



School Leadership Programme

Toolkit 1: Leading Safe and Inclusive Schools

Units 1-10

Revised edition 2026

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.

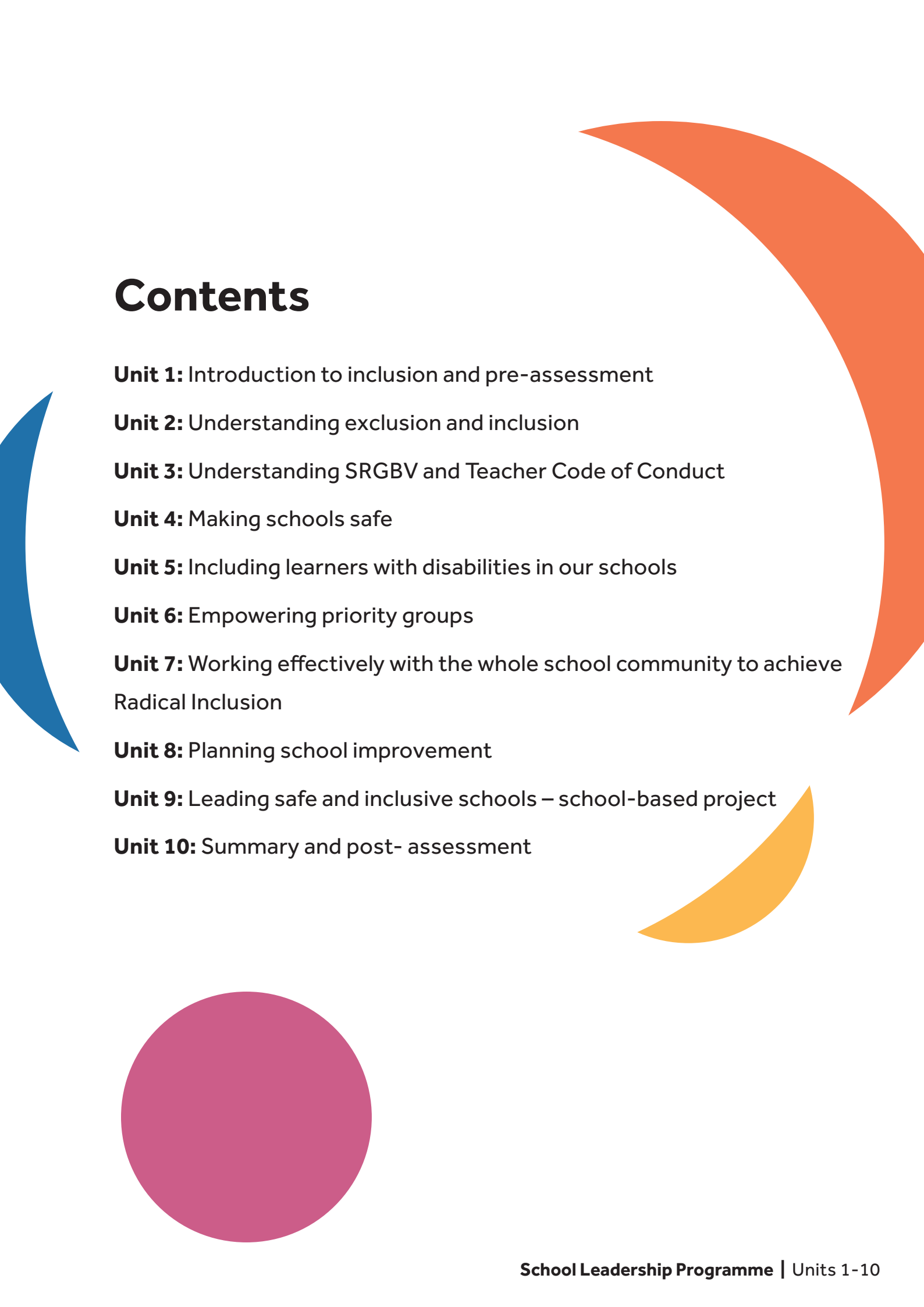
The team that developed the toolkits have drawn on a range of sources for information and ideas. The sources are indicated but if users find any omissions, or any errors in the toolkits, they should contact the TSC.



This work is licensed under a Creative Commons Attribution–NonCommercial 4.0 International License (CC BY-NC 4.0).

You are free to share and adapt this material for non-commercial purposes only, provided you give appropriate credit to the Teaching Service Commission – School Leadership Programme, Sierra Leone.

© Teaching Service Commission – School Leadership Programme, Sierra Leone, 2025.



Contents

Unit 1: Introduction to inclusion and pre-assessment

Unit 2: Understanding exclusion and inclusion

Unit 3: Understanding SRGBV and Teacher Code of Conduct

Unit 4: Making schools safe

Unit 5: Including learners with disabilities in our schools

Unit 6: Empowering priority groups

Unit 7: Working effectively with the whole school community to achieve Radical Inclusion

Unit 8: Planning school improvement

Unit 9: Leading safe and inclusive schools – school-based project

Unit 10: Summary and post- assessment



School Leadership Programme

Leading safe and inclusive schools

Introduction to inclusion and pre-assessment

Week 1 - 4 hours

Unit 1

Unit 1 – Introduction to inclusion and pre-assessment

Learning outcomes

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

- Explain 'inclusive education' and give some examples of inclusion in school
- Explain why school leaders need to promote inclusive education
- Assess how inclusive your own school is now

Reading List:

- **Inclusive education for every child in Sierra Leone policy brief.** UNICEF. Available here:

<https://www.unicef.org/sierraleone/media/3061/file/Inclusive%20Education%20for%20Every%20Child%20in%20Sierra%20Leone%20%E2%80%93%20Policy%20Brief.pdf>

- **Video:** General Inclusive Education.

<https://youtu.be/yC5LiGFqGn8>

Tasks:

Task 1	Watch MBSSE video on inclusive classroom management
Task 2	Peer discussion on WhatsApp
Task 3	Self-study questions about exclusion and inclusion
Task 4	Self-assessment on inclusion
Task 5	Discussion with LLL

Competencies

This Toolkit is designed to help you meet the School Leader competencies. Each Unit will help you work towards achieving the competencies. The full list of competencies can be seen in Unit 10.

Introduction to inclusion and pre-assessment

Week 1 – 4 hours

The aim of this unit is to build your skills, knowledge and practices as a leader of a safe and inclusive school.

By completing this unit, you will be able to lead your school community to:

- ✓ Identify learners who are disadvantaged and/or at risk of dropping out of school.

- ✓ Identify needs of disadvantaged learners and the barriers to their learning.

- ✓ Promote inclusion by changing negative attitudes.

- ✓ Promote inclusion in my school by implementing Ministry of Basic and Senior Secondary Education (MBSSE) policies and practices.

- ✓ Take action to make school safe for all.

- ✓ Guide teachers on inclusive teaching and learning.

- ✓ Work effectively with the whole school community to promote inclusion.

- ✓ Use evidence to plan, implement and review improvements to inclusion.

This week you will receive an introduction to the topic of inclusion and assess where you and your school are at now on your journey to becoming more inclusive.



Task 1

Watch MBSSE video on inclusive classroom management

The Government of Sierra Leone, through the MBSSE, has prioritised providing inclusive education in Sierra Leone.

The MBSSE seeks to ensure that schools throughout Sierra Leone are accessible to, and inclusive of, all children – especially those that are typically marginalised or excluded.

The MBSSE has produced a video explaining more about inclusion in Sierra Leonean schools.



Watch the video here: <https://www.youtube.com/watch?v=yC5LiGFqGn8>

You can also find the video by typing the following in your search engine: **Youtube, Sierra Leone general inclusive education, Leh Wi Lan**



Your Local Leader of Learning (LLL) will also share the video in your WhatsApp group.



Task 2

Peer discussion on WhatsApp

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will ask some questions about the **MBSSE video on General Inclusive Education** on WhatsApp. Participate actively in the discussion and share your thoughts and ideas with your peers.

