

CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN EDUCATIONAL MENTORSHIP AND COACHING



Study Manual

6th edition

Module 2

Leading and Managing for Professional Development of Headteachers and Teachers

April 2023



UNIVERSITY of
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CONTINUOUS PROFESSIONAL DEVELOPMENT CERTIFICATE IN
EDUCATIONAL MENTORSHIP AND COACHING (CPD - CEMC)

MODULE 2
**LEADING AND MANAGING FOR PROFESSIONAL
DEVELOPMENT OF HEADTEACHERS AND TEACHERS**

STUDY MANUAL
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List of acronyms

- **CoP:** Community of Practice
- **CPD:** Continuous Professional Development
- **DHT:** Deputy Headteacher
- **DHTS:** Deputy Headteacher in charge of Studies
- **DoS:** Director of Studies
- **HT:** Headteacher
- **ICF:** International Coaching Federation
- **ICT:** Information and Communication Technology
- **JICA:** Japan International Cooperation Agency
- **LARS:** Learning Assessment of Rwandan Schools
- **M&E:** Monitoring & Evaluation
- **NT:** New Teacher
- **PCK:** Pedagogical Content Knowledge
- **PLC:** Professional Learning Community
- **REB:** Rwanda Basic Education Board
- **SBM:** School Based Mentor
- **SBMP:** School Based Mentorship Programme
- **SDT:** Self-Determination Theory
- **SEIP:** Sector Education Improvement Plan
- **SEN:** Special Educational Needs
- **SEI:** Sector Education Inspector
- **SIP:** School Improvement Plan
- **SMART:** Specific, Measurable, Achievable, Realistic and Time Bound
- **SSL:** School Subject Leader
- **TTC:** Teacher Training College
- **UR-CE:** University of Rwanda, College of Education
- **VSO:** Voluntary Service Overseas

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MODULE 2

LEADING AND MANAGING PROFESSIONAL DEVELOPMENT FOR HEADTEACHERS AND TEACHERS

Introduction

Module 1 introduced you to some key concepts related to the professional development of teachers and headteachers, and your leading position in this process. This module 2 focuses on **Leading and Managing Professional Development for Headteachers and Teachers**. It is part of the Continuous Professional Development Certificate in Educational Mentorship and Coaching Programme.

There are four units in this module namely:

- 1) Leading and managing headteachers and teachers for their professional development;
- 2) Leading and managing gender-responsive and inclusive professional development activities;
- 3) Leadership and management in education;
- 4) Identifying school improvement needs, setting goals and measuring results.

The first unit will help education practitioners to have the competences that will enable them to build trust and productive relationships among teams, to motivate them and deal with resistance.

The second unit will explore how to conduct some professional development activities while being gender responsive and inclusive in the facilitation of those activities.

The third unit, leadership and management in schools, will discuss the concept of leadership and how that is different from management. It will also show the five standards of effective school leadership.

Finally, the fourth unit focuses on identifying school improvement needs to set goals in a school improvement plan, as well as how to monitor and evaluate those plans.

Module learning outcomes

By the end of this module you should be able to:

1. Explain the concept of teacher motivation and its importance in CPD;
2. Discuss the challenges of teacher motivation and strategies to overcome them;
3. Differentiate types of teacher motivation
4. Identify various motivational strategies for effective CPD
5. Demonstrate the understanding of the importance of building trust in relationships with colleagues
6. Create collaborative learning relationships
7. Identify challenges of teacher motivation
8. Explain the concept of resistance to change in CPD
9. Explore causes of resistance to change in CPD
10. Suggest strategies to deal with resistance to change in CPD
11. Prepare and promote inclusive CPD activities considering gender and equity in the context of Rwanda
12. Explain the concept of school leadership
13. Explain the concept of school management
14. Describe the 5 standards for effective school leadership
15. Identify your role and responsibilities in the implementation of the 5 standards for effective school leadership
16. Interpret and support in the development of a school improvement plan
17. Align the school CPD plan with the SIP
18. Use school data effectively to improve teaching and learning
19. Explain the concepts of monitoring and evaluation in schools in relation to CPD
20. Demonstrate the understanding of the importance of M&E to improve the quality of teaching and learning
21. Actively contribute to the school's M&E system by collecting quality data

UNIT ONE

LEADING AND MANAGING HEADTEACHERS AND TEACHERS FOR THEIR PROFESSIONAL DEVELOPMENT

As an educational leader in organising and facilitating CPD activities you aim to introduce new or innovative ideas and approaches to improve the quality of education in your school(s), sector(s) and district. Effective CPD activities need to engage and motivate (head)teachers. It is essential to know how to motivate them. This process builds on collaboration and productive relationships. Trustful relationships are not enough to promote change. It is also important to understand professional ethics for teachers, headteachers and SEIs, why people resist changing and how to manage resistance. This unit will lead you through different strategies to motivate (head)teachers, build trust among them and how to deal with resistance.

Unit learning outcomes

By the end of this unit you should be able to:

1. Explain the concept of teacher motivation and its importance in CPD;
2. Discuss the challenges of teacher motivation and strategies to overcome them;
3. Differentiate types of teacher motivation
4. Identify various motivational strategies for effective CPD
5. Demonstrate the understanding of the importance of building trust in relationships with colleagues
6. Create collaborative learning relationships
7. Identify challenges of teacher motivation
8. Explain the concept of resistance to change in CPD
9. Explore causes of resistance to change in CPD
10. Suggest strategies to deal with resistance to change in CPD

Section 1.1. Teacher Motivation

CPD activities for teachers are only effective when they engage and motivate teachers. This section takes you through the exploration of the concept of motivation in school context particularly in relation to (head)teacher CPD. Factors that influence teacher motivation for participation in CPD programmes will be discussed and strategies to motivate teachers' participation in CPD will be shared.

To facilitate the readability of this section the term teacher is used for both headteachers and teachers.

1.1.1. The concept of teacher motivation

Activity 1

Individually take a sheet of paper, draw a circle on it and write in the middle of the circle the phrase "teacher motivation". Write all ideas that come to your mind when you think about "teacher motivation".

To be motivated means to be stimulated to do something (Deci & Ryan, 2000). Motivation is an art of pushing someone to act on a situation (Burton, 2012). For school leaders, motivation is teachers' energy to perform the teaching effectively (Chinel & Ofojebe, 2010). Therefore, **teacher motivation** means that what really makes teachers enjoy their teaching.

The work of a teacher requires a lot. Without strong motivation, it would be difficult for teachers to keep working hard. Money-oriented motives are likely to be dominant among teachers, particularly in Low Income Countries where pay and other material benefits are too low for individual and household survival needs to be met (Bennel, 2014). However, the financial reward alone does not increase motivation.

There are many theories that attempt to explain the process of motivation. This programme will introduce you to one of those theories: **the 4Rs of Motivation by Maccoby** (Maccoby, 2010). Two additional theories are presented in the **annex 1**: Expectancy theory by Vroom (Lunenborg, 2011) and the Self-determination theory (Deci & Ryan, 2000).

Activity 2

Read the following text (Maccoby, 2010) and explain how it is linked to teachers' motivation:

Put teachers in roles with responsibilities that fit their values and grow their capabilities. Make sure that relationships among teachers and management are supportive and that conflicts are quickly resolved. Understand your own values and those of the people you lead as SBM or SEI, so that you can strengthen your relationships with them. Make sure everyone is valued for exceptional work. And do not forget to challenge your colleagues to grow in their work; communicate the purpose of CPD in education and how it will serve the school, its learners and society.

To motivate people for work, Maccoby (Maccoby, 2010) suggests the combination of 4Rs, i.e., Responsibilities, Relationships, Rewards and Reasons.

Responsibilities: people are motivated when their responsibilities are meaningful and engage their abilities and values. For example, an SBM is motivated when helping other teachers to improve their teaching practice while an SEI is motivated when helping headteachers of his/her sector to improve their leadership and management practices.

Relationships: people are motivated by good relationships with their line managers, colleagues and stakeholders. In the case of teachers, they may be motivated by having good relationship with their headteachers, other administrative staff, their fellow teachers and parents.

Rewards: reputation and recognition (acceptance) are the kind of rewards that strengthen motivation. In this line, teachers may be motivated not only by increase in salaries but also by actions leading to the recognition of their efforts such as praise, certificate of recognition, etc.

Reasons: these can be the most powerful motivators of all. People are motivated by the work that contributes to the wellbeing of others and the common good. A teacher for example is motivated by his/her contribution to good education and sees how students learn and grow.

