can we support new teachers in a better way?**
  - D. Do we collect evidence about absenteeism and dropouts?
18. Absenteeism and dropouts among learners are a barrier to inclusive education. Which of the following actions is not a good action to achieve a more inclusive school?
- A. Monitor attendance rates.
  - B. Punish children who fail to attend school regularly**
  - C. Organize community meeting to raise awareness.
  - D. Home visits to find out why children are not at school.
  - E. Make a support plan to get children into school
  - F. None of the above

19. Attitudes of some parents and community members are a barrier to inclusive education. Which of the following actions is not a good action to achieve a more inclusive school?
- A. Organize a School Open Day
  - B. Organize meetings for whole community
  - C. Organize Meetings for parents of children with disabilities
  - D. Refer parents of children with disabilities as much as possible to specialized schools**
20. Studies of school cultures of high-performing and adaptive schools often show the same values. Which of the values below is not a characteristic value of highly performing schools?
- A. performance orientation
  - B. mutual trust
  - C. openness
  - D. non-hierarchical culture
  - E. authoritarian culture**
21. Which of the following activities is not an example of monitoring?
- A. Checking whether resource allocation is as intended in the SIP;
  - B. Conducting lesson observations in your school;
  - C. Following up on the use of physical resources (computers, books) by teachers and students;
  - D. Checking whether teachers apply student-centred teaching skills;
  - E. Regularly assessing the progress (at intervals of less than six months) made towards achieving the targets identified in the SIP.
  - F. Assessing the achievement of goals at the end of the SIP's lifetime;**
22. Which of the following activities is not an example of evaluation?
- A. Organizing a survey with parents on the reasons for school dropouts;
  - B. Using evidence (data) to continue, revise or stop an activity;
  - C. Assessing why an action was successful or a failure after its completion;
  - D. Comparing and discussing dropout rates from this year with those from last year;
  - E. Reviewing and discussing teachers' planning;**
23. Which of the following activities is not an example of evaluation?
- A. Assessing the achievement of goals at the end of the SIP's lifetime;
  - B. Comparing and discussing dropout rates from this year with those from last year;

- C. Analysing student results (end of year exams) and subsequent discussion among teachers and school leadership.
- D. Having regular discussions with learners and members of the local community**
- E. Having a performance interview with teachers at the end of the school year
24. Which of the following activities is not an example of monitoring?
- A. Discussions at staff meetings about pupil and class progress.
- B. Conducting regular lesson observations followed by feedback conversations
- C. Having regular discussions with learners and members of the local community
- D. regularly observing parts of Community of Practice sessions
- E. checking at the end of the year whether the objectives of the Annual Plan have been achieved**
25. Which of the following statements related to monitoring is not correct?
- A. Monitoring is a daily process
- B. Monitoring focuses more on activities and outputs, whereas evaluation focuses more on outcomes and impact
- C. Monitoring is mainly the role of school leaders**
- D. Monitoring should be based on evidence
- E. The main purpose of monitoring is learning
26. Which of the following statements related to evaluation is not correct?
- A. Evaluation is done at certain times, for example once a term
- B. Evaluation should be based on evidence
- C. Evaluation is mainly the role of school leaders
- D. The main purpose of evaluation is learning**
- E. Evaluation focuses mainly on the impact of actions
27. Which of the following is not a good example of an outcome of a PLC that focused on gender?
- A. number of meetings organized**
- B. improved knowledge to promote gender responsiveness of school
- C. improved skills to make the school more gender responsive
- D. use of manual to promote gender responsiveness
- E. more attention for gender during staff meetings



28. Which of the following is not a good example of an outcome of a PLC that focused on gender?
- A. improved learning outcomes by girls**
  - B. improved knowledge to promote gender responsiveness of school
  - C. improved skills to make the school more gender responsive
  - D. use of manual to promote gender responsiveness
  - E. more attention for gender during staff meetings
29. Which of the following is not a good example of an output of a PLC that focused on gender?
- A. number of PLC meetings organized
  - B. actions points agreed during the sessions
  - C. improved skills to make the school more gender responsive**
  - D. minutes of PLC meetings
  - E. manual developed during PLC sessions
30. Which of the following is not a good example of impact of a PLC that focused on gender?
- A. more gender responsive teaching in schools
  - B. improved learning outcomes by girls
  - C. reduced dropout rates of girls and boys
  - D. establishment of a girl's room in the school**
  - E. none of the above
31. Teachers in a school decide to work together in a CoP to focus on the use of ICT during teaching. The number of times teachers use ICT in a class is an example of:
- A. output
  - B. outcome**
  - C. impact
  - D. activity
  - E. none of the above
32. Members of a PLC decide to focus on making the school more inclusive. They decide to pair learners who need additional support with other learners who can help them with their learning. After a year, the dropout rates have fallen. This is an example of:
- A. output
  - B. outcome