To prepare for the conversation make sure you have watched the video. Then think about some of the following: **a)** What is inclusive education? **b)** Which groups of pupils have typically been excluded from education and why do we need to include them now? **c)** What action is taken in the video to include pupils? **d)** What more can the school leaders do to include pupils?

Notes (use this space to make any notes)



Task 3

Self-study questions about exclusion and inclusion

Leaders play an important role in inclusion and sometimes in exclusion too. They set the culture for everyone else to follow. We are leading schools with many different people, they all have different needs and backgrounds. Being a leader of so many people can be a difficult but rewarding job. It may not always be possible to give everyone in our school everything they need, but we must try and make sure all teachers and pupils are included in our school community. We must help them feel welcome and safe and support them all to thrive. When our school community members succeed, then we succeed as leaders.

1. Write down one thing a good school leaders can do to make their school welcoming and safe for pregnant learners.

2. Write down one thing a good school leader can do to make their school welcoming and safe for girls.

3. Write down one thing a good school leader can do to make their school welcoming and safe for children with disabilities.



Task 4

Self-assessment on inclusion

You are now going to complete a self-assessment. This is not a test; it is just to see where you and your school are now on the journey to inclusion. Answer as honestly as you can. We will re-visit this at the end of the course.

For each statement on the left, give yourself/your school a rating of 1-4 where the following applies:

1: I/we need major support to understand and practice this.

2: I/we have some understanding and some practice is underway, but we need further support to do it for all learners and with increased frequency.

3: I/we have a good understanding of this and show inclusive attitudes while implementing several inclusive practices. Further improvements need support.

4: I/we have excellent understanding and role model good practice, showing others how to change ways of working to be more inclusive.

	1	2	3	4
Example: My school can provide safe and inclusive learning for all		✓		
The Teacher Code of Conduct is displayed for all to see in my school.				
My school has a record showing that all teachers and other education personnel in the school have signed the Teacher Code of Conduct this academic year.				
My school has taken action to prevent violence in school, I can share evidence of this action. (E.g. all canes have been removed from school and there is no corporal punishment, key messages on prohibiting different types of violence have been shared in assembly this month.)				
All adults and pupils in our school can explain the reporting and referral mechanisms related to violence and safety.				
The reporting and referral mechanisms related to violence and safety have been communicated to all through staff meetings, school assembly and posters displayed around the school.				
My school has a process in place to identify children who need additional support and/or are at risk of dropping out of school. I can explain the process to my LLL.				
My school regularly assesses the barriers to learning and takes action to remove barriers. I can give an example of my school doing this for specific learners (e.g. pregnant girls, children with disabilities) within the last month.				



Task 5

Discussion with LLL

Remember that active participation in the LLL discussions is a requirement for passing the course. Please engage openly and honestly with your LLL, there are no right or wrong answers here but your willingness to engage in the discussion, ask questions and discuss areas for improvement, will be assessed.

Together with the LLL, review your self-assessment. Identify areas in which you want to build capacity and areas in which you want to make improvements in your school. We will review these areas at the end of the module.

Learning outcomes

After completing this unit, you should be able to:

- Explain 'inclusive education' and give some examples of inclusion in school.
- Explain why school leaders need to promote inclusive education.
- Assess how inclusive your own school is now.

Tick the ones you can do. If you need further help on any of the learning outcomes, please speak to your LLL, peers and/or School Quality Assurance Officer (SQAQO).

Space for feedback from LLL and notes from any discussions with LLL.

More space available overleaf

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Understanding exclusion and inclusion

Week 2 - 4 hours

Unit 2

Unit 2 – Understanding exclusion and inclusion

Learning outcomes

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

- Identify learners who are disadvantaged or at risk of dropping out of school
- Assess barriers to learning for disadvantaged learners
- Understand key messages of the Radical Inclusion Policy and shared them with the school community
- Challenge myths and negative perceptions about inclusion with factual information

Reading List:

- **An Inclusive Day:** Building Foundations for Learner-Centred Inclusive Education. Videos from EENET. Available here:

https://www.youtube.com/playlist?list=PL3agOPeiZOzH_T5rIN8807NS2Ek34nEih

- **MBSSE Radical Inclusion Baseline Study.** Available here:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/09/Radical-Inclusion-Baseline-Report.pdf>

Tasks:

Task 1	Peer discussion on WhatsApp. Understanding exclusion
Task 2	Self study questions. Looking at my school through learners' eyes
Task 3	Peer discussion on WhatsApp: Looking at my school through learner's eyes
Task 4	Self study information and questions. Barriers to learning in Sierra Leone secondary schools
Task 5	Self-study reading: Radical Inclusion Policy
Task 6	Peer discussion on WhatsApp. Inclusion Myths

Understanding exclusion and inclusion

Week 2 - 4 hours

This week you will review and discuss what you already know about exclusion and inclusion. You will think more deeply about the experiences of marginalised pupils, including their needs and some of the barriers they face. You will recap how the MBSSE Radical Inclusion Policy seeks to better include marginalised pupils in our schools.



Task 1

Peer discussion on WhatsApp: Understanding exclusion

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will ask some questions about **exclusion** on WhatsApp. Participate actively in the discussion and share your thoughts and ideas with your peers. Prepare for the discussion with the LLL by thinking about a time you were excluded from something and how it made you feel.

Notes (use this space to make any notes)



Task 2

Self-study questions: Looking at my school through learners' eyes

Remember this is a graded assignment. Use clear language, neat hand-writing, and correct spelling.

A day in your school as a girl from a low-income family.

Talk to a girl in your school, family or neighbourhood to hear about her daily school experience. Ask her the questions from the template below. You could give out the questions to the girl as a written questionnaire if you think she might be more comfortable to respond honestly in that way. Don't include the girl's name anywhere, this is anonymous and just an example.

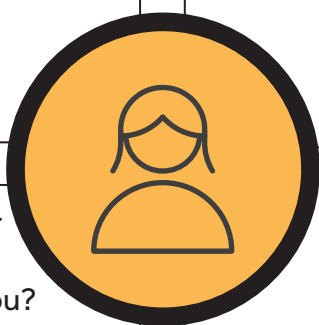
Answer the questions in the template below.

1. Arrival at school - Are you likely to arrive at school on time? What are some of the factors that may affect your punctuality and attendance? What tasks are you likely to have before the school? What transport mode are you using?

2. Lessons - Are you able to concentrate? Did you eat breakfast before the lessons? Do you have a notebook? Do you have a pen? How does your uniform look? Are you on your period? What worries you may have related to your period? Are you prepared for lessons?

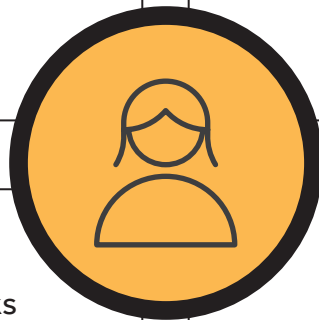
3. Break-time - How do you spend your break? Do you have lunch or money to buy lunch? How do other pupils treat you?

4. Friendships - Who is your friend? How are you supported by your friend? What are some of the reasons that you appreciate your friend?



5. Interactions with teachers - What are the characteristics of teachers who scare you or who you do not like? What are the characteristics of teachers who you like and who support you?

6. Performance - Are you able to perform to the best of your ability? What do you need from school to help you perform at your best?



7. How do you go about meeting your needs when they are not provided by your school? What are some of the risks that you have to take and challenges you face trying to meet your needs?

8. Self esteem - How do you feel about yourself when you are in school?

9. Ideal teacher - If you could design an ideal teacher who would be very supportive to you, what qualities would that teacher have?

10. Ideal school - If you could design an ideal school for girls like you, what would be some of the characteristics of that ideal school?

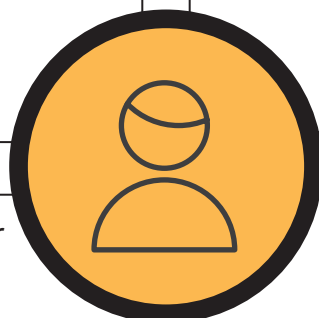
A day in your school as a boy with a mild hearing impairment.

