



School Leadership Programme

Foundation Module

Participant Guide

The School Leadership Programme in Sierra Leone was developed by the Teaching Service Commission (TSC) with funding from the UK government through the Leh Wi Lan programme, part of the second phase of the Sierra Leone Secondary Education Improvement Programme (SSEIP II). Leh Wi Lan is implemented by a consortium of organisations led by Cambridge Education.

The School Leadership Programme requires school leaders to successfully complete a foundation module delivered in a face-to-face workshop and three modules of self-study. Module 1 is focused on leading school safety and inclusion. Module 2 is focused on leading teaching and learning and Module 3 is about leading school improvement.

Each module has a toolkit for school leaders. The toolkit includes reading, assignments, self-assessments and the final module assessment completed by the Local Leader of Learning (LLL) responsible for mentoring the school leader. Each toolkit, once it is completed, provides a record of work done by the school leader during the course, and feedback from their mentor.

The toolkits were designed and developed in 2024. They were revised in 2025.

The team that developed the toolkits have drawn on a range of sources for information and ideas. The sources are indicated but if users find any omissions, or any errors in the toolkits, they should contact the TSC.



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This Toolkit belongs to:

Name:	
Name of the school:	
Name of the Local Leader of Learning (LLL):	
LLL phone number:	
LLL email:	

Welcome to the School Leadership Programme (SLP)

This Participant Guide is a resource for you to use during the Foundation Module in the SLP. It will also help you navigate through the programme.

In the first part of this guide, you will learn about commonly used SLP vocabulary and about key elements in the SLP.

The second part of this guide, you will learn about the SLP schedule, the tasks you will undertake, and the criteria used to assess your performance in the SLP.

Good luck and enjoy the SLP!

Key concepts and vocabulary

What is SLP?

SLP is a commonly used abbreviation for School Leadership Programme for Junior Secondary School (JSS) and Senior Secondary School (SSS) leaders including Principals, Vice-Principals, Heads of Departments and senior teachers in leadership roles. The SLP is a professional development course for school leaders in Sierra Leone who want to learn more about leading school improvement processes and improving schools for all learners, especially learners from poor households, learners with learning difficulties and disabilities, parenting learners and other learners facing barriers to learning.

What is an SLP module?

The SLP is broken down into four modules. There is a Foundation Module that prepares school leaders for the SLP. The Foundation Module is followed by three modules each focused on a specific aspect of school leadership:

1. Leading Safe and Inclusive Schools
2. Leading Teaching and Learning
3. Leading School Improvement

What is an SLP toolkit?

SLP curriculum content is presented in a set of self-study toolkits or workbooks. There are three toolkits, in addition to this Participant Guide for the Foundation Module. The toolkits contain all the materials you need to complete the SLP.

All SLP participants receive the guide and the three toolkits in print and in digital (pdf) formats.

You must use the printed versions of the toolkits to keep record of all your study and actions undertaken as part of the SLP. No work online or into a digital document is required.

You submit your completed toolkit for assessment to your Local Leader of Learning (LLL) at the end of each module, and again at the end of the programme. You receive written feedback on your work in your toolkit from LLL. Your written work is used by LLLs as evidence of your learning and as evidence of the school-improvement actions you take during the SLP. This, as well as records of your attendance and participation in face-to-face (F2F) sessions and online discussions, is used by LLLs to assess your knowledge and competences gained during the SLP.

What does blended learning mean?

To blend means to mix or combine something. The SLP combines a variety of ways of teaching and learning: F2F instruction, self-study, in-school coaching and support, and on-line discussions, coaching and support.

A combination of these ways of teaching and learning in the SLP build on the strengths and addresses shortcomings of each of them. For example, it would be disruptive and time consuming to offer school leaders a weekly, F2F training workshop for eight months. Self-study is more convenient but there is less peer support, and it requires self-motivation. So, the SLP blends these and other approaches.

F2F sessions and online discussions help form relationships and support peer learning. Regular personal contact and advice is provided by the LLL via online support and in-school coaching.

Online support takes two forms: 1) on demand – when the school leader wants to discuss something specific with the LLL and 2) online discussions - guided weekly discussions with peers facilitated by the LLL.

What is SLP F2F training?

There are four F2F sessions during the SLP.

- There is a two-day session during which you complete the Foundation Module.
- Then there is a half-day, in-person session at the start of each of the three modules.

During the F2F sessions, school leaders meet their LLL, engage in interactive and stimulating activities, reflect on their in-school leadership experiences and have an opportunity to form professional connections and expand their professional networks.