**C. impact**

D. activity

E. none of the above

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

**A. output**

B. outcome

C. impact

D. activity

E. none of the above

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

A. The indicator is SMART

B. The indicator is not SMART because it is not specific

C. The indicator is not SMART because it is not measurable

**D. The indicator is not SMART because it is not timebound**

E. The indicator is not SMART because there is no baseline value

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

A. The education level of the teachers

B. Big class sizes

C. Lack of computers

**D. Lack of interest from parents in the education of their children**

E. All of the above

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

A. Delivery of computers by REB

**B. Strong commitment by teachers**

C. New competence-based curriculum

D. CPD training programme for STEM teachers offered by an NGO

E. All of the above

37. Which of the following statements on gender is not correct?
- A. Gender parity is about equality in terms of numbers and proportions of girls and boys
  - B. Gender equality means treating all learners the same way
  - C. In a gender equity approach, girls may need additional support compared to boys
  - D. In a gender equality approach, average learning outcomes between boys and girls can still be different.
  - E. In a gender equity approach, average learning outcomes between boys and girls can still be different
38. Which of the following statements is not a gender stereotype?
- A. Girls are better in languages than boys
  - B. Boys are better in science than girls
  - C. Men should provide for their wives
  - D. Women are responsible for the education of their children
  - E. Girls can have children, whereas men cannot.
39. Which of the following statements related to gender in Rwandan schools is not correct?
- A. Dropout rates in primary and secondary education are similar for boys and girls.
  - B. Most dropouts take place at the transition from primary to secondary education.
  - C. The higher a girl's level of education, the lower the chance that she has begun childbearing in their teens.
  - D. When girls drop out, it more often means the end of their education, compared to boys.
  - E. Girls are less likely to repeat than boys, both in primary and in secondary education.
40. Which of the following statements related to girls' rooms is not correct?
- A. A boarding school for girls does not need a girl's room.
  - B. A girl's room should be a safe space where girls can get advice from a mentor teacher or matron
  - C. A girl's room should contain access to safe water and appropriate sanitation facilities
  - D. A girl's room can help reducing absenteeism among girls.
  - E. All the statements are correct.

41. Which of the following is not an aspect of a gender responsive pedagogy?
- A. The number of questions asked to girls and boys
  - B. Asking questions of similar difficulty levels to boys and girls
  - C. Making sure that boys can support a girl in case she needs support
  - D. Making sure that examples used during the lesson involve boys and girls
  - E. Giving boys and girls equal opportunities to become a class monitor
42. Which of the following do not reinforce gender stereotypes during teaching and learning?
- A. Asking more difficult questions to boys;
  - B. Believing in all learners that they can achieve the learning outcomes
  - C. Giving more opportunities to boys to solve problems at the blackboard
  - D. Believing that boys are more able to do maths and science than girls.
  - E. Using examples that are more appealing to boys than to girls.
43. Which of the following is not a part of a gender responsive school?
- A. ensure that girls and boys have equal access to school resources such as textbooks
  - B. ensure that the school has a policy in place to deal with sexual harassment.
  - C. ensure there are separate and adequate toilets and hygienic facilities for boys and girls
  - D. plan activities to promote the participation of girls in science and maths.
  - E. discuss with parents about the need to reduce early marriage and teenage pregnancy.
  - F. don't distinguish between boys and girls when reporting exam results
44. Which of the following statements related to inclusive education is not correct?
- A. Inclusive education means making sure all learners are present in school.
  - B. Inclusive education means that learners with special education needs can go to a specialised school
  - C. Inclusive education means that all learners are actively engaged in the lessons
  - D. Inclusive education means that all learners are given the support they need to learn
  - E. Inclusive education is the responsibility of all teachers in a school





**Belgium**  
partner in development



**Flanders**  
State of the Art