Talk to a boy in your school, family or neighbourhood to hear about his daily school experience. Ask him the questions from the template below. You could give out the questions to the boy as a written questionnaire if you think he might be more comfortable to respond honestly in that way. Don't include the boy's name anywhere, this is anonymous and just an example.

Answer the questions in the template below.

1. Arrival at school - Are you likely to arrive at school on time? What are some of the factors that may affect your punctuality and attendance?

2. Lessons - Are you able to participate fully in lessons? Can you follow what the teacher is saying? Can you participate fully in pair or group work? What do you do if you can't hear an instruction? Do you have books or learning materials?



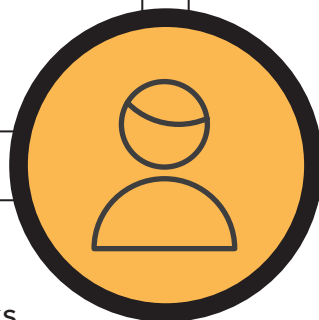
3. Break-time - How do you spend your break? How do other pupils treat you?

4. Friendships - Who is your friend? How are you supported by your friend? What are some of the reasons that you appreciate your friend?

5. Interactions with teachers - What are the characteristics of teachers who scare you or who you do not like?

What are the characteristics of teachers who you like and who support you?

6. Performance - Are you able to perform to the best of your ability? What do you need from school to help you perform at your best?



7. How do you go about meeting your needs when they are not provided by your school? What are some of the risks that you have to take and challenges you face trying to meet your needs??

8. Self esteem - How do you feel about yourself when you are in school?

9. Ideal teacher - If you could design an ideal teacher who would be very supportive to you, what qualities would that teacher have?

10. Ideal school - If you could design an ideal school for girls like you, what would be some of the characteristics of that ideal school?



Task 3

Peer discussion on WhatsApp: Looking at my school through learner's eyes

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded. Make sure you complete Task 2, on the previous page, before this discussion.

Your LLL will facilitate a WhatsApp discussion to talk about your answers to Task 2. You will need to share your reflections on the experiences of a boy from a poor family and a girl with a mild hearing impairment. Participate actively in the discussion and share your thoughts and ideas with your peers.

Make notes during the discussion. Afterward, write down one key thing you learned.

Notes (use this space to make any notes)



Task 4

Self-study information and questions. Barriers to learning in Sierra Leone Secondary Schools

This is a graded assignment. In this assignment you will be assessed on your understanding of barriers to learning faced by learners and the opportunities to overcome these barriers. Write in clear language, use good hand-writing and correct spelling before submitting.

Below are some quotations from our secondary schools in Sierra Leone. They were collected during recent research¹ by MBSSE and Leh Wi Lan. They show real barriers faced by real children in our schools.

Read each example carefully. Write down what you would do to support the learner in each example.



"In my area there is a teacher who expressed interest in the school girl, the girl said she is not interested. So, when she comes to school, he beats her. Anytime he will give her assignment and even if she did the assignment and submitted it to him, he will say she did not do it correctly and fail her, just because of the interest he has in her".

Member of a low-income household in Western Rural

My response to improve the situation for this learner:

(For example, what laws and regulations are broken within this situation? What steps would you take to address the situation?)

Would you report the situation, why, how? What would you say to the teacher? How would you ensure the pupil is safe in school? How would you maintain confidentiality? How would you ensure it didn't happen again?)

¹ Quotes taken from: Radical Inclusion Baseline Study (2022) available on the Education Knowledge Platform <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/09/Radical-Inclusion-Baseline-Report.pdf> and School Exclusion, Perceptions of Violence and SRH Report (2024).



"Those senior boys are in the habit of hitting me on the head, and they are calling me names for the problem I have with my foot."

A student with a disability in Bombali

My response to improve the situation for this learner:

(For example, what would you say to the boys? How would you ensure the pupil is safe in school? How would you ensure children are not bullied because of a disability? How would you educate others in school about disabilities?)



"Most of the time, those who come to school without lunch tend to isolate themselves in school. And they also isolate themselves either because they do not speak good Krio or because they are not dressing as their colleagues do."

Teacher in Bo

My response to improve the situation for the learner:

(For example how could you make pupils feel more included? How could you help pupils from poor backgrounds feel more confident and able to socialise? How could you reduce stigma, bullying, harassment in relation to poverty?)



"When they come to school, you will see them sleeping. When you ask them, they will tell you they are staying with people who sell food very early in the morning. So, they have to wake up very early in the morning to help prepare the food. They don't have time to study. Here is the only place they have time to rest."

Principal from Bombali

My response to improve the situation for the learner:

(For example, how would you find out which learners face this challenge? How could you help them balance home-work and school work? How could you help meet their need to rest whilst also helping them learn?)



"I was finding things very difficult because my aunt refused to pay the money for my school that was sent by my uncle to her. So, I had to date a boyfriend just for me to survive and support my education. I really didn't intend on keeping my boyfriend, but I had no choice... just to have something to support myself and my education"

Learner in Western Area Rural who had become pregnant while living away from her parents to attend school

My response to improve the situation for the learner:

(For example, how would you ensure this pupil faced no further harm? How would you support pregnant learners to be safe and learn well in school? How would you support other pupils at risk of this situation? How would you engage parents and community to support pregnant learners?)



"One of the key reason boys are not performing well is that they were busy planting marijuana in the bush. Sometimes we don't see them for one or two weeks as they are in the bush in their marijuana farms. Then when you look at their performance in class, you will find out that they are the ones giving us far more problems than the girls. Even right now you will find many boys lying on the floor after having taken drugs like Kush. It is these same boys that will become problem to the society in the near future. It is these same boys that are becoming criminals to make money to pay for drugs, it is these boys that impregnate school going girls. You see, it is a vicious cycle".

Principal in Western Rural

My response to improve the situation for the learner:

(For example, how would you identify the boys facing this challenge? What could you do to support them? How could you engage the wider community to support these boys and their learning?)

Many of these barriers come from deep-rooted issues that we alone cannot resolve. But there are actions we can take in our schools to try and become more inclusive. We can start by understanding the needs of our pupils and teachers and making our school a safe and welcoming place for everyone.



Task 5

Self-study reading: Radical Inclusion Policy

The MBSSE has introduced the Radical Inclusion Policy and some useful tools to help schools be safe and welcoming for all. This course will help you implement the Radical Inclusion Policy by practicing some habits and ways of working which will allow you to integrate inclusion into what you're already doing in your work.

You may already be familiar with MBSSE's Radical Inclusion Policy. Have you read it recently?

Read the summary in the box below.



Radical Inclusion Policy Summary

The Radical Inclusion Policy seeks to ensure that schools throughout Sierra Leone are accessible to, and inclusive of, all pupils – especially those groups that are historically marginalised or excluded from formal schooling. It focuses on four **marginalised groups**:

- Girls, especially girls who are pregnant or have been pregnant and are parent learners;
- Pupils with disabilities;
- Pupils in rural and underserved areas; and
- Pupils from low-income families.

These groups are called 'marginalised' because they face especially high barriers in education. Being a 'marginalised learner' does not mean being a minority: if we added together all the children and young people in Sierra Leone with these challenges, we might find they are the majority. So, our schools need to work for pupils facing these barriers.

The goals of the Radical Inclusion policy are to:

1. remove all infrastructural and systemic policies and practices that limit learning for any child, and
2. provide a roadmap to education stakeholders to ensure that all pupils, regardless of their status in society, have access to an inclusive and positive schooling experience.

The policy has four **broad objectives** to improve the learning experience of marginalised groups:

Policy Statement 1: Create inclusive learning environments.

Policy Statement 2: Target support to vulnerable learners.

Policy Statement 3: Engage families and communities.

Policy Statement 4: Enable policy environment and effective implementation.