1.1.2. Why motivate teachers?

There is strong evidence that the quality of teachers is the main factor that influences the quality of students' learning outcomes (Fullan, 2014; Villegas-Reimers, 2003; Darling-Hammond, 2017). In this regard, education systems invest a lot of resources in the teachers' professional development. Research evidence suggests that there is a connection between the teacher and the learners' motivation, achievement and effort. These studies found that **the teacher's level of enthusiasm and commitment is one of the most important factors that affect the learners' motivation** (Ghenghesh, 2013).

1.1.3. What motivates teachers?

Activity 3

Think about your school/sector and identify five elements that contribute to teachers' motivation with their job. Once you have identified these five elements, indicate upon which elements the teachers have influence and which elements are beyond their control.

1.1.3.1. Intrinsic motivation

Intrinsic motivation is about doing something/behaving in a certain way for your own sake to experience pleasure and satisfaction such as the joy of doing a certain activity or satisfying one's curiosity (Richards, 2007). This concerns mostly psychological rewards, usually not material ones. For example, a teacher who is helping his student to learn how to solve an equation, is rewarded only by the satisfaction of having taught the student how to solve the equation and gets joy from it.

Some elements of teachers' intrinsic motivation are also linked to administrative support such as a school climate where teachers feel respected, valued and empowered in the school. This positive school climate would result in a higher level of commitment, less teachers leaving the job, and greater school stability (Richards, 2007).

Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment (Ellis, 1984). Thus, school management can encourage morale and motivate teachers to excel by involving them in the development of school based CPD, by sharing leadership through CoPs and by involving them in the development of the SIP as well as in the celebration of progress made in school improvement. Shared governance, or participatory management (allowing the opportunity for individual participation), increases teachers' professional status and their "ownership" in the planning and operation of the school also contributes to teachers' motivation.

1.1.3.2. Extrinsic motivation

In contrast to intrinsic motivation, which is essentially psychological, **extrinsic motivation** is about tangible benefits related to the job such as salary, rewards and promotion. These are factors that are mostly outside the control of teachers but have a great impact on teachers' satisfaction or dissatisfaction.

Research has identified other factors which are outside of the control of the teachers as possible motivators (or de-motivators). These include fringe benefits (a benefit given for certain types of employment, e.g., a laptop is one of the fringe benefits of a job), job security, training opportunities, workload and working conditions, importance of the curriculum, teacher autonomy, administrative procedures, leadership and management, the relationship and attitudes of colleagues, encouragement by heads and management,

students' motivation, interest towards learning and their disturbing behaviour (Bennel & Akyeampong, 2007; Ghenghesh, 2013). The above-mentioned factors and many others, when used to motivate workers, are also called incentives. **Incentives** are a form of encouragement: direct and indirect benefits offered to teachers to stimulate extrinsic motivation.

Though intrinsic motivation is more about psychological state and extrinsic motivation more about external factors, these two types of motivation are linked to one another (Deci & Ryan, 2000). Intrinsic motivation needs some external conditions that make it possible, therefore extrinsic motivation is used to stimulate in a certain way intrinsic motivation. Extrinsic motivation alone cannot work for a long time if not supported by intrinsic motivation.

In **annex 2** you will find an overview of elements of an effective system to attract, keep and motivate teachers.

1.1.4. Motivating teachers for CPD activities

It is important to motivate teachers to participate and engage in implementing the skills, attitudes and knowledge acquired in professional development activities.

1.1.4.1. Factors that may motivate teachers in CPD participation

Activity 4

- Identify three factors that may motivate teachers to attend professional development activities and explain why.
- Identify three factors that may motivate teachers to implement what they have learnt in CPD activities and explain why.

Teachers may be motivated to attend CPD activities if they believe that those activities:

- Will help them to clarify their responsibilities and fulfil them;
- Are an opportunity to build good relations with school management and fellow teachers;
- Are useful for school and society since it helps them improve their practices;
- Are an opportunity to be valued for their work (Maccoby, 2010).

Furthermore, a study done in the USA found that the following factors can motivate teachers to participate

in CPD:

- Motivation to learn content or skills required or what the teacher wants to teach;
- Belief that CPD will provide insight in past experiences;
- Requirement from administration, i.e., some teachers are motivated to attend CPD activities because it is requested by their school administration, it is a requirement, it is part of their responsibilities, it is needed for whole school improvement;
- Past experience with CPD;
- Teachers' characteristics such as having a growth mindset and passion for teaching;
- Teachers' confidence;
- Involvement in CPD design;
- Support from administration and colleagues;
- Their wellbeing and the stimulating school environment (Karabenick, Conley & Maehr, 2013).

1.1.4.2. Factors that may motivate teachers' implementation of practices learnt in CPD

The following factors influence teacher motivation in implementing the learned practices from CPD activities:

- Evidence (data) that those practices improve students' learning;
- Availability of resources and support for implementation;
- Impact of the innovative practice on students' performance in tests;
- Impact of the teacher on his/her performance evaluation;
- Satisfaction with the teacher's own current teaching practices and resistance to change.

Above all, teachers must have the desire to learn before their engagement in any learning activity (Gorozidis & Papaioannou, 2014).

According to the above presented factors, CPD should be carefully designed to motivate teachers not simply to have them attend, but to engage them in changing how they teach for students' better learning.

More information on how to motivate teachers in general is provided in the **annex 3**.

1.1.5. Motivating teachers and building their trust remotely

Successful implementation of CPD activities needs the SBM to motivate fellow teachers and build trust through active involvement of teachers in the organisation of CPD activities, communicating to the teachers the aims and purpose of CPD activities among others. However, given the current COVID-19 pandemic, face to face interaction of the SBM and the teachers may not always be possible and will require the SBM to motivate fellow teachers and build trust remotely.

The following guiding instructions are provided to the SBM on how to motivate fellow teachers and build trust remotely:

- 1) Sensitise fellow teachers on the need to shift to online platforms in organising, conducting and facilitating CPD activities.
- 2) Create an online forum e.g. WhatsApp, Microsoft Teams, etc. through which you can exchange ideas with fellow teachers with regard to online implementation of CPD activities.
- 3) Communicate with school administration and seek training for teachers on the use of ICT tools to equip them with skills to implement CPD activities remotely.
- 4) Communicate with school administration to facilitate teachers to participate in CPD activities by providing necessary tools to those who don't have them, providing data bundles to the teachers.
- 5) Encourage teachers to participate and facilitate CPD activities online.
- 6) Provide timely feedback to the teachers about the CPD activities (its successes and failures).
- 7) Be open to teachers' concerns/views regarding challenges they experience as they participate in CPD activities remotely.
- 8) Let the implementation of CPD activities remotely be a shared responsibility. Encourage teachers to take up roles of coordination, organisation and facilitation with your guidance as an SBM.

Section 1.2: Building Trust and Dealing with Resistance

When motivating people, it is essential to build trust. Trust is one of the key conditions of a productive relationship and collaboration. Both collaboration and productive relationships are key conditions to ensure an effective CoP/PLC. Giving helpful feedback is also a tool in working relationships as well as showing that you are really interested in one another. Experience shows that when you want to introduce new ways of doing things you can meet resistance to change. Knowing how to recognise resistance and understanding reasons for resistance are the first steps in dealing with resistance. This section will inform you how to build trust and how to recognise and manage resistance to change.

1.2.1. Building collaboration and productive relationships

Collaboration is about working together, based on mutual trust, working on a shared goal that probably cannot be achieved when doing it alone. It is about learning, a lifelong process, and people often learn better from their peers. Collaboration brings a remarkable change in an institution when the leaders act as role models and are willing to learn from those they lead. Therefore, leaders can be the first to create collaborative learning relationships at school (REB, 2017).

1.2.1.1. How to encourage collaborative learning?

To succeed in your role as SBM/SEI and help to improve teaching and learning in your schools and sectors, building positive relationships is very important.

Activity 5

What can you do as SBM/SEI to build positive relationships with others at your school/sector?

You can encourage collaborative learning and build positive relationships by:

- Demonstrating collaborative behaviour yourself (being a role model of collaborative behaviour);
- Setting rules in your school/sector for collaborative behaviours and attitudes you expect from your colleagues;
- Organising activities that stimulate/use collaborative learning (CoP, PLC lesson study, reflection, etc.);
- Appreciating everyone's contribution to collaborative learning;
- Seeing, rewarding and celebrating collaborative behaviour;
- Developing a feeling of community.