SLP F2F sessions are a unique opportunity for school leaders to interact in person and build a trusted network of advice and support. F2F sessions are designed to introduce you to self-study and online discussions.

Who are the LLL?

The Local Leaders of Learning, referred to as LLLs, are usually lecturers from higher education institutions in Sierra Leone, who in addition to their job at their institution, guide school leaders through the SLP, answer their questions and address their concerns. Most importantly, they facilitate and encourage learning and practical application of that learning in our schools. They also assess your learning throughout the SLP. Your LLL is your contact person for all SLP related matters.

What is the MBSSE Knowledge Platform?

The MBSSE Knowledge Platform is an online resource where the MBSSE, and its partners, stores useful documents and videos. These include reports, research briefs, manuals, lesson plans, videos about school safety, policy documents and lots more. This platform and the resources on it can be accessed by anyone with a desktop or laptop computer, a tablet or smartphone.

There is also a place on the platform where SLP materials are stored by the TSC. Try to open the Knowledge Platform in the workshop and to navigate your way to the page with the SLP materials.

The link to the MBSSE's Knowledge Platform is here :

<https://mbsseknowledgeplatform.gov.sl/>

The following link takes you directly to the SLP materials

<https://mbsseknowledgeplatform.gov.sl/learning/>

What is the SLP WhatsApp Group?

The SLP WhatsApp Group is for school leaders and their assigned LLL. It is a group through which important information related to the SLP is shared. Through this group, the LLL facilitates online discussion calls and school leaders exchange ideas, inspire each other and share experiences.

Via the SLP WhatsApp group you can share relevant photos and videos. You can also post questions, share your suggestions or seek help with the challenges you face.

Who is in the SLP Support Team?

The SLP Support Team are responsible for selecting SLP participants, ensuring smooth running of the SLP, collecting feedback and continuous improvement of the SLP, and providing support to LLLs. It includes the TSC, university faculty and district education offices. As an SLP participant, you have little direct contact with the SLP Support Team. However, your assigned LLL is in regular contact with them.

What is the pre- and post-assessment?

At the start of each SLP module, there is a Unit titled An introduction of the module and pre-assessment. The pre-assessment is a questionnaire you complete before you start the module. You are encouraged to fill the questionnaire honestly, and before you start studying any module materials.

At the end of the module, there is a Unit titled Summary of the module and post-assessment. The post-assessment is the same questionnaire that you filled at the start of the module. The difference is that you complete the questionnaire after you have completed the module and read the recommended reference materials.

The pre- and post-assessment are self-assessments designed to help you track changes in yourself as a school leader and the practical changes in your school as the result of your participation in the SLP.

How is my work in the SLP assessed?

Your work as part of the SLP is assessed. This means that the quality of the work you do is regularly checked by your LLL and others. The outcome of the assessment determines whether you receive a certificate confirming that you have successfully completed the SLP.

SLP assessment is practical. It is an integral part of the programme. Tasks that are assessed are clearly marked in each SLP toolkit. These tasks form part of your assessed portfolio.

Completing your work in the printed toolkit ensures that you have a record of all your work in one place, and the feedback received. Remember, you submit completed toolkits for the assessment at the end of each module, and again at the end of the SLP. So, keep them safe!

In summary the SLP Assessment comprises:

- 1 Attendance and participation:** Your attendance and active participation in F2F sessions, coaching sessions and online/phone discussions is a critical part of your assessment.
- 2 Written answers:** Answers you write in your toolkits are assessed. Written answers are used to assess your knowledge and understanding of key concepts, your ability to use evidence to make an argument and reflect on your own practice, and your ability to drive change in your school. Written answers are also assessed for the academic rigour you apply to composing your answers.
- 3 Uptake of feedback:** During the SLP, your LLL visits you in your school (ideally twice per module). School visits have several objectives. On a visit, the LLL sees you in the context of your school and your teaching team and learns about the specific leadership challenges you face. The LLL witnesses the activities you undertake to make your school a safer and more inclusive learning environment for all learners. The LLL seeks evidence and testimonies of your actions from your fellow teachers, parents, learners and those who help govern the school. Also, you and the LLL engage in an honest professional discussion about your school improvement efforts, and the successes and challenges you are facing. Jointly you agree on strategies to make your efforts even more successful. Your engagement during these school visits and professional discussions forms part of your assessment.
- 4 Evidence of school improvement efforts:** During the SLP, you undertake practical tasks to gain knowledge about the challenges and barriers to learning in your school. As part of the SLP, you are asked to prioritise these challenges, prepare a plan for resolving them and take action to implement the plan – all with involvement from learners, parents, teachers, school governors and the wider community. Your plan and practical school-improvement efforts are part of your assessment. Evidence of your efforts may be in the form of testimonies, data collected in school (attendance, learning outcomes) or physical changes (for example a photograph of learning display, supported by testimonies of learners, and their test results).