You can read the full policy at:

<https://mbsse.gov.sl/wp-content/uploads/2021/04/Radical-Inclusion-Policy.pdf>

You can also find the policy by typing in your search engine: MBSSE Radical Inclusion Policy, Sierra Leone.

Share the Radical Inclusion Policy with all colleagues and parents. It can be shared through the next staff meeting.

Answer the 4 questions below using information from the Radical Inclusion Policy.

1. What is the aim of the Radical Inclusion Policy?

2. Which four marginalised groups are prioritised in this policy? Why do you think they are prioritised?

3. What are some of the ways the policy aims to create an inclusive learning environment?

4. What are some of the ways the policy aims to target support to vulnerable learners?



Task 6

Peer discussion on WhatsApp. Inclusion Myths

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will ask some questions about inclusion myths on WhatsApp.

Prepare for this discussion by thinking about some of the misconceptions people have about inclusion.

Participate actively in the discussion and share your thoughts and ideas with your peers.

During the discussion take notes and record any key learning about exclusion, barriers to education and inclusion during this unit.

Notes (use this space to make any notes)

Learning outcomes

After completing this unit, you should be able to:

- Identify learners who are disadvantaged or at risk of dropping out of school ☐
- Assess barriers to learning for disadvantaged learners ☐
- Understand key messages of the Radical Inclusion Policy and share them with the school community ☐
- Challenge myths and negative preconceptions about inclusion with factual information ☐

Tick the ones you can do. If you need further help on any of the learning outcomes, please speak to your LLL, peers and/or SQAQO.

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Understanding SRGBV and Teacher Code of Conduct

Week 3 - 4 hours

Unit 3

Unit 3 – Understanding SRGBV and Teacher Code of Conduct

Learning outcomes

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

- Explain the negative impact of SRGBV on learners
- Understand and share key messages in the Teacher Code of Conduct, especially those relating to violence and corporal punishment
- Know what to do if a teacher breaches the Code of Conduct

Reading List:

- **Assessing Learners’ Knowledge, Attitudes and Practices around School-Related Violence and Sexual and Reproductive Health.** Leh Wi Lan. Available here:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2024/09/FINAL-Info-brief-learners-KAP-baseline-survey-1.pdf>

- **Assessing Teachers’ Knowledge, Attitudes and Practices around School-Related Violence and Sexual and Reproductive Health.** Leh Wi Lan. Available here:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2024/09/FINAL-Info-brief-teachers-KAP-baseline-survey-1.pdf>

- **Poster:** National Referral Protocol: How do I refer a report of violence?

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/09/National-Referral-Protocol-school-poster-1.pdf>

Tasks:

Task 1	Self-study information and questions. Understanding SRGBV
Task 2	Organise staff training session about Teacher Code of Conduct
Task 3	Peer discussion on WhatsApp. Enforcing the Teacher code of Conduct
Task 4	Self-study questions. Enforcing the Code of Conduct

Understanding SRGBV and Teacher Code of Conduct

Week 3 - 4 hours

This week you will build knowledge, skills and practices to keep your learners and colleagues safe in school. You will build understanding of school-related gender based violence (SRGBV) and key MBSSE policies or guidelines and how to implement them effectively in your school, including the Teacher Code of Conduct, the National Referral Protocol and the ban on corporal punishment.



Task 1

Self-study information and questions:
Understanding SRGBV

The quotes below are real examples¹ of School-Related Gender-Based Violence (SRGBV) in our secondary schools in Sierra Leone.



"The boys in the school are asking us to be in a love relationship. If you refuse them, they will wait in the community, where they will either find ways to punish you or find ways to get you somewhere and try to have sex with you by force."

A female student in Koinadugu



"When the teacher has some problems at home and comes to school to teach, the little problem a student causes, he will correct them the wrong way by using violence."

A mentor in Falaba

¹ Quotes taken from: Radical Inclusion Baseline Study (2022) available here <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/09/Radical-Inclusion-Baseline-Report.pdf> and School Exclusion, perceptions of Violence and SRH Report (2024) available here <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2024/05/School-exclusion-perceptions-of-violence-and-SRH.pdf>

SRGBV is defined as physical, psychological or sexual violence against pupils occurring in and around schools. It can be committed by teachers, community members, parents, relatives and fellow pupils.

Some examples of SRGBV include:

- Caning
- Exposing private body parts
- Hitting, slapping, punching
- Unwanted recurrence of staring, following, texting, phoning
- Being placed in painful body postures
- Abusive, aggressive or threatening language
- Actual/attempted rape
- Humiliating pupils by calling them stupid, lazy or other negative names
- Pinching
- Offering high grades, food, lifts, school fees in exchange for sex
- Sexually explicit language
- Early marriage or forced marriage
- Genital cutting (FGM)
- Verbal harassment
- Shaking, choking
- Groping, indecent touching
- Excessive exercise drills or labour as punishment
- Bullying, teasing or ridiculing.

Put each of the examples of violence under the correct category in the table below.

Physical violence	Psychological violence	Sexual violence

SRGBV is not tolerated. It can have long lasting negative consequences, including:

- SRGBV violates children's fundamental human rights and is a form of discrimination. Children have the right to be protected from all forms of violence, including in their school lives.
- Experiencing SRGBV can impact children's well-being, their physical and emotional health, as well as harming their personal development.
- SRGBV interferes with the education of many young people. It often leads to lower academic achievement and school dropouts.

All schools must have a 'zero-tolerance' rule against violence. All school leaders should help enforce this.

Using findings from your reading as well as your prior knowledge explain why violence occurs in schools.

Using findings from your reading and your prior knowledge, list some of the actions you and your schools can immediately take to prevent violence in and around you school.

MBSSE has introduced a number of policies, guidelines and tools to help make our schools safe for everyone. As school leaders we need to be aware of these policies and ensure their effective implementation.

In this module we will look at three key areas of safety:

1	Teacher Code of Conduct
2	Positive behaviour management
3	Reporting and referring cases of violence

Notes (use this space to make any notes)

How can we enforce the Teacher Code of Conduct?



Task 2

Organise staff training session about Teacher Code of Conduct



Read the Teacher Code of Conduct. We will refer to it throughout this unit.

You can read it here:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2021/03/Code-of-conduct-for-teachers-and-other-educational-personnel-in-Sierra-Leone.pdf>

Below are some extracts from the Teacher Code of Conduct related to school safety. **Read them carefully.**



Teachers and other education personnel shall:

- Ensure that learners are treated with equality, dignity and respect and their rights fully protected;
- Establish and maintain zero tolerance for all forms of School Related Gender-Based Violence (SRGBV) including exploitation and abuse, physical and humiliating forms of punishment, psychological abuse and child labour;
- Eliminate all forms of discrimination at all times;
- Employ positive methods to correct learners' behaviour, promote discipline, and ensure zero tolerance for corporal punishment;
- Avoid all types of conduct which may constitute sexual harassment of colleagues which includes unwelcome touching, pinching, patting, grabbing or brushing;
- Not engage in any unprofessional practices such as examination malpractice, favouritism, selling in classroom, bribery, corruption and soliciting gifts, sex for grades, etc;
- Maintain confidentiality of information about learners or colleagues obtained in the course of professional services, unless disclosure serves a compelling professional purpose or is required by Law.

As a school leader you should help ensure everyone in your school has access to the Teacher Code of Conduct. Teachers should read it when they start at your school and then re-read it annually and sign it. They need to understand which behaviours are not acceptable as well as the reporting channels and consequences of breaking the Code. Some teachers may need help understanding what it all means.

Organise a staff training session. Present Teacher Code of Conduct in that session. Ask every teacher to sign the Teacher Code of Conduct every year, in September.

Tick here when you have done it.