To summarise, you are all working together to improve teaching and learning in your school and sector and play your part in improving quality education in Rwanda. If school teams, CoPs or PLCs are not collaborating well, everyone will start to lose faith in their efforts to improve teaching and learning. Together you can make a big difference in education and in the lives of your learners. You may face challenges, but by working together you can overcome them and achieve inspiring results (REB, 2017).

Activity 6

Think of someone you trust (Do not mention the name of the person you trust): Why do you trust him/her? What did he/she do to build this trust? What do you think the result was of this trust?

1.2.1.2. Why building trust?

Colleagues need to work together to improve the quality of teaching and learning in their school/sector. If staff members have positive relationships with each other, this will make it much easier, and more pleasant to work together. When there is a lack of trust, people do not feel comfortable to share their worries or challenges. If they do not share challenges honestly, it is difficult to talk about them and solve them. Trust is therefore an important part of CPD and within CoPs/PLCs in particular (REB, 2017).

1.2.1.3. How to build trust?

Trust can be built when you show certain behaviour. Behaviour can be learned. You should first reflect on your behaviour to see if it promotes trust. Then you can make changes to improve trust between you and your colleagues (REB, 2017).

Behaviours that help you become a trusted educational leader:

- Listen first
- Show trust
- Confront issues
- Show loyalty
- Keep commitments
- Improve your own skills
- Be transparent and create transparency
- Be accountable and correct your own mistakes
- Demonstrate respect and show respect to others
- Talk honestly
- Clarify expectations

Activity 7

Self-assessment (REB, 2017): Fill in the self-evaluation checklist (**annex 4**) on what you do to build trust; your own behaviour or activities. Read each behaviour and decide how often you do it, then tick the appropriate box. When looking at your self-evaluation which behaviours do you want to improve?

1.2.2. Resistance to change

Activity 8

Describe what you see in figure 1. How do you link the picture below with teacher's resistance to change?



Figure 1: Resistance to change

Resistance to change in the workplace is defined as **“the act of opposing or struggling with adjustments or transformations that change the current situation in the workplace”**¹. It is important to note that not all employees resist to change in the same way.

1.2.3. Why do people find change uncomfortable?

There are many reasons why people may find change uncomfortable. Change usually causes many new things to happen or creates unfamiliar, unknown situations. This can cause worry or even stress. In extreme cases people may reject change (REB, 2017: 154). Resistance to change is not always a bad thing. Every resistance has its positive intention (Kloosterboer, 2005) as it helps to conserve what is valuable. It is better to look at resistance from a positive perspective. Resistance can help a school to critically check the intended outcomes, to explain more clearly why the change is needed and to revisit the evidence for introducing the change.

¹ <https://www.thebalance.com/what-is-resistance-to-change-1918240>

The most **typical reasons for resistance to change** are²:

- When the people concerned have **not been consulted** about the change, and it is offered to them as an accomplished fact. People like to know what is going on, especially if their jobs may be affected. When the reason or need for the change is unclear.
- When people think they will **lose** something of value because of the change (jobs, power or status).
- **Fear of the unknown**, people will only take active steps toward the unknown if they really believe that the risks of standing still are bigger than those of moving forward in a new direction.
- **Lack of competence**: change requires changes in skills, and some people will feel that they won't be able to make the transition very well.
- When the **benefits/gains** for making the change are not seen as adequate for the trouble/cost involved.
- When the **evidence** for introducing the change is not clear.

It is important for an SBM/SEI to quickly see signs of resistance to change while leading and managing CPD activities. Identifying signs of resistance offers a good moment to act and solve all issues that might lead to resistance. Commonly, you can see three different groups of employees when faced with changes. The first group is open and willing to change and is often called the early adopters. The second group is unsure and hesitant about change while the third group often will not change.

How do people show their resistance to change? Some colleagues will express their objections to a proposed change directly, but others might demonstrate their resistance in other ways. These might include:

- Having a defensive attitude;
- Becoming removed when changes are discussed;
- Identifying problems with a proposed change without offering any solutions;
- Showing negative body language when discussing change;
- Complaining to colleagues about the proposed change;
- Focussing on small details about the change;
- Lowering their standards and levels of performance when working on tasks connected to the change (REB & VVOB, 2016).

² <https://www.torbenrick.eu/blog/change-management/12-reasons-why-people-resist-change/>

1.2.4. Responding to resistance to change

Activity 9

Part 1: Read the strategies proposed below (REB, 2017: 160-161) to overcome resistance to change.

- Can you think of other strategies?
- Have you used any of these strategies before?
- For strategies used, describe how they helped you to overcome resistance to change.

Part 2: Read the following scenario. Formulate 4 points for action you can take, using the strategies.

- Scenario for SBMs:

Teacher Florence is not present in a CoP session. You, the SBM, approach her to ask why she was absent. Teacher Florence says that the activity is not really interesting for her.

- Scenario for SEI/DDE/DEO:

Headteacher Mukamana is not present during the quarterly PLC meeting. You, the SEI, call her and ask what happened. Headteacher Mukamana says that the activity is not interesting.

If you become aware of resistance to change within your team, there are several steps you can take to deal with this and earn team members' support for the change. These steps include:

- **Communicate openly:** Make sure your communication takes place regularly and given at the right time (timely communication). This will reduce doubt for teachers. You should also encourage teachers to come to you to discuss any questions or concerns they might have about the change as it progresses.
- **Give people time:** We can't expect all school staff to be completely comfortable with changes immediately, so give them a fair amount of time to understand and accept each change and the reasons behind it.
- **Encourage them to share their concerns:** A sceptic is a person who questions an idea and expresses many doubts. Remember that some doubts/concerns can be valuable for the change process. Sceptics of change can have an important role when they share their concerns in a helpful and positive manner, because they can identify possible problems and suggest improvements.

- **Pay attention to how your team is reacting to the change:** Look for signs that may show that people are having difficulties during periods of change. For example, do any teachers seem confused or frustrated, or are they showing any signs of resistance to change? If so, talk to them privately. Find out how they are feeling about the change and if there are any questions they would like to ask. Make sure you listen to their concerns and show understanding (empathy) for how they are feeling. Take time to reassure each of their worries in turn. If individuals continue to show signs of resistance, you can ask for assistance from higher authorities.
- **Being a motivator for change:** School staff will be watching your own attitude towards change. This means being positive about the change and being active to implement it.
- **Providing practical support:** It is vital to give your team the support they need to learn and adapt to new ways of working. This could mean arranging training or sharing information (REB & VVOB, 2016).
- **Celebrate (intermediate) successes:** Help the team see and track progress that is made. Show evidence of progress. Appreciate progress and use it as a motivation for next steps to take.

Section 1.3: Common Mistakes and Misunderstandings

Over the past cohorts, trainees have often made similar mistakes or have misunderstood the course content in the same way. To help you avoid making the same mistakes, they have been listed and corrected in the following table:

Common mistake / misunderstanding	Correction
Planning CPD activities at school level and sharing the CPD plan with the school HT/DHT is enough for the CPD activities to be successfully implemented.	Implementation of CPD activities at school level requires full commitment and involvement of the school community members, and more precisely, involvement of teachers. If you do not involve teachers in the development of the CPD plans, you cannot expect those teachers to take part in the implementation. The result is that many teachers find it odd to implement something they did not plan and, in many cases, they lack motivation towards participating in those activities and show resistance. We encourage you to ensure full involvement of teachers in the CPD plan which will give them the confidence of taking the responsibility of implementing such a plan.
Building trust involves talking to teachers, giving teachers instructions on what to do as far as organisation and participation in CPD activities is concerned, setting rules to be followed, and being physically present in these CPD activities. Trust is automatic and once you are a leader, subordinates will automatically trust you. In other words, trust comes with the position held by a leader.	Building trust takes more than talking to your fellow teachers. In addition to talking to fellow teachers, allowing teachers and giving them time to express their concerns on how the CPD activities are conducted and facilitated, listening to their concerns/fears and showing empathy and taking steps to address those concerns, being transparent in allocating tasks/duties to teachers, creating a forum through which teachers' grievances concerning CPD activities are channelled and putting in place a mechanism of addressing those grievances, and promoting participatory approach in implementing CPD activities are among good ways of building trust among the team.

Further reading

In the Annexes of Module 2 you will find further readings and tools relevant to the content of this unit. Some annexes are compulsory reading: you must read these annexes. Others are optional: you can decide to read them or not.