Note: Not all school improvement efforts are successful. Therefore, success is not assessed as part of the SLP. Instead, you are assessed on the evidence of your efforts to improve your school, your reflections and readiness to learn and continue.

What is the SLP Memorandum of Understanding (MoU)?

At the start of the SLP, everyone involved makes an agreement. The team managing and delivering the SLP agrees to make content accessible, practical and informative. They also agree to support you to make positive changes in your school, despite the challenges. They agree to actively listen and offer you professional advice.

In turn, they ask you for your commitment to the SLP and to driving improvements in your school. They ask you to base your responses on your own practice, journal your own experiences and reflect on the results of your actions.

Do... 	Do not... 
- Keep up with the SLP schedule. - Engage with SLP content weekly. - Be realistic. Remember that improving your school takes time and often involves small steps. - Check upcoming content at the start of the week and complete the tasks throughout the week. - Undertake all tasks in the SLP. - Read reference materials. - Journal your school improvement actions weekly, or even daily. - Use evidence to show your learning and your school improvement efforts. - Contact your LLL for help if you are facing challenges. - Celebrate every small success.	- Leave tasks until the end of the week, or for completion before the next LLL visit, or at the end of the module. It is not possible to catch up effectively. - Appoint another teacher to write answers in your toolkit. LLLs know when someone else has responded and they are not allowed to assess someone else's work. - Copy answers, observations, data and other evidence from other school leaders or other sources. LLLs (the assessors) are interested in your responses about your school and community.

If you agree with the dos and don'ts in the SLP and if you agree to continue the school improvement mission, please complete and sign the below MoU.

School Leadership Programme MoU

I, (name), as a participant on the School Leadership Programme, agree to abide by the following rules.

- I will keep to deadlines as stipulated in the course materials.
- I will submit assignments according to the stipulated protocols and on the stipulated platform.
- Plagiarism will NOT be tolerated. Any instance of plagiarism (i.e., using another person's words, including articles, websites, other's research, etc., without acknowledging the source), will result in immediate dismissal from the course.
- Any submission of work purporting to be original but actually found to be machine-generated (i.e., using any AI tool, without acknowledgment of where it came from) and therefore not genuinely the work of the participant, will result in immediate dismissal from the programme.

I accept that if I fail to abide by these rules that I will lose my place on the SLP and will have to go back through a completely new selection process if I wish to apply again. I recognise that I may not be allowed to re-join the programme.

Participant's name:

Signed:

Witnessed by (Name of LWL/RSC rep):.....

Signed:

Date:

SLP sequence of activities

Note that SLP and module start dates may vary. Your LLL will provide advice and updates on dates.

Month	Module code	Module title and associated topics		Form of delivery	Number of hours	Form of Coaching and support	Form of Assessment
September – Week 1	Preparation	SLP logistics and preparation		WhatsApp	2 hours	WhatsApp group	Confirmation of participation
September – Week 2	SLP Foundations	Introduction to the SLP and Module 1: Leading safe and inclusive schools		F2F	12 hours	F2F	Attendance and active participation
September – Week 3	M1 U1	Unit 1: Introduction to inclusion and pre-assessment		Self-study	3 hours	WhatsApp Group and school-visit	
September – Week 4	M1 U2	Unit 2: Understanding exclusion and inclusion		Self-study	3 hours		
September – Week 5	M1 U3	Unit 3: Understanding SRGBV and Teachers' Code of Conduct		Self-study	3 hours		
October – Week 1	M1 U4	Unit 4: Making schools safe		Self-study	3 hours		
October – Week 2	M1 U5	Unit 5: Including learners with disabilities in our schools		Self-study	3 hours	WhatsApp Group	
October – Week 3	M1 U6	Unit 6: Empowering priority groups		Self-study	3 hours		
October – Week 4	M1 U7	Unit 7: Working effectively with the whole school community to achieve Radical Inclusion		Self-study	3 hours		
November – Week 1	M1 U8	Unit 8: Planning for school improvement		Self-study	4 hours		
November – Week 2	M1 U9	Unit 9: Leading safe and inclusive schools. School-based project		School-based project	4 hours	WhatsApp Group and School-visit	
November – Week 3					4 hours		
November – Week 4	M1 U10	Unit 10: Summary and post- assessment		Self-study	4 hours		
December – Week 1	End of module assessment	Assessment		Submissions and assessment	N/A		
December – Week 2	assessment						
December – Week 3							
December – Week 4	Break	End of year holidays		Rest	N/A	N/A	
December – Week 5							