Task 3

Peer discussion on WhatsApp: Enforcing the Teacher Code of Conduct

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will ask some questions about Enforcing the **Teacher Code of Conduct** on WhatsApp. Prepare for the discussion with the LLL by thinking about how you can ensure everyone in your school reads and adheres to the Teacher Code of Conduct. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)



Task 4

Self-study questions. Enforcing the Code of Conduct

This is a graded assignment. In this assignment you are expected to demonstrate:

- your knowledge of the Teacher Code of Conduct
- your ability to spot inappropriate behaviours
- your ability to take action
- your ability to use MBSSE policies (for example Teacher Code of Conduct) to promote correct conduct, prevent breaches of conduct and set consequences when breaches of conduct occur
- your ability to reflect and identify areas where you may find difficulties enforcing Teacher Code of Conduct.

Write your responses in full sentences with neat hand-writing and correct spelling. Remember to proof-read your responses before the submission.

Below are three examples of teachers in Sierra Leone who did not adhere to the Teacher Code of Conduct.



Example 1

Some teachers in my school will say everyone should give me NLe 3 when you submit your assignment. If you give him the money he will recognise you in class, he will give you marks on your assignment because you are giving him a small thing. But if you don't give him the money everyday he will make it difficult for you, he will make you fail no matter how best you answered the assignment.

This is an example of harassment and fraud, this behaviour is not tolerated in school and is not in line with the Teacher Code of Conduct.

What part of Teacher Code of Conduct regulates such behaviours?

What does the Teacher Code of Conduct say about breaches of conduct?

What would be your immediate response to this situation?

How would you manage the teacher in this situation? (E.g. would you suspend them or report them?)

Prevention of harassment and fraud is the responsibility of any adult working in a school. What actions would you take to prevent this behaviour happening again? Write your own response or use the prompts to help you.

Prompt 1: Would you communicate with teachers, parents and learners? How would you communicate with each group so they understand, what would you say?

Prompt 2: Would you organise any training? If yes, who would you train and what topics would you cover?

Prompt 3: Would you seek any external support? If yes, from who? What would you discuss with them?

Prompt 4: What else could you do to discourage fraudulent behaviour among teachers in future?

Changing behaviours and old habits is not easy. We all find it difficult to challenge deeply rooted behaviours. However, it is the right and critical thing to do to keep our school safe. What would you find challenging if you were enforcing consequences for teachers who breached the Code of Conduct in this way?

How could you overcome these challenges?

Who could you ask for support to overcome these challenges?



Example 2

I don't feel safe in school because one teacher is always using flogging. I don't want to be flogged in school. That is why I am very careful with my friends so that I will not do something in school that will allow the teachers to flog me. But sometimes they flog because they are angry or just because they want to. It feels like I cannot avoid this flogging. Sometimes I want to come late so I miss this teacher's lesson.

This is an example of corporal punishment and this is prohibited in schools. It is not in line with the Teacher Code of Conduct.

What part of the Teacher Code of Conduct regulates such behaviours?

What does the Teacher Code of Conduct say about breaches of conduct?

What would be your immediate response to this situation?

How would you manage the teacher in this situation? (E.g. would you suspend them or report them?)

Prevention of corporal punishment is the responsibility of any adult working in a school. What actions would you take to prevent this behaviour happening again? Write your own response or use the prompts to help you.

Prompt 1: Would you communicate with teachers, parents and learners? How would you communicate with each group so they understand, what would you say?

Prompt 2: Would you organise any training? If yes, who would you train and what topics would you cover?

Prompt 3: Would you seek any external support? If yes, from who? What would you discuss with them?

Prompt 4: What else could you do to end corporal punishment in school?

Changing behaviours and old habits is not easy. We all find it difficult to challenge deeply rooted behaviours. However, it is the right and critical thing to do to keep our school safe. What would you find challenging if you were enforcing consequences for teachers who are using prohibited corporal punishment?

How could you overcome these challenges?

Who could you ask for support to overcome these challenges?



Example 3

Sexual harassment occurs in our school. A teacher could choose you to be his girlfriend. If you deny then the teacher will mistreat you in school. He will call you names and make the class laugh at you. He will still touch your body. It is just because he has interest in you. He will tell you not to report it because if you do he will do it more.

MBSSE has a ZERO TOLERANCE policy against sexual harassment in school. Sexual harassment is a breach of the Teacher Code of Conduct.

What does the Teacher Code of Conduct say about sexual harassment?

What would be your immediate response to this situation if it happened in your school?

What would you do if these were not rumours, but allegations made by a learner against a teacher?
How would you report and refer the case?

Prevention of all sexual misconduct and harassment is the responsibility of every adult working in a school.

What actions would you take to prevent sexual harassment in the school? Write your own response or use the prompts to help you.

Prompt 1: How would you communicate with teachers, parents and learners so they each understand what sexual harassment is, how to prevent it and how to report it safely when it happens?

Prompt 2: Would you organise any training? If yes, who would you train and what topics would you cover?

Prompt 3: Would you seek any external support? If yes, from who? What would you discuss with them?

Prompt 4: What else could you do to prevent sexual harassment in school?

Reporting rumours or allegations of sexual harassment is difficult and can be uncomfortable. It is however, the right thing to do. Learners are our priority and we have the responsibility to safeguard them from any harm when they are at school.

What are some of the challenges you might face reporting sexual harassment or misconduct?

How could you overcome these challenges?

Who could you ask for support to overcome these challenges?

Remember that you also need to ensure confidentiality when asking for support.

All of the examples above are a breach of the Teacher Code of Conduct. Sexual, financial and violent malpractices could lead to dismissal from the teaching profession. If you become aware of such an incident you should report it to the relevant authorities immediately. To report sexual harassment and misconduct, follow the National Referral Protocol and report to the School Safety Committee as well as appropriate external services: 112 Police and 117 Health.

The national phone number to report corporal punishment and other breaches of the Teacher Code of Conduct is **116**. It can be used by teachers, parents or any community members. Additionally, TSC set up this channel to report breaches of the Teacher Code of Conduct

<https://tsctmis.org/complaints>

What is the National Referral Protocol and what is the procedure to follow it in your locality? In the space below describe the steps you need to take to report sexual harassment and other forms of gender-based violence.

Step 1:
Step 2:
Step 3:

Now make a list of local services that can help young people who have experienced violence, including sexual violence. Remember to add their contact details.

Name of service provider	Contact details

Read the boxes below about consequences of breaching the Code of Conduct and how to report any breaches. Share this information with your colleagues.

Breach of the Code of Conduct especially proven sexual and financial malpractices may lead to any or a combination of any of the following:

- Query
- Warning (verbal or written)
- Withholding of salary(ies)
- Suspension of salary(ies)
- Suspension from the teaching profession
- Deletion from the payroll
- Deregistration
- Withdrawal or cancellation of the teaching licence
- Dismissal from the teaching profession and matter handed over to the Sierra Leone Police (in cases of proven sexual, financial and examination malpractices)

Breach of the Code of Conduct in JSS or SSS can be reported to relevant authorities including:

1. Form Teacher/Guidance Counsellor/Mentor
2. Head of School Administration
3. School Safety Committee/School Complaints Committee
4. SLTU school representative
5. Board of Governors
6. Community Teacher Association (CTAs)
7. Child Welfare Committees (CWCs)
8. Sierra Leone Teachers' Union (SLTU)
9. District Education Office (MBSSE)
10. Local Authority
11. Ministry of Social Welfare, Gender and Children's Affairs
12. Ministry in Charge of Education/Gender Desk Officer
13. Teaching Service Commission (TSC)
14. Relevant existing structures

Learning outcomes

After completing this unit, you should be able to:

- Explain the negative impact of SRGBV on learners ☐
- Understand and share key messages in the Teacher Code of Conduct, especially those relating to violence and corporal punishment ☐
- Know what to do if a teacher breaches the Code of Conduct ☐

Tick the ones you can do. If you need further help on any of the learning outcomes, please speak to your LLL, peers and/or SQAQO.

Space for feedback from LLL and notes from any discussions with LLL.