Compulsory readings:

- Annex 3: Motivating teachers in Rwanda

Optional readings:

- Annex 1: Teacher motivation theories
- Annex 2: Components (elements) of an effective system for attracting, retaining and motivating highly qualified teachers
- Annex 4: Self-evaluation checklist on building trust

UNIT TWO

LEADING AND MANAGING GENDER-RESPONSIVE AND INCLUSIVE PROFESSIONAL DEVELOPMENT ACTIVITIES

Effective professional development is about learning opportunities that will engage and motivate (head) teachers; opportunities that will support (head)teachers to reflect on and develop their own practice. It is about their desire to develop professionally and to improve their “growth mind-set”. It is also about empowering staff so that they can prepare for change, by encouraging collaboration and dialogue among staff. Regular communities of practice, coaching and mentoring are all examples of this collaboration and dialogue.

The implementation of the professional development activities listed above builds on the coaching skills described in module 1. In order to conduct those activities, it is important to create a supportive learning environment. This is a shared responsibility of all staff members, where SBMs, SSLs and headteachers have a leading position. In addition to the activities presented in the previous unit you can find ideas on how you can build a safe and supporting learning environment in REB’s School Based CPD Manual Phase 1 sessions 30 and 31. To help the clarity of this unit, CPD will be used for all professional development activities.

Unit learning outcomes

By the end of this unit you should be able to:

- Prepare and promote inclusive CPD activities considering gender and equity in the context of Rwanda.

Section 2.1: Gender Consideration and Inclusiveness in CPD Activities

When you organise and facilitate CPD activities, it is important to be gender responsive and inclusive (make sure everyone is included). This attitude is reflected in your communication, the content of the activities you facilitate as well as the materials used. Furthermore, this is about ensuring that both males and females as well as people with disabilities participating in CPD activities are equally and equitably involved. Before discussing those topics, we will introduce some concepts related to gender.

2.1.1. Gender responsive CPD and related concepts

Activity 10

What do you understand by gender, gender equity, gender equality and gender responsiveness? Identify situations showing gender stereotypes in your school(s) and suggest how you can deal with them.

Gender means the socially constructed roles, attitudes, behaviour, activities and attributes that society considers appropriate for men and women. The given roles and the most common attitudes and values vary per culture, class, age, ethnicity and time. It involves issues of power in terms of who takes decisions and who owns resources at household, community and society level (MINEDUC's Girls' education policy, 2008).

For example: The number of female teachers in pre-primary and primary education is higher than the number of male teachers. That can largely be explained by the common cultural idea that women are more caring than men and therefore more suitable to teach young children in pre-primary and primary.

Gender responsiveness is taking action to correct gender bias (being unfair towards one sex and not the other) and discrimination to ensure gender equality and equity (Mlama, 2005).

For example: A school decides to plan CPD activities before lunch time instead of at the end of the day to make sure that as many female teachers as possible get the opportunity to participate in the CPD activities. At the end of the day many female teachers could not stay longer at the school because of family obligations. The school's decision to plan the CPD activities at a different time was a gender-responsive decision that responded to the needs of women.

Gender is different from sex. They are related terms, but do not mean the same thing. **Sex** refers to the biological and physiological characteristics that differentiate men and women.

2.1.1.1. Gender equality

Gender equality means that women and men, girls and boys, have the same rights and equal opportunities. It doesn't mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female (UNESCO, 2003). Gender inequality arises when one group is seen in a society as having more rights than the other (MINEDUC, 2015; 7). For example: In Rwanda, both boys and girls have equal access to education opportunities in primary and secondary schools. Boys and girls have the same obligation to go to school from the age of 7 to 15.

2.1.1.2. Gender equity

Gender equity means fairness of treatment for women and men, according to their needs (UNESCO, 2003). It calls for those who are in disadvantaged positions to have a fair share of benefits. To ensure gender equity, there is a need to assess the specific needs for either women/girls and men/boys to collectively achieve the desired goals. For example: Rwandan schools have set up a girl's room so that girls who have needs related to their menstrual hygiene, can find all they need in that room and therefore don't have to leave school to go back home to take care of their hygiene and other needs.

In summary, *equality* focuses on creating the same starting line for everyone and *equity* has the goal to provide everyone with different opportunities and benefits – the same finish line (Rencato, 2017), *justice* refers to fixing the system to allow equal access to tools and opportunities, as shown in figure 2.

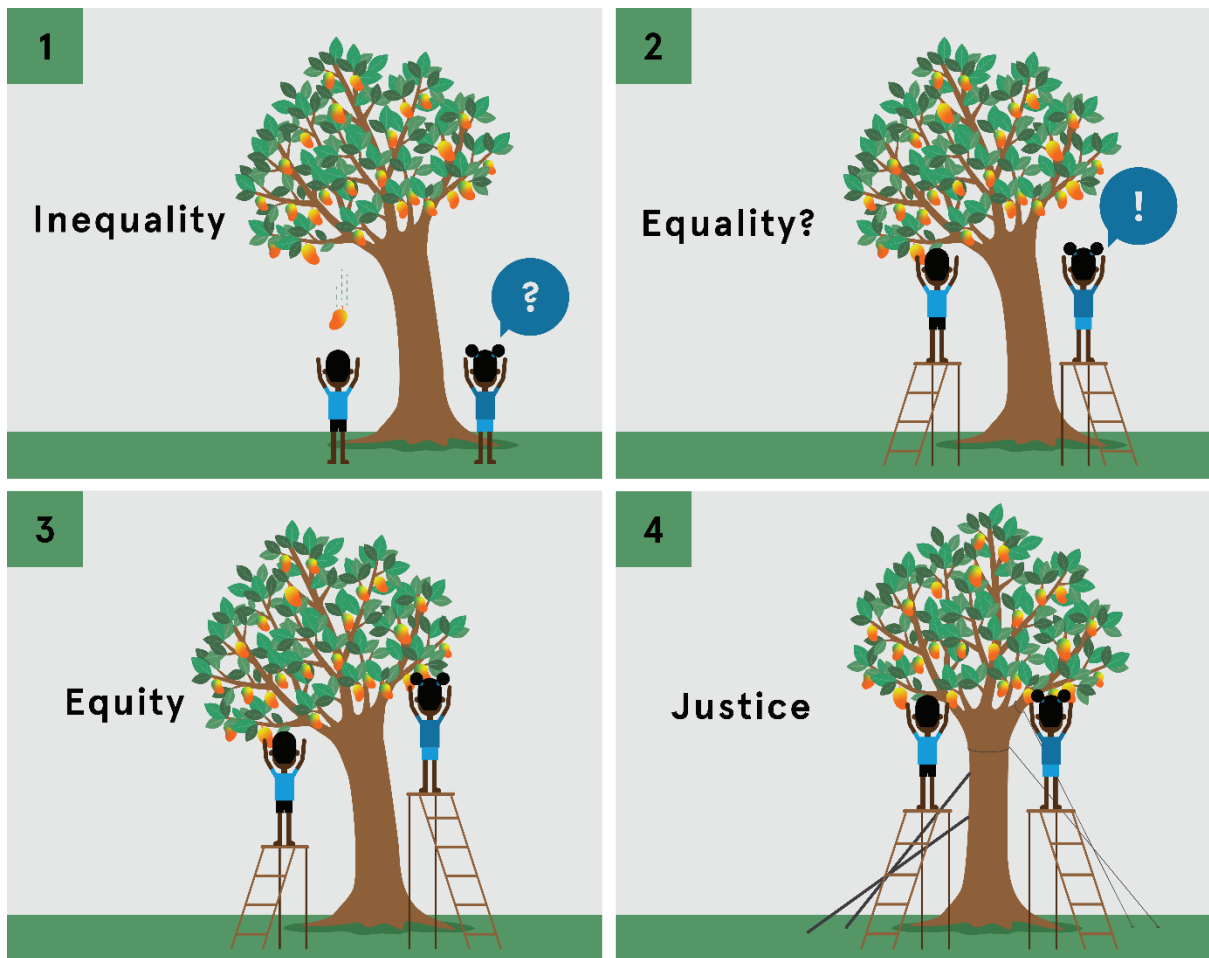


Figure 2: Equality versus Equity

2.1.2. Inclusive CPD activities

Inclusion is a basic right of everyone, and its objective is to include everyone regardless of race, age, gender, disability, religious and cultural beliefs and sexual orientation³. We have true inclusion, when we have removed all barriers, discrimination and intolerance. School-based CPD activities should always take place in an inclusive and accessible learning environment, in which all (head)teachers feel welcome, supported, valued and are able to participate in all aspects of the CPD.