Table continues

January – Week 2	SLP Foundations	Feedback from Module 1 and Introduction to Module 2: Leading teaching and learning	F2F	6 hours	F2F	Attendance and active participation
January – Week 3	M2 U1	Unit 1	Self-study	3 hours	WhatsApp Group and school-visit	
January – Week 4	M2 U2	Unit 2	Self-study	3 hours		
February – Week 1	M2 U3	Unit 3	Self-study	3 hours		
February – Week 2	M2 U4	Unit 4	Self-study	3 hours		
February – Week 3	M2 U5	Unit 5	Self-study	3 hours		
February – Week 4	M2 U6	Unit 6	Self-study	3 hours	N/A	
March – Week 1	M2 U7	Unit 7	Self-study	3 hours		
March – Week 2	M2 U8	Unit 8	Self-study	3 hours		
March – Week 3	M2 U9	Unit 9	Self-study	3 hours		
March – Week 4	M2 U10	Unit 10	Self-study	3 hours		
March – Week 5	Easter Break	Easter Break	Rest	N/A	WhatsApp Group and school-visit	
April – Week 2						
April – Week 3	M2 U11	Unit 11	Self-study	3 hours		
April – Week 4	M2 U12	Unit 12	Self-study	3 hours	WhatsApp Group and school-visit	
April – Week 5	End of module assessment	Assessment	Submissions and assessment	N/A		
May – Week 2	SLP Foundations	Feedback from Module 2 and Introduction to Module 3: Leading School Improvement	F2F	6 hours	F2F	Attendance and active participation
May – Week 3	M3 U1	Unit 1	Self-study	4 hours	WhatsApp Group and school-visit	
May – Week 4	M3 U2	Unit 2	Self-study	4 hours		
May – Week 5	M3 U3	Unit 3	Self-study	4 hours		
June – Week 1	M3 U4	Unit 4	Self-study	4 hours		
June – Week 2	M3 U5	Unit 5	Self-study	4 hours		
June – Week 3	M3 U6	Unit 6	Self-study	4 hours	N/A	
June – Week 4	M3 U7	Unit 7	Self-study	4 hours		
June – Week 5	M3 U8	Unit 8	Self-study	4 hours		

Table continues

July – Week 2	End of SLP assessment	SLP feedback and assessment		Submissions and assessment	N/A	WhatsApp Group	
July – Week 3							
July – Week 4	Grading	Announcement of grades		E-mail	N/A	WhatsApp Group	Grading sheet
July – Week 5	Graduation	Graduation and Certification		F2F	6 hours	F2F	
Number of hours of F2F interactions							
Number of hours of self-learning per trainee							
Number of hours of WhatsApp participation per trainee							
Number of hours of in-school coaching per participant							
Total number of study hours							
							150

Support to participants during the SLP

Coaching

As part of the SLP you have access to an LLL who can offer you professional support and advice and connect you with the SLP wider team. The LLL visits you in your school at least twice each term, facilitates peer discussions and provides feedback and support throughout the programme. Coaching is aimed at being professional and supportive, so that you are well positioned to fully benefit from the SLP.

SLP Support Team

All logistical issues, such as distribution of SLP materials, and challenges that cannot be resolved by the LLL, are referred to the SLP Support Team. As participant in the SLP, you have limited interactions with the SLP Support Team, but your LLL is in regular contact with them.

SLP Peer Support

As part of the SLP, you interact with other school leaders. If you have questions about the content of the SLP, or you want to share your experience, ask a question, or ask for peer support/advice, you are encouraged to contact other school leaders in your group - or beyond. They are your peer mentors and become a peer mentor to others.

Internet

You need access to internet during the SLP to participate in online peer discussions and calls. You also need it to access some resources referenced in the SLP toolkits. Internet access is not available everywhere in Sierra Leone and there may be periodic challenges with the internet quality. You must be resourceful and find solutions that work for you in your situation.