More space overleaf

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Making schools safe

Week 4 - 4 hours

Unit 4

Unit 4 – Making schools safe

Learning outcomes

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

- Understand which actions/behaviours are not acceptable as methods of discipline in school
- Use positive discipline strategies and continuously guide teachers in your school to use positive discipline strategies for behaviour management
- Understand and share key messages of the National Referral Protocol with members of your school community
- Know how to report and refer cases of violence using the National Referral Protocol
- Support teachers in your school to understand the term 'survivor centred' and apply it when dealing with cases of violence
- Support teachers in your school to understand 'confidentiality' and be able to maintain it when dealing with cases of violence

Reading List:

- **MBSSE Guidance on Alternatives to Corporal Punishment.** Available here:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2024/05/Alternatives-to-Corporal-Punishment-in-Schools-in-Sierra-Leone.-A-Training-Booklet-to-End-Violence-in-Schools.pdf>

- **Understanding Violence in Secondary Schools in Sierra Leone.** Leh Wi Lan. Available here:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2024/05/Understanding-Violence-in-Secondary-Schools.pdf>

- **Video:** Announcement of the prohibition of corporal punishment in schools

<https://www.facebook.com/CRTVweb/videos/869139624318599/>

- **Video:** How to refer a case of violence in a confidential and survivor centred way

<https://youtu.be/o-8HMo3Zzlg>

Tasks:

Task 1	Self-study information. Corporal punishment is banned!
Task 2	Peer discussion on WhatsApp. Corporal punishment
Task 3	Reflection questions. Why should we stop corporal punishment?
Task 4	Information and reflection questions. Strategies for positive discipline
Task 5	Peer discussion on WhatsApp. Challenges stopping corporal punishment and using positive discipline
Task 6	Self-study information and questions on the NRP
Task 7	Peer discussion on WhatsApp. Maintaining confidentiality

Unit 4: Making schools safe

Week 4 - 4 hours

This week you will build knowledge, skills and practices to keep your learners and colleagues safe in school. You will strengthen your understanding of preventing, reporting and referring incidents of violence and associated MBSSE policies and guidelines, including the National Referral Protocol and the ban on corporal punishment.

How can we reduce corporal punishment and strengthen positive discipline?



Task 1

Self-study information: Corporal punishment is banned!

In April 2023, with the enactment of the Basic and Senior Secondary Education Act, 2023, Sierra Leone explicitly prohibited corporal punishment of children in schools.

The Basic and Senior Secondary Education Act

72. (1) Corporal punishment and all other forms of degrading punishment designed to cause, or create fear of physical pain in a pupil, administered or threatened for the purposes of domination or control are prohibited.

“corporal punishment” means any punishment in which physical force is used and intended to cause some degree of pain or discomfort.



You can watch the Minister of MBSSE at the time, David Moinina Sengeh, announce the prohibition of corporal punishment in schools here:

[https://www.facebook.com/CRTVweb/videos/869139624318599/.](https://www.facebook.com/CRTVweb/videos/869139624318599/)



You can also find it by searching ‘Minister Sengeh, prohibition of corporal punishment’, on Google.

Your LLL will also share the video in your WhatsApp group.



Task 2

Peer discussion on WhatsApp: Corporal punishment

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will ask some questions about **corporal punishment** in your WhatsApp group. Prepare for the discussion with the LLL by thinking about why the government has banned corporal punishment, what the community's response to this is and how schools can help communities understand why corporal punishment is prohibited. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)



Task 3

Reflection questions: Why should we stop corporal punishment?

This is a graded assignment. You will be guided to imagine yourself in the position of someone receiving corporal punishment and are expected to demonstrate empathy and understanding of how learners feel facing corporal punishment in school. You should understand and explain the long lasting negative consequences of corporal punishment on pupils.

Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before the submission.

Corporal punishment is an example of violence. Earlier we discussed SRGBV is not tolerated because it can have long-lasting negative impact. This is also true for corporal punishment.

Imagine one day you had to take your child to hospital in the morning, because of this you arrived one hour late at your School Leadership training session. The LLL who was leading the session flogged you in front of everyone. How would you feel?

Now imagine you got an answer incorrect in your School Leadership WhatsApp group. Everyone laughed at you and thereafter called you the stupid one. How would you feel?

If this treatment continued you may even feel like you want to drop out of the course.

Imagine how pupils feel when they experience flogging and humiliation in school. It will be very similar to how you felt. Just because they are children doesn't mean it is right to discipline them in a harmful way.

Reasons to stop all forms of corporal punishment:

- Government has banned corporal punishment in schools in Sierra Leone.
- Harmful to children causing physical and emotional pain.
- Can cause long-term psychological damage.
- Can negatively affect cognitive development, preventing children from learning well.
- It achieves discipline by making children do what teachers want them to do out of fear of the consequences, not because they are taking responsibility for their own actions.
- Children can resent the learning experience and, as a result, do not value education.
- Can cause children to be more aggressive and use violence in and around school.

Can you add any more reasons?

Use these reasons in conversations with others to stop them from using corporal punishment.



Task 4

Information and reflection questions: Strategies for positive discipline

This is a graded assignment. This task aims to develop deeper understanding of what positive discipline is and how to use it effectively in the classroom. You are expected to demonstrate your understanding of positive discipline and its practical application in school. Use real life examples from your own school and practice as evidence in your responses. Use clear language, neat handwriting, and correct spelling. Remember to proof-read your responses before the submission.

We need discipline in our schools to enable everyone to be safe, and to allow teachers and pupils to perform at their best. Discipline can be achieved without any violence. **Positive discipline gives pupils the skills to make good choices, learn self-control and be responsible for their own behaviour.** It includes clearly agreed rules on what is acceptable and not acceptable, on rewarding pupils who behave well with praise.

Positive discipline is respectful to both the teacher and the learner. It teaches children that all our actions have consequences and that breaking the rules has negative consequences. Remember that in positive discipline consequences are related to the offence: for example - if a learner is late for a lesson, the learner will need to carry extra homework or stay after school to cover the material of the part of the lesson (s)he missed. If a learner writes on a classroom wall, the learner will need to repair the damage and clean all the walls after lessons. Consequences do not involve physically harming the pupil or humiliating them. Instead, consequences help the pupil understand the effect of their behaviour and take action to correct it.

The MBSSE has created guidance on using positive discipline and ending corporal punishment in schools. This task uses information from the resource.



Read the resource *Creating Safer Schools: Alternatives to Corporal Punishment in Schools in Sierra Leone. A Training Booklet to End Violence in Schools.*

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2024/05/Alternatives-to-Corporal-Punishment-in-Schools-in-Sierra-Leone.-A-Training-Booklet-to-End-Violence-in-Schools.pdf>

Read the following strategies for creating a positive learning environment and reducing the likelihood of poor behaviour.

There are eight statements. Colour four statements green, these are the ones you think your school is doing well. Colour four statements orange, these are the ones you would like to improve in your school.

Set a whole school policy for positive discipline. Everyone will need to stop using corporal punishment and use similar strategies throughout the school. That way the pupils understand expectations and consequences. Teachers will feel supported as they all approach discipline in the same way. This should be clearly explained in a school policy.	
Set clear rules and consequences and be consistent in enforcing them. School rules and consequences should apply equally to everybody. Rules should be clearly communicated to everyone so they understand. Make sure that any disciplinary action is carried out consistently and fairly.	
Role model desired behaviour. All adults in school should model desired behaviour, including good timekeeping, being respectful, being prepared for lessons, and never using verbal or physical violence.	
Build positive relationships with pupils. Build a relationship of trust in which learners feel understood, respected and recognised for who they are. Do things like: remember their names, ask how they are if they have been ill, talk to them to get to know them, make it clear that you care about them. A positive relationship will help prevent poor behaviour.	
Use the power of positives. Show and tell pupils what to do, not just what not to do. Say 'yes' more often than you say 'no'. Acknowledge positive behaviour and quickly re-direct negative behaviour so that it does not get attention and disrupt the class.	
Reward good behaviour and celebrate success. Rewards can be as simple as a smile, praise, public acknowledgement. Reward systems may include things like achievement awards.	
Prepare yourself for every lesson. Lessons should always be well prepared. Arrive at class on time. Have the lesson planned in advance and any learning resources ready. This will enable you to keep a good pace in the lesson and keep learners engaged.	
Ensure pupils are actively engaged in learning. Ensure work is at the right level for the pupils it shouldn't be too difficult or too easy as then they will disengage. Make the lesson activities relevant and interesting for pupils. Provide opportunities for them to work in groups and discuss answers.	