Creating an inclusive learning environment for (head)teachers' CPD means that when you organise CPD activities, you keep in mind and adjust your CPD activities to include and support colleagues with disabilities or other special educational needs.

For example: When you have one or more colleagues with a visual impairment, you will make sure that the materials you use in your CPD activities are tactile; when you have a colleague with hearing impairment, you will use a sign language interpreter, etc.

3 <https://www.teachingenglish.org.uk/article/what-inclusion-how-do-we-implement-it>

2.1.3. Guidelines for gender responsive and inclusive CPD

A good CPD facilitator should do the following to make CPD activities gender responsive and inclusive⁴:

- Develop CPD activities that address everyone's interests.
- Make sure that the materials used in CPD activities (such as content and images) show women, men and people with disabilities as equal in a fair and positive way.
- Make sure that the teaching and learning materials used in CPD activities can be used by all participating teachers (person with visual impairment, hearing impairment, etc.).
- Use methods that improve the active and meaningful participation of all participants, and that address different learning capacities.
- Create an environment in which each and everyone feels respected, safe and encouraged to share their views, and to interact with each other to discuss different views.
- Adopt attitudes and behaviours that value different experiences, ideas and perspectives.
- As a facilitator of CPD you can always influence the activity and discussion by asking reflective questions and including everyone by deciding who speaks.
- Facilitate good communication practices in which misunderstandings, insults, blaming, demands are seen and resolved, and participants focus on facts, views, values, and requests.

In summary, **gender responsive and inclusive CPD** means that you organise activities and use facilitation techniques that improve the capacity of all teachers to equally participate in the activity. More precisely, gender responsive and inclusive CPD considers the needs, priorities, and expectations of all teachers while planning, implementing and evaluating CPD activities in order to ensure that all teachers receive equitable benefits from the learning process.

4 VVOB (n.d.).

Section 2.2: Common Mistakes and Misunderstandings

Over the past cohorts, trainees have often made similar mistakes or have misunderstood the course content in the same way. To help you avoid making the same mistakes, they have been listed and corrected in the following table:

Common mistake / misunderstanding	Correction
<p>Gender responsiveness is simply ensuring equal participation or representation of both males and females.</p>	<p>Being gender responsive means more than just having equal participation/representation of males and females. Gender responsiveness considers analysis of females' and males' specific needs and makes it easier for women and men to fulfil duties that are assigned to them based on their gender roles while ensuring equal and fair distribution of benefits. To be gender responsive, SBMs/SEIs/TTC tutors do not only need to have both female and male teachers participating actively in CPD activities and sharing roles and responsibilities, they also have to understand their specific needs, interests and priorities and facilitate them to successfully fulfil the roles and responsibilities.</p>
<p>Equity and equality are the same.</p>	<div data-bbox="762 1115 1168 1429" data-label="Image"> <p>Equality = Sameness GIVING EVERYONE THE SAME THING _____. It only works if everyone starts from the same place</p> <p>Equity = Fairness ACCESS TO THE SAME OPPORTUNITIES _____. You must first ensure equity before you can enjoy equality</p> </div> <p>Gender equity recognises that women and men are not in the same 'starting position' due to historical and social background or disadvantages. Treating women and men equally might not actually be fair. In fact, it can create further disadvantages. Gender equity measures are often needed to level the 'playing field'. Example: Though both Rwandan girls and boys have equal right to education, reports show that boys' enrolment is higher compared to girls enrolment in Rwandan public secondary schools. Also, Female dropout is higher due to their social and historical background. For this reason, the government of Rwanda has made a 'Girls Education Policy' (MINEDUC, 2008) to address factors that contribute to gender disparity in education.</p>

UNIT THREE

LEADERSHIP AND MANAGEMENT IN EDUCATION

Module 1 introduces you to some key concepts related to the professional development of teachers and headteachers, and your leading position in this process. In this unit you will discover the concept of leadership and how it is connected to teaching and learning. We will also introduce the 5 standards of effective school leadership as part of effective CPD for headteachers. The difference between leadership and management will also be explained.

Unit learning outcomes

By the end of this unit you should be able to:

1. Explain the concept of school leadership
2. Explain the concept of school management
3. Describe the 5 standards for effective school leadership
4. Identify your role and responsibilities in the implementation of the 5 standards for effective school leadership

Section 3.1: Concepts Of School Leadership And School Management

In this section you will discover the concept of leadership and its importance for teaching and learning. Therefore, the following key questions are the themes of this section: What is (school) leadership? Is a SBM a school leader? What is the leading role of SEIs in their schools? What is the relationship between leadership and learning? What are the leadership models that improve effective teaching and learning?

This section is based on Module 1 of the UR-CE CPD Diploma in Effective School Leadership.

3.1.1. Defining school leadership

Activity 11

What do you understand by school leadership and school management? Are they the same or are they different? Explain through an example.

What is leadership?

There are many definitions of leadership but no clear understanding as to what shows the difference between leaders and non-leaders (Cuban, 1988: 190). However, most definitions of **leadership** say that intentional influence is used by one person or a group, over other people or groups, to structure the activities and relationships in a group or organisation (Yukl et al., 2002: 3). The term intentional is important, as leadership is based on goals or outcomes to which the process of influence is expected to lead (Beatriz et al., 2008; 18).

What is school leadership?

School leadership is the process of engaging and guiding the talents and energies of teachers, learners, and the school community in order to achieve common educational aims (Susan & Morgaen, 2007).

This concept has changed over time. Traditionally, leadership in schools was about the person in the headteacher's office (Kelchtermans & Piot, 2013). These formal leaders in a school did not spend much time looking at what was happening in classrooms but stayed in their offices to perform their duties. They were somewhat separated from teachers and other school staff.

Today, the most important change is that school leadership has become more complex. As a result, many schools have seen a different form of leadership, through the involvement of different people occupying various roles and functions such as headteachers, deputy headteachers (Beatriz et al., 2008), SBMs, SSLs, heads of departments and teachers who lead various teams and clubs. In other words, **school leadership** is a broader concept where the authority to lead a school does not belong to only one person but can be shared among different people in and outside the school (Beatriz et al., 2008).

3.1.2. Defining school management

Before explaining what school management is, it is better to first understand what management means. Cuban (1988) defines **management** as the process of organising, regulating, coordinating and/or supervising, and allocating resources to accomplish tasks.

Management in school context is maintaining efficiently and effectively current school arrangements. **School management** is the process of planning, organising, directing and controlling the activities of a school by using human and material resources to effectively and efficiently accomplish functions of teaching (VVOB, 2018).

Generally, school management includes such functions as⁵:

- Planning of curricular and co-curricular activities;
- Preparing timetables and daily activities;
- Effective use of financial resources and the planning of a school budget;
- Record-keeping in school that includes:
 - o Academic records (attendance, student registration and progress, library, laboratory, etc.),
 - o Material records (furniture, equipment, etc.), and
 - o Financial records (budget, purchases, fee collection, salaries, etc.),
 - o Evaluation of student achievement and feedback
- Controlling: avoiding overspending and underspending human, physical, and financial resources;
- Critical thinking, problem solving, decision making, communication, information management and effective team building.

⁵ http://hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/SchoolMgmt_Sept13.pdf retrieved on 12th December, 2018
<http://www.google.com/url?sa=t&source=web&rct=j&url=http://ddceutkal.ac.in/Syllabus/MA-Education/Paper-8.pdf>

3.1.3. Difference between school leadership and school management

A famous phrase is “**managers do things right**, while leaders **do the right thing**” (Bennis & Nanus, 1997).

- **Leadership** is usually linked with vision, change, inspiring and motivating others to perform to the best of their ability,
- **Management** is about planning, organising, implementing and executing decisions, coordinating staff, and making sure that goals of the school are achieved (Cuban, 1988; Kelchtermans & Piot, 2013).

However, headteachers act as both, managers and leaders.

Table 1: The difference between a school manager and a school leader

SCHOOL MANAGERS	SCHOOL LEADERS
Administer and implement; 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 the right things

Source: Adapted from Kotter, 2001

Looking at the broader definition of school leadership, SBMs, SEIs, DEO and DDEs are school leaders. DDEs, DEOs, SEIs and SBMs are expected to lead CPD activities in their districts sectors and schools. As district and sector officers you play a leading role in the schools of your district or sector/sector because you provide overall support to the implementation of the school leadership and management tasks. Because of this leading position you should help headteachers to focus more on leadership roles than on management in order to bring about change.