SLP Materials

The SLP includes the following materials:

- 1) SLP Participant Guide** – This is the document you are reading now. It forms a foundation of the SLP Module. It helps you find answers to questions you may have about the SLP and aims to build your confidence by reassuring that support is available.
- 2) Toolkit 1: Leading Safe and Inclusive Schools** – All the content you need to complete SLP Module 1, along with space to keep all your notes, answers, questions and feedback. Toolkit 1 serves as your journal of learning and the change you make in your school during the SLP. Keep it safe! It must be submitted for assessment at the end of the module and at the end of the SLP.
- 3) Toolkit 2: Leading Teaching and Learning** – All the content you need to complete SLP Module 2, along with space to keep all your notes, answers, questions and feedback. Toolkit 2 serves as your journal of learning and the change you make in your school during the SLP. It must be submitted for assessment at the end of the module and at the end of the SLP.
- 4) Toolkit 3: Leading School Improvement** – All the content you need to complete SLP Module 3, along with space to keep all your notes, answers, questions and feedback. In Toolkit 3 you make a record of your school improvement plan, and you journal and reflect on your school improvement efforts. It must be submitted for assessment at the end of the module and at the end of the SLP.
- 5) Reference materials** – Articles and other interesting information we recommend you to engage with during the SLP. These materials are available online and we also provide them for download or copying to your device via a link we share with you.

Tasks and use of evidence

Watching SLP related videos – As part of the SLP, we recommend you watch several videos. These videos are to inspire you, pass information to you in an easy and digestible way and to enable you to share them with fellow teachers in your school. Watch all videos we share with you.

To watch a video, you can either click a link to the video in the soft copy of your Toolkit, find the link to the video in your WhatsApp Group, or find it on internet by searching for it in your browser.

Peer discussions – Most peer discussions are organised by the LLL via WhatsApp or phone, depending on what you agree as a group with your LLL. Attendance and active participation in these discussions is part of the assessment. You are required to attend all discussions.

If you are sick or unable to attend for another reason, you must inform your LLL and agree on an alternative date/form of participation.

If you logged into a discussion, but internet failed, your LLL takes a note of that. You must contact your LLL and request to reschedule or agree on an alternative way of participation.

Come to the discussions prepared. Check the topic at the start of the week, read the reference materials related and think through the discussion prompts before the discussion.

The discussion is for around one hour, depending on the number of participants in your group. Ensure your points are clear and short during the discussions, so that you and other participants can demonstrate your thinking and learning. Stay on topic.

Use the space provided in your toolkit to make notes prior and during the discussion.

Self-study questions - These questions are designed to help you pause and reflect on your own work, beliefs, school practices, and the learning you gain from reading reference materials, watching recommended videos/video clips and engaging in professional discussions. Use the space in your toolkit to write your answers and support your responses with evidence.

For example, to answer “Task 3 of Unit 1, Module 1: Write down three things you think a good leader would do to make their school inclusive,” you could write:

According to UNESCO (2024/25) “leadership is at the heart of quality education”. UNESCO states that “educational leadership is the second most important factor explaining learning outcomes”. Good leaders should:

1. **Communicate a clear vision for equity and inclusion;**
2. **Build collaborative relationships with diverse stakeholders;**
3. **Challenge biased policies and practices to ensure fairness and access for all learners.**

I agree with that. Based on my practice, and materials I read (for example: MBSSE (2021) National Policy on Radical Inclusion in Schools; Kamara (2022) What makes leadership successful?; UNICEF Policy Brief Inclusive Education for Every Child in Sierra Leone Inclusive), a good leader can foster a culture of belonging, empower staff through professional development, and advocate for systemic change to make their school inclusive.

Action 1:

Creating shared leadership structures can make the school inclusive by giving voice to teachers, students, and families in decision-making processes.

Action 2:

Providing targeted professional development can make the school inclusive by equipping staff with knowledge and the tools to support diverse learners effectively.

Action 3:

Reviewing and revising school policies can make the school inclusive by removing structural barriers that marginalise certain learners.

Remember! It is important that in your answers you demonstrate your professional experience and the knowledge you gained from engaging with reference materials and reflecting on your practice. It's also important that you demonstrate your ability to use evidence to support your arguments. Explicitly explain what evidence you are using to justify your arguments and to support or challenge your beliefs and practice.

If the question asks you to see the school through the eyes of a learner or a teacher, do not assume that you know. Go and speak with learners, parents and teachers. Their responses may provide you with the evidence and basis for your argument and reflection in your answers. You may not agree with their suggestions then you can say so – and explain why. LLLs are looking to see evidence that you are a reflective professional.