Using real-life examples from your school, reflect on the type of discipline that your school uses. What are some of the strengths of these strategies? What does not work well? As a member of the Senior Leadership Team, what steps will you take in the next 10 days to make changes in your schools to improve the discipline policy and strategies? Use examples from the table, focusing on strategies you coloured orange.

Even with all the above strategies in place, pupils may still break school rules with inappropriate behaviour.

Schools should be prepared to use positive discipline strategies to resolve any incidents. Sanctions may need to be used to correct the behaviour, prevent recurring issues and ensure pupils understand why their behaviour was inappropriate and how they are expected to behave in accordance with agreed school rules.

Below are some sanctions that use positive discipline. Read them carefully.

First talk to the pupil and understand why they behaved in this way

Often poor behaviour results from factors outside a child's control and, therefore, disciplining the child will not eliminate the behaviour. Instead, other interventions and support for the child are required. For example, sometimes children come late to school because they were sent by parents to run errands. You may need to speak to the parents instead.

Formal verbal warning

Talk to the pupil about their behaviour. Encourage them to reflect on what they did and explain the impact of their behaviour. Together review how it breaches school rules and agree that it should not be repeated. A written record may be kept of the incident and if it happens again a more severe sanction may be needed.

Time out

Remove the learner from the situation in which he or she is unable to exercise self-discipline. The learner should continue their academic work away from their peers. They should use the time to reflect on the incident and behaviour and receive any counselling. It is for a limited period of time (e.g. 30 minutes) and pupil safety and welfare must be maintained throughout.

Talk to a senior teacher

The pupil reports to a senior teacher to discuss what they did, why and reflect on the impact. Together they can agree any consequences and/or agree how they will change their behaviour to adhere to rules in future.

Talk to parents/caregivers

The teacher speaks with the parents about the behaviour incident. Together they can understand why it happened and agree how to change behaviour and prevent it from happening again. They may decide on consequences together.

Refer to relevant services

For severe breach of school rules a pupil may need to be referred to support services. For example, they may need counselling or medical support. This should be done in collaboration with their parents or carers.

Name up to three strategies that your school uses to encourage learners to develop self-discipline.

How do teachers in your school know which sanctions to use and when? (You will need to talk to teachers to find out). What could you do to help all teachers better understand which sanctions to use and when?

Interview one boy and one girl from the school about the discipline within the school. Pick low-performing or misbehaving learners for this interview. Ask learners what they think about the discipline methods within the school and to reflect which of these methods are most successful in helping them to self-correct. Use evidence from this interview to reflect on how learners in your school feel about the school discipline, what is done well in the opinion of learners and what should still be improved. Make notes on what you find below.

As a school leader you need to ensure all rules and consequences/sanctions for breaking the rules are consistent across the school and understood by all pupils and teachers. Rules and sanctions will only work if they are enforced fairly and consistently. Ideally, they should be written into a school behaviour policy that is communicated to everyone.



Task 5

Peer discussion on WhatsApp. Challenges stopping corporal punishment and using positive discipline

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

We know that making change is not always easy. Especially when our school community has been used to something for a long time and when the wider community still practices it. This is the case with corporal punishment. When we stop using it, we might feel that the children are unruly, but sometimes it takes time for everyone to get used to the new way of working. As a school leader you need to manage this transition and stay focused on the goal of ending corporal punishment in your school. But you don't have to do it alone. There are places you can get help.

Your LLL will ask you about **your experiences stopping corporal punishment and using positive discipline** in your WhatsApp group. Be prepared to share some of the challenges your school has stopping corporal punishment and be ready to give solutions to others.

Notes (use this space to make any notes)

How can we strengthen violence reporting and referral processes in our school?



Task 6

Self-study information and questions on the NRP

Our schools must have a **zero-tolerance** policy to violence. Sometimes, despite our best efforts, violence will occur in and around school. Our schools need to be able to **report and respond** to cases of violence effectively. Government of Sierra Leone has recently revised the **National Referral Protocol (NRP)**. This guides everyone on *how* to respond to cases of violence in a confidential and survivor-centred way. MBSSE developed some related tools for schools to use. As a school leader you should be familiar with these tools and help your colleagues to use them effectively. The list below provides links to each tool.



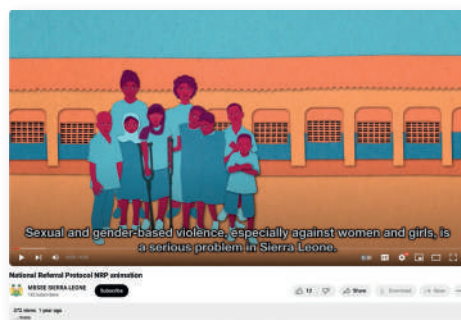
Read each of these documents. Tick the box after you have completed reading it. If you read them before, read them again as part of this task. If you are unable to access the links ask your LLL to share the documents in your WhatsApp group.



Read a summary of the National Referral Protocol (NRP)

I know what the National Referral Protocol (NRP) is:

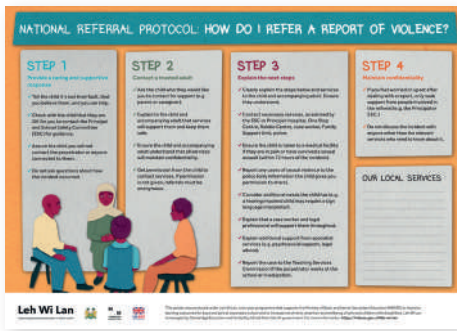
<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/09/National-Referral-Protocol-Summary.pdf>



Watch the video on how to refer a case of violence.

I know how to refer a case of violence in a confidential and survivor-centred way:

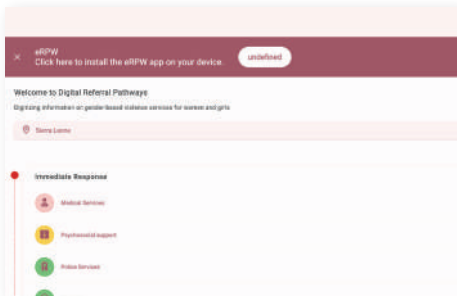
<https://www.youtube.com/watch?v=o-8HMo3Zzlg>



Share the poster on NRP with colleagues.

My colleagues know how to refer a case of violence in a confidential and survivor centred way:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/09/National-Referral-Protocol-school-poster-1.pdf>



Access the e-referral platform and find the services in your local area.

I know how to use the e-referral platform to find local service providers:

<https://sl.erefer.org/en>



After you have read the NRP documents answer the questions below.

1. What does **survivor-centred** mean?

2. What is the first thing you should do if someone reports a case of violence to you?

3. How can you provide a caring and supportive response to a victim of violence?

4. After accessing the e-referral system, list the services available in your area and note their contact details.



Task 7

Peer Discussion on WhatsApp: Maintaining confidentiality

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will ask some questions about **maintaining confidentiality when referring cases of violence** in your WhatsApp group. To prepare for this task think about what confidentiality means in relation to reporting violence, why it is important, and how you can ensure it is maintained when dealing with cases of violence in school. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

Learning outcomes

After completing this unit, you should be able to:

- Understand which actions/behaviours are not acceptable as methods of discipline in school ☐
- Use positive discipline strategies and continuously guide teachers in your school to use positive discipline strategies for behaviour management ☐
- Understand and share key messages of the National Referral Protocol with members of your school community ☐
- Know how to report and refer cases of violence using the National Referral Protocol ☐
- Support teachers in your school to understand the term 'survivor centred' and apply it when dealing with cases of violence ☐
- Support teachers in your school to understand 'confidentiality' and be able to maintain it when stand 'confidentiality' and be able to maintain it when dealing with cases of violence. ☐

Tick the ones you can do. If you need further help on any of the learning outcomes please speak to your LLL, peers and/or SQAQO.