To avoid any confusion and to align with the current practice in Rwanda, the term school leader means the headteacher and, in some situation, also the deputy headteacher. Therefore, to this we can consider SBMs and SEIs as **educational leaders** with different responsibilities in their school(s). In brief, **school leadership related to** school based **CPD** includes the following:

➤ **Leaders in schools:**

- School leaders: headteachers and deputy headteachers;
- School based mentors;
- School subject leaders;
- Heads of departments;
- Learners' representatives.

➤ **Local educational leaders:**

- DDEs, DEOs and SEIs.

3.1.4. Leadership styles

Activity 12

Think about your own style as an educational leader and the style of other educational leaders that you know.

Describe at least 2 leadership styles that you have experienced.

Leadership styles are **the way leaders interact with their staff**. There are various categories of leadership styles. They can all be grouped into two main styles:

- **Directing** (authoritative) style
- **Delegating** (democratic) style

Between these two -directing and delegating- many gradations are possible. The leader can provide more or less **support** or more or less **coaching**.

It is the common practice that leadership styles have to be linked with the skill level that is present within the team (Remmerswaal, 2015). Teams with low levels of competence need more support. This is not to keep them at a low level, but to enable them to develop. Also, newly formed groups need more guidance. When you engage with new groups in a very democratic way, it may create disorder. The same may happen when a new headteacher applies a very authoritative style with an autonomous group, a group that has been working together for a long time. As you work with a group, your leadership style should evolve from highly directive to less directive and from high levels of support to low levels of support. The same applies to CoPs. When you start a CoP, you will be more directive in the beginning. When CoP members are used to it, they will take more responsibility and leadership.

Leadership styles

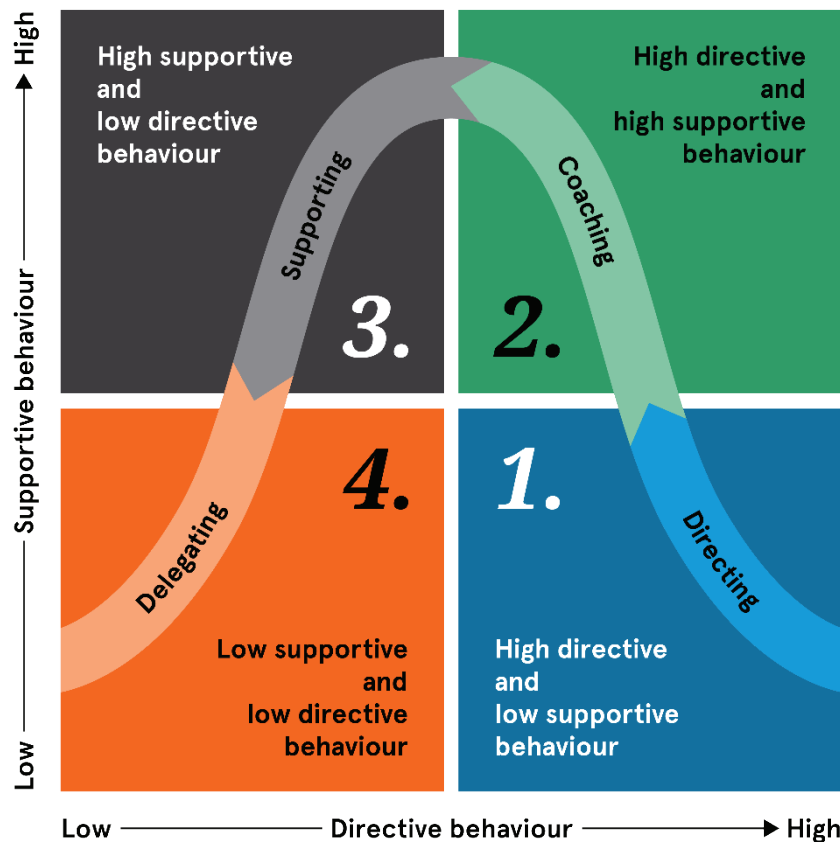


Figure 3: Leadership styles (Whitehead, 2016)

Let's elaborate on these four concepts (Directing, coaching, supporting and delegating) that can be useful in your educational leadership:

- **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. This helps the members to develop their skills and reasoning. With this style, educational 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.

Aside from these leadership styles, scholars have described different leadership models, explaining different approaches to leadership in more detail. To know more about leadership models, consult **annex 7**.

Activity 13

- Think of the leadership styles you use. In which situation and with whom do you use which approach? Why?
- Read the response of your peer to this question and discuss jointly. Give each other constructive feedback.

Section 3.2: Overview of Professional Standards for Effective School Leadership in Rwanda

Professional standards are a set of practices, ethics, and behaviours that members of an organisation must follow. These sets of **standards** are frequently agreed to by a governing body that represents the interests of the group (e.g., REB).

This section presents you the different professional standards which are required for effective school leadership in Rwanda. Roles and responsibilities in the implementation of those standards are also specified.

3.2.1. The 5 standards of effective school leadership

In 2013, REB has adopted five standards for effective school leadership, which together represent the role of the school leader in Rwanda (figure 3): creating strategic direction for the school (1), leading learning (2), leading teaching/training (3), managing the school as an organisation (4) and working with parents, other schools and the wider community (5).

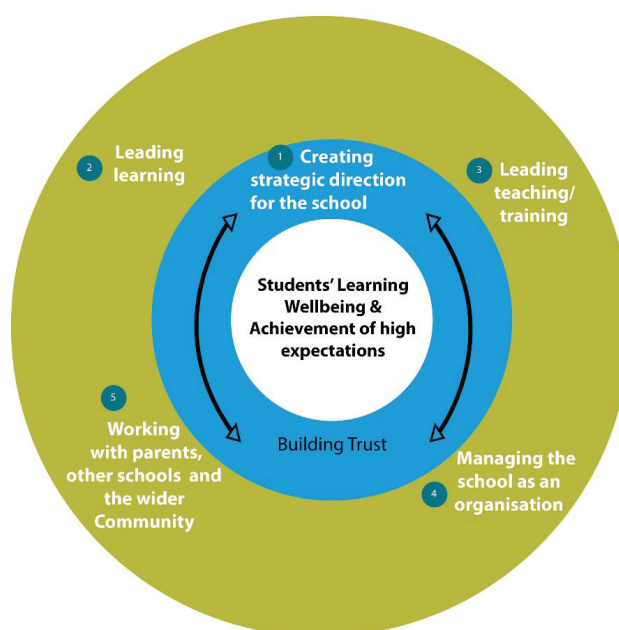


Figure 4: Standards of Effective School Leadership (REB, 2020)

The standards for effective school leadership show a commitment to ensure that all students have access to quality learning and that all schools are administered, managed and led by competent professionals (table 2). They serve as a guideline for good practice in school leadership. In other words, they help headteachers to know what is expected from them and to make the necessary efforts to perform according to the expectations explained in the standards. Based on these standards systems of accountability, monitoring and evaluation are designed.

Table 2: Professional standards for effective school leadership

STANDARDS FOR EFFECTIVE SCHOOL LEADERSHIP	
STANDARD 1: CREATING STRATEGIC DIRECTION FOR THE SCHOOL	Building a vision and mission for the school community is a fundamental responsibility of the headteacher to build trust, to inspire and motivate students and staff. This vision should express the core educational values of the school.
STANDARD 2: LEADING LEARNING	The role of a headteacher is to ensure that all students learn. This means setting high expectations for both students and staff members. Creating a helpful and safe learning environment and culture is an essential aspect of the role of the school leader.
STANDARD 3: LEADING TEACHING/TRAINING	To ensure that all students learn effectively, teaching must be of the highest possible standard. The headteacher must create the environment, conditions and structures to support this.
STANDARD 4: MANAGING THE SCHOOL AS AN ORGANISATION	Headteachers need to ensure that the school's structures, policies, people and resources are organised and managed in such a way that they contribute to an effective and safe learning environment.
STANDARD 5: WORKING WITH PARENTS, OTHER SCHOOLS AND THE WIDER COMMUNITY	Improvements in the school and in the local community depend on each other. Headteachers should commit to engage with parents and the local community to raise expectations and improve student outcomes and well-being.

Source: REB, 2020

In **annexes 5 and 6** you will find **roles and responsibilities of headteachers per standard**; the required knowledge, skills and attitudes as well as the sources of evidence of competence for each standard.

3.2.2. Roles and responsibilities for effective school leadership

As SBM and SEI it is important to understand the standards for effective school leadership, the roles and responsibilities of the headteacher and how you, in your role as SEI or SBM, contribute to each standard. Knowing this, will allow you to work together with headteachers and provide effective support to implement these standards in your school(s).