Reflection questions – Some tasks in the toolkits ask you to reflect. In these tasks, we provide a scenario and ask you to consider what you would do in that situation. Remember to form your answers after engaging with the reference reading materials for the unit and after discussing with your peers.

Practical tasks – Some tasks within the SLP require you to, for example, hold a meeting, organise a training session, prepare a poster and hang it in the school, organise an assembly. These are the tasks through which we create an opportunity for you to inspire and change the behaviour of fellow teachers or learners. Plan the task carefully. Engage others in helping you to execute the task. Make note of the preparations, take notes during and after the task is completed. Use your practical experience of implementing the task to list lessons you learned and note any changes you would need to make the next time. Make note of any follow-up required. Keep record of all these steps and your reflections in your toolkit. This is part of the evidence used by your LLL for your assessment.

Data and evidence – Using data and evidence to decide what to do is important. Here are examples of evidence you can use.

- **Evidence of attendance** – If you are making a claim that a learner (or a teacher) is frequently absent, use the attendance register as evidence. Analyse how many days of absence are registered and whether there is any pattern related to that absence. For example – is the learner frequently absent on a particular day? During a particular lesson? During a particular time of the day?
- **Evidence of performance** – Report cards, photographs or learners' work can be used as evidence to demonstrate learners' performance.
- **Evidence of conduct** – School Safety Committee meeting minutes, notes about behaviour or a log of actions can be used as evidence. For example, you heard a rumour that a teacher is using corporal punishment. What evidence of that do you have – and what evidence do you have of the action you have taken? You can collect a testimony from a learner or a witness, you might have a note or another form of a report or a log of conduct. These are all forms of evidence you can use.
- **Interviews** – Individual and group interviews or focus group discussions can be powerful tools for gathering information about an opportunity or a problem. Notes and quotations from interviews can be used as a form of evidence.
- **Observations** – Lesson observations, a mindful walk around the school, sitting in the playground and observing interactions between learners or teachers, visiting classrooms and checking school compound can give you information and inspire reflection. Notes from such observations, a photograph, notes from lesson observation can be used as a form of evidence.

Evidence-based school improvement actions

– Various forms of evidence can help you draw findings, reach conclusions and decide what actions to take. Keep notes of all your steps, from gathering evidence to forming conclusions, making recommendations and turning those into plans and actions. All your school improvement actions need to be based on your evidence and findings.

When you implement your school improvement actions, remember to collect evidence of your actions. Make sure you keep all your evidence in the hard copy of the toolkit. This can include:

- **Testimonies and quotes** – From, for example, learners, parents, school governors, teachers, your SQAQ, community members, LLL.
- **Photographs** – Photographic evidence of efforts can be a powerful tool. For example, if you decide to clean up the school environment, you can take a before and after photograph.
- **Videos** – You can record a video of your school improvement actions, for example of your CPD Circle, a learning session. Video can also be a powerful tool to record testimonies. Videos can be submitted to the LLL via WhatsApp rather than in the toolkit.
- **Journal** – Organised notes registering your school improvement actions and reflections on the results of those actions can be used as evidence.
- **Report** – A short report particularising your school improvement actions can be used as evidence.

Remember:

- Ask learners and other stakeholders before you take photographs of them or include them in videos. Some people prefer not to appear in them.
- Be careful about using real names of people in your notes. Always think about the impact if your notes were seen by others.

SLP Assessment Card

Participant's name:						Participant's PIN Code:			
School:						District:			
Name of LLL:									
F2F Workshop attendance & participation (2 or 1 or 0)	Module 1		Module 2		Module 3		Maximum	Sub- Total	%
							6 (5%)		
WhatsApp discussions (2 or 1 or 0)	U1/T4&T5						78 (15%)		
	U2/T1								
	U2/T3								
	U2/T6								
	U3/T3								
	U4/T2								
	U4/T5								
	U5/T2								
	U5/T3								
	U5/T5								
	U6/T3								
	U6/T5								
	U7/T5								
	U8/T1								
Written answers – completed (1 or 0)	U2/T2						17 (15%)		
	U2/T4								
	U3/T4								
	U4/T3								
	U4/T4								
	U8/T2								
Written answers – assessed (3,2,1 or 0)	U9 (all steps)						9 (30%)		
Coaching (2/3/2)	1		1		1		42 (10%)		
	2		2		2				
End of SLP in-school project (2/4/2)	Mastery of ideas						8 (25%)		
	Ideas into practice								
	Real change								
Grand Total %									
Pass or Fail									



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