Table 3 describes the roles and responsibilities of SBMs and SEIs in relation to each standard of effective school leadership.

Table 3: Roles and responsibilities of SEIs and SBMs per standard

STANDARDS	ROLES AND RESPONSIBILITIES OF SEIs	ROLES AND RESPONSIBILITIES OF SBMs
<p>STANDARD 1: CREATING STRATEGIC DIRECTION FOR THE SCHOOL</p>	<ul style="list-style-type: none"> - Ensure that headteachers understand the concept of school vision, mission and values - Help headteachers set their school vision, mission and values - Monitor if the school reflects on the set vision, mission and values - Help headteachers with the development of the School Improvement Plan 	<ul style="list-style-type: none"> - Help teachers understand the schools' vision, mission and values - Help teachers align their teaching practices with the school vision, mission and values - Align the school CPD plan to the school vision, mission and values and the school improvement plan
<p>STANDARD 2: LEADING LEARNING</p>	<ul style="list-style-type: none"> - Train headteachers on the importance of analysing students' results on a regular basis - Monitor if headteachers regularly analyse students' results and set corrective measures - Monitor if schools within your sector have a conducive learning environment - Monitor if schools within your sector have student career guidance services - Ensure students' discipline is maintained in schools of your sector 	<ul style="list-style-type: none"> - Work with fellow teachers to analyse students' results regularly and set corrective measures - Work with fellow teachers to offer career guidance services to students - Work with fellow teachers to ensure that every student is catered for - Work with headteacher to ensure that the school has a conducive learning environment - Work with headteacher and fellow teachers to ensure that students' discipline is maintained

STANDARDS	ROLES AND RESPONSIBILITIES OF SEIs	ROLES AND RESPONSIBILITIES OF SBMs
STANDARD 3: LEADING TEACHING/TRAINING	<ul style="list-style-type: none"> - Conduct headteacher training needs assessment - Prepare the content to train headteachers on identified needs - Organise and conduct peer learning sessions at the sector level - Monitor if schools within the sector have CPD plans, in line with the SIP and ensure that plans are executed 	<ul style="list-style-type: none"> - Work with headteacher to conduct teacher learning needs assessment - Work with headteacher to organise school based CPD activities to fill in the identified gap in line with the SIP - Work with headteacher to induct new teachers
STANDARD 4: MANAGING THE SCHOOL AS AN ORGANISATION	<ul style="list-style-type: none"> - Monitor if school resources are utilized in school priorities - Monitor if headteachers delegate responsibilities in their schools - Monitor how human resources are managed in schools - Work with headteacher to ensure that school resources (material, human, financial) are managed strategically 	<ul style="list-style-type: none"> - Work with fellow teachers to give proposals of needs to be considered in budget allocation - Work with fellow teachers to ensure that teaching time is fully maximised - Work with teachers to ensure that they all understand their responsibilities
STANDARD 5: WORKING WITH PARENTS, OTHER SCHOOLS AND THE WIDER COMMUNITY	<ul style="list-style-type: none"> - Monitor the level of parental involvement in each school - Work with headteachers to set strategies to increase parental involvement in each school - Work with headteachers to attract sponsors for school activities 	<ul style="list-style-type: none"> - Work with fellow teachers to identify students whose parents are less supportive - Work with fellow teachers to visit students whose parents are less supportive - Work with fellow teachers to participate in community work outside the school

Source: REB, 2020

Section 3.3: Common Mistakes And Misunderstandings

Over the past cohorts, trainees have often made similar mistakes or have misunderstood the course content in the same way. To help you avoid making the same mistakes, they have been listed and corrected in the following table:

Common mistake / misunderstanding	Correction
Leading and managing mean the same thing.	Leading and managing should not be confused. Leadership is about getting people to understand and believe in the vision you set for the school and to work with you on achieving your goals, while management is more about administering and making sure the day-to-day activities are happening as they should.
Headteachers and deputy head-teachers are the only leaders in a school.	SBMs and SSLs are also school leaders in the context of school CPD activities, because school leadership is based on their contribution in planning and implementing the CPD activities. However, SBM and SSL are not school managers because their contribution is limited to planning and implementing the school CPD activities only.
You cannot grow to become a leader, you are born as a leader.	Leadership requires a very complex set of skills. Most of those skills are acquired through experiences, self-development and access to subsequent trainings. Everyone can become a leader through experience and training.
A SIP, a CPD plan and CoP are the same thing.	The SIP, CPD and CoP are organised, conducted and implemented differently. SIP is organised and discussed by different HTs at sector level in collaboration with SEIs, while CPD stands for Continuous Professional Development. It includes all activities, at school level, which aim at helping teachers grow professionally and achieve their goals in teaching and learning. On one hand, CPD is planned at school level in collaboration with HT, DHT, SBM with the whole school community while a CoP is one of CPD activities that is organised at school or department level with the aim of handling a common challenge in the teaching and learning process.

Further reading

In the Annexes of Module 2 you will find further readings and tools relevant to the content of this unit. Some annexes are compulsory reading: you must read these annexes. Others are optional: you can decide to read them or not.

Compulsory readings:

- Annex 5: Roles and responsibilities of headteachers per standard
- Annex 6: Required knowledge, skills and attitudes per standard of effective school leader
- Annex 7: Leadership models

UNIT FOUR

IDENTIFYING SCHOOL IMPROVEMENT NEEDS, SETTING GOALS AND MEASURING RESULTS

To be able to lead and manage as an educational leader, you will learn how to identify headteachers' and teachers' professional development needs. Based on their needs, you will develop their CPD plans. Additionally, you will explore how to monitor and evaluate (M&E) those plans as well as discuss what tools you can use for this M&E process. Finally, we present the reporting requirements of key CPD activities for the professional development of (head)teachers.

Unit learning outcomes

By the end of this unit you should be able to:

1. Interpret and support in the development of a school improvement plan
2. Align the school CPD plan with the SIP
3. Use school data effectively to improve teaching and learning
4. Explain the concepts of monitoring and evaluation in schools in relation to CPD
5. Demonstrate the understanding of the importance of M&E to improve the quality of teaching and learning
6. Actively contribute to the school's M&E system by collecting quality data

Section 4.1: Identifying School Improvement Needs and Setting Goals

As explained in module 1, leading and managing the professional development of (head)teachers starts with the identification of their professional development needs. For headteachers this needs' assessment goes hand in hand with the identification of the areas of improvement of their schools. That will in the end lead to the development of a school improvement plan (SIP). For teachers these needs' analysis leads to an individual and school continuous professional development plan that is a part of the SIP of their school. Moreover, the SIPs of all schools in one sector will inform the design of the Sector Education Improvement Plan (SEIP) of their sector.

In this section you will discover what a SIP is and how to read it correctly.

What is a school improvement plan?

A **School Improvement Plan (SIP)** is a road map that shows the changes a school needs to make to improve the level of students' achievement and shows how and when these changes will be made. It is a long-term plan for 3-5 years to achieve a school vision. An action plan or operational plan divides the SIP into plans with a timeline of one year (REB, 2020). The long-term School Improvement Plan (3-5 years) can be called Strategic SIP and the one year plan -short term- can be called operational SIP.

The purpose of a SIP is to outline the direction of the school, identifying issues impacting the school and to decide on the priorities for action. It defines what the school values most, shows the school's goals and targets and identifies key strategies for improvement. A SIP should rise above the day-to-day business of the school. Therefore, it should be inspiring and offer a long-term vision of the school. It should show how the school will contribute to achieve national goals. 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 standards of effective leadership.

To summarise, a SIP helps the school (REB, 2020):

- To focus on efforts important for improving students' learning achievement;
- To avoid improper use of school resources and ensure their effective use;
- To follow up on how school activities are done;
- To develop a sense of ownership by school community members;
- To hold school community members accountable for student success;
- To develop strategies before embarking on activities.

Table 4 describes the meaning of the key terms of a SIP template. Those key terms are part of the key concepts in monitoring and evaluation (unit 4).

Table 4: Key terms of the SIP template

Key terms	Meaning
Goal	The long-term change you wish to achieve in the future
Outcomes	Description of the situation as it will be when the desired change is reached
Objectives	Specific element of the bigger long-term change you desire
Outputs	Immediate and direct results of the activities
Indicator	Standard against which the school/teacher wants to measure the progress
Baseline	Shows the current situation that will be improved
Target	The performance level that the school would like to achieve by a given time
Activities	The actions that are done to achieve the result
Means of verification	Evidence that will show if the target has been met

Table 5: Example of one goal of a SIP

GOAL: The percentage of P6 students scoring at least 60% in mathematics will be increased from 36% to 75% in three years from now											
Outcome: At least 75% of all P6 students score at least 60% in mathematics at the end of school year 2023											
Objectives	Output	Indicator	Baseline	Targets/Milestones			Activities	Deadline	Responsible	Budget	Means of verification
				Yr1	Yr2	Yr3					
The number of mathematics teachers who effectively use a learner-centred approach in teaching increased from 4 to 8 (out of 8) teachers by November 2020	Teachers who are able to use a learner-centred approach in teaching mathematics	The number of mathematics teachers who understand and use a learner-centred approach in teaching	4 mathematics teachers understand and use a learner-centred approach in teaching	8 mathematics teachers understand and use a learner-centred approach in teaching	-	-	Identify training needs of teachers	30 Feb 2020	DoS	-	Report from classroom visits
							Training to teachers on identified needs	30 April 2020	Mathematics SSL & SBM	10.000 RWF	Attendance list of participants
							Provide demo-lessons to teachers	30 June 2020	Mathematics SSL & SBM	-	Report of lesson observations
							Conduct class visits to verify the use of learner-centred approach	2 visits per month per teacher	HT & DoS	-	Classroom visit reports

Source: REB, 2020 – Adapted for this CPD Certificate Programme

To develop a SIP, the school management team will go through four key steps:

- Situation analysis
- Problem identification
- Identify goals and objectives
- Identify actions

Since the lead to develop a SIP is in the hands of the school management team, this module will not delve deeper into the actual development process. However, detailed information on the SIP development process can be found in **annex 8**, in case there is a desire to deepen this knowledge. **Annex 9** offers an example of a SWOT analysis diagram.

Activity 14

Revisit the CPD plan you developed as part of Module 1. Engage with the SIP of your school. How can you better align the CPD plan to the SIP? What would you change?

Section 4.2: Monitoring and Evaluation in Schools

Monitoring and evaluation (M&E) are processes that support each other and are usually mentioned as a pair. The purpose of M&E is to gather evidence that helps organisations, including schools, to learn from experiences. They help improve performance and achieve results. Through M&E a school can for example improve its daily teaching and learning activities, better plan and use resources to make changes in the learning environment and show results as part of the accountability to parents and the sector and district officials.

M&E is a main activity in the SIP strategy. It allows schools and stakeholders to follow up on the implementation of a SIP, to learn from it, to assess whether goals have been achieved by collecting and analysing relevant data and to improve where needed. Therefore, the headteacher with the support of his/her team, the school community and the SEI should regularly check whether the plan is still up to date, if implementation is on the right way and if changes need to be made. The head-teacher with the support of his/her team, the school community and the SEI should fix a moment (e.g., annually) to check whether the goals of the plan have been met. This also applies on a teacher CPD plan and school CPD plan.

In this section, after understanding the two concepts of M&E, you will discover the importance of M&E in schools and the value of reporting.

This section builds on REB's trainee manual on SIP (2016) and VVOB's manual "An introduction to M&E" (2015).

4.2.1. Defining monitoring and evaluation

Monitoring is a regular and never-ending process of following up activities during implementation to ensure their progress and take corrective measures if needed. It helps to ensure that what has been planned is being done as intended with the given resources and in the time allowed. Its goal is to provide feedback and stimulate learning, so that performance can be improved.

Evaluation is a process that happens at specific times to check if you have reached your goals and assess your impact, to be able to improve future action (Zz. Joddy, 2004). Were you successful or not and why? For example, what was the result of our CoP on the use of active teaching methods? Evaluation is done only at set times, for example, annually. Evaluation gives us information about why targets are or are not being achieved. Monitoring is an important source of information for evaluation. Table 5 summarises the differences between monitoring and evaluation (VVOB, 2015)

Table 6: Differences between monitoring and evaluation

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 (e.g. by counting, observing and collecting other data)	Analysing and assessing data
Why?	To determine if activities need to be adjusted or changes need to be made 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 stakeholders (e.g., SEIs, parents)
Key question	Are we doing things right?	Are we doing the right things?

Activity 15

Describe one monitoring activity and one evaluation activity that you are already doing in your school or sector.

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;

4.2.2. Reasons for monitoring and evaluating in schools

M&E is about ensuring the quality of the school, including teaching and learning. All schools have a responsibility to assure the quality of the services they provide and to look continuously for ways of improvement. Many aspects must be considered when measuring the quality of a school: health and safety, financial management, attendance, staff development, child protection, stakeholdership with the local community and most importantly, the quality of teaching and learning.

M&E is not about collecting lots of data. It is about **collecting** the information that you need to go through the SIP cycle or to implement a good teachers' CPD plan. For a SIP, data will be collected at different levels, including the school as an organisation and the wider school community. For a teacher CPD plan the focus will be more on individual level and data from learners such as, "are all learners learning?".

Briefly, monitoring and evaluation have the following **functions** within the school:

- **Accountability:** informing stakeholders (teachers, parents, SEIs,...) about what happens at the school so that they have knowledge on the quality of school leadership and can get involved when necessary;
- **Documenting:** making sure that the main processes and good practices are well documented so that they can become standard practice within the school and might even be shared with other schools as good practice:
- **Improving:** learning from mistakes and identifying areas for improvement. This requires attention to how the school functions and reflect on the school's functioning.

Note:

- If schools/teachers do not measure results, they cannot tell success from failure.
- If schools/teachers cannot see success and failure, they cannot learn from it.
- If schools/teachers cannot learn from success and failure, they cannot improve their quality in teaching and learning.
- If schools/teachers cannot improve quality in teaching and learning, they cannot be the best school they could be and deliver good results in education.
- If schools/teachers can demonstrate good results in education, they can win support and trust from parents, sector officials and many other stakeholders, and most importantly, they can help all their learners to develop to their full potential.

4.2.3. Importance of reporting for M&E

A **report** is an official record that presents a summary of how the implementation of a plan is going (SIP or CPD plan for example), if the set goals are being reached and what lessons can be learnt from the obstacles encountered during the activities (Global M&E Initiative, 2004)⁶. In other words, it is analytical, and focuses on the result of the activities, and how far they reached the targeted goals of the plan (Global M&E Initiative, 2004). For the management of a school, M&E reports are used primarily to communicate with the concerned educational stakeholders about the status of the SIP; the progress, difficulties, problems encountered and lessons learned during the implementation of the plan (Global M&E Initiative, 2004).

Reports are also important for the persons in charge of the implementation; to know what they are doing and to learn from the process.

6 <http://cec.vcn.bc.ca/cmp/modules/rep-how.htm>

Section 4.3: Common Mistakes and Misunderstandings

Over the past cohorts, trainees have often made similar mistakes or have misunderstood the course content in the same way. To help you avoid making the same mistakes, they have been listed and corrected in the following table:

Common mistake / misunderstanding	Correction
A SIP and CPD plan are drafted by the same person.	SIPs are developed by the school management team with the assistance of SEIs while school CPD plans are developed by the teachers with the assistance of the SBM and the headteacher or deputy headteacher at the school. The development of a SIP takes individual teachers' and the school CPD plans into account. Sector Education Improvement Plans (SEIPs) are made by SEIs from SIPs of his/her sector. SIP and individual/school CPD plan templates are different.
Monitoring and evaluation mean the same thing.	Monitoring usually takes place when the activity is being undertaken, while evaluation usually takes place at the end of the activity. Moreover, a good evaluation is based on a good monitoring.
Reporting for M&E is an extra administrative duty.	M&E reports are an integral part of the administrative duties of school leaders, not things to be done out of normal duties. Individual/school CPD plans and SIPs need to be regularly monitored and evaluated at the end. Every monitoring and evaluation of an individual/school CPD plan or SIP status must be reported. M&E reports need to be made by the concerned personnel (SBMs, school management team, SEIs and/or other educational stakeholders).

Further reading

In the Annexes of Module 2 you will find further readings and tools relevant to the content of this unit. Some annexes are compulsory reading: you must read these annexes. Others are optional: you can decide to read them or not.

Compulsory readings:

- Annex 8: Assessing school improvement needs

Optional readings:

- Annex 9: Example of a SWOT analysis diagram
- Annex 10: Professional ethics, attitudes and behaviours
- Annex 11: Code of conduct of headmasters, teachers and students.
- Annex 12: Teacher performance evaluation in schools
- Annex 13: Categories of data

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