Space for feedback from LLL and notes from any discussions with LLL

More space overleaf

Space for feedback from LLL and notes from any discussions with LLL



School Leadership Programme

Leading safe and inclusive schools

Including children with disabilities in our schools

Week 5 - 4 hours

Unit 5

Unit 5 – Including children with disabilities in our schools

Learning outcomes

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

- Understand and assess barriers to learning for children with disabilities
- Give examples of improvements that have been made to include children with disabilities in schools in Sierra Leone
- Challenge negative perceptions on inclusion of children with disabilities and oppose common myths with factual information
- Plan activities and actions to better include children with disabilities in your school
- Know how to support your school Inclusion Champion to be successful in their role
- Know how to effectively engage the community to better include children with disabilities in your school

Reading List:

- **MBSSE Inclusion Champions Handbook.** Available here:

<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2023/03/The-Inclusion-Champions-Handbook.pdf>

- **UNICEF Education Think Piece on Disability Inclusion.** Available here:

https://www.unicef.org/esa/media/3441/file/EducationThinkPieces_7_DisabilityInclusion.pdf

Tasks:

Task 1	Self-study information and questions. Barriers faced by children with disabilities.
Task 2	Peer discussion on WhatsApp: Disability misconceptions
Task 3	Peer discussion on WhatsApp: Better inclusion of children with disabilities
Task 4	Inclusion Champions in school
Task 5	Peer discussion on WhatsApp. Engaging the community to support children with disabilities

Unit 5: Including children with disabilities in our schools

Week 5 - 4 hours



Task 1

Self-study information and questions: Barriers faced by children with disabilities

Some children with disabilities are learning well in government and government assisted secondary schools in Sierra Leone. They perform well in their exams and go on to study at university. Children with disabilities can learn well in our schools but we need to make some adaptations to our school and teaching to remove any barriers – this is what we call inclusion. As a school leader you are expected to work with the Principal and other leaders to make the school inclusive for all pupils.

Let's take the case of a pupil (Fatima) who has some difficulty with seeing (a mild visual impairment). She attends a government junior secondary school in Port Loko. What sorts of barriers might she face?

- **Attitude barriers.** The other pupils may bully and tease Fatima.
- **Teacher barriers.** The teacher may not know how to help Fatima. For instance, the teacher may not understand that Fatima needs to sit in the front row of the class so she can see the board more easily. It also means it is easier for the teacher to help Fatima.
- **Resource barriers.** Fatima may need a pair of glasses to read her book but does not have them.
- **Environmental barriers.** Fatima may find it difficult to see in a dark classroom. She may also have difficulties reading signs around the school, or spotting and avoiding litter and dangerous objects that increase the risk of tripping and falling. She may have difficulties seeing and recognising faces of teachers and other learners.
- **Transport barriers.** Fatima may find it difficult to commute to and from school on her own.
- **Psychological barrier.** Fatima may experience low self-esteem and feel inferior among her peers because of the unfair treatment she receives.

Questions

As school leader, what adaptations can you propose to remove some of these barriers?

As a school leader you have an obligation to initiate positive changes in the school, even if you are not a Principal or even if you are a very busy Principal. Who else from the school community will you work with to remove barriers affecting Fatima? What will they do?



Task 2

Peer discussion on WhatsApp: Disability misconceptions

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will share some **disability misconceptions** in your WhatsApp group. Prepare for the discussion by thinking about some of the misconceptions you have encountered about disability. Read and learn more about the lives of persons with disabilities. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)



Task 3

Peer discussion on WhatsApp: Better inclusion of children with disabilities

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Think about a success story from your school or your teaching career about including children with disabilities.

What adaptations did you make to help these learners succeed or be better included? Write this success story from your experience. Share it with your peers in your WhatsApp group.

Notes (use this space to make any notes)

Whilst many children with disabilities face barriers to learning in our schools and communities, the situation is improving. Schools are making efforts to remove the barriers and children with disabilities are being included in learning. Recent research² found examples of pupils with disabilities being supported by their peers.



For example, a father in Bo described the support that his son gives to a school friend with disabilities:

“Very early in the morning, my son will wake up and get dressed, then rush to school. One day, he was asked by his mother, why do you go to school so early? And he said, ‘I have a friend who is disabled, and I have to help him, I have to give him support in his wheelchair to carry him to school.’ So, this is how children should behave, they should be very friendly to those with disabilities.”



The study also found out that teachers were generally supportive of pupils with disabilities. One girl with a disability attending a school in Western Area Rural reported:

“I feel like leaving the school, but the teachers will come to me and tell me not to leave the school.”

² <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/09/Radical-Inclusion-Baseline-Report.pdf>



Task 4

Self-study information and question: Inclusion Champions in school

Information about Inclusion Champions in school

As part of its plans for rolling out the Radical Inclusion Policy, the MBSSE is establishing a system of **Inclusion Champions** in secondary schools. Inclusion Champions play a key role making sure children with disabilities go to school, stay in school and do well in school. Some schools have already received training for Inclusion Champions. If your school has not received this training, you can still access the Inclusion Champions Handbook here:



<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2023/03/The-Inclusion-Champions-Handbook.pdf>

The handbook provides guidance on how to make schools more inclusive.



Be a role model. Demonstrate your care and understanding for children with disabilities and your commitment to including them in your school.



Identify children with disabilities and other special educational needs. The handbook shows you ways to identify these children. Once identified keep an up-to-date list so you can report numbers to MBSSE.



Talk to the child and the child's parents and ask them about their learning needs. Through talking with them, you will have a better understanding of the problems they face and the ways you can help them.



Plan for inclusion. Inclusion isn't something you just do once. It needs to be included in your school development plans and sometimes you may need to allocate budget for it. Specific inclusion activities should be planned, communicated and monitored. You will learn more about school planning later in the course.



If you think a child has a disability, you should **encourage parents to refer children to their primary healthcare unit for screening, assessment and follow-up**. Is there a local NGO that can support the family with this?



Support use and care of assistive devices. Some children with disabilities will be better able to take part in school activities if they have the necessary assistive devices (e.g. glasses, braille books, walking frames, hearing aids). You can encourage children/families to get an assistive device, use it effectively, and look after it properly.



Deliver key messages about disability inclusion in your school and community and challenge any negative stereotypes. This might include challenging some of the myths discussed earlier.

- ✓ **Promote inclusive teaching and learning.** Refer to the Inclusion Champions Handbook and Disability Responsive Pedagogy Guide for ideas on how to support children with disabilities in lessons.
- ✓ **Make your school safe, supportive and accessible for children with disabilities.** Discuss inclusion of children with disabilities at school assemblies to prevent bullying and stigmatisation.
- ✓ **Work with all school stakeholders.** On your own, you cannot make your school disability inclusive. You have to work with all pupils, staff, teachers, parents, District Education Office, local CSOs and NGOs, organisations of persons with disabilities (OPDs) and wider community members.

For more detail on any of these see the Inclusion Champions Handbook and speak to your LLL.

Has your school elected an Inclusion Champion?

If yes, briefly describe their work to date and how school leadership will support them over the next month.

If no, elect an Inclusion Champion first, then describe what the Inclusion Champion will work on, with school leadership support, over the next month.

Question about Inclusion Champions in school

As a School Leader, how will you support the Inclusion Champion in your school to become even more effective? Write three actions you will take this term to support the work of Inclusion Champions.

Action 1:

Action 2:

Action 3:



Task 5

Peer discussion on WhatsApp: Engaging the community to support children with disabilities

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will share some questions about **engaging the community to include children with disabilities** in your WhatsApp group. Prepare for this discussion by reading about disability inclusion and talking to persons with disabilities. Think about how the wider community could provide support in the example of Fatima (from Task 1). Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

Learning outcomes

After completing this unit, you should be able to:

- Understand and assess barriers to learning for children with disabilities. ☐
- Give examples of improvements that have been made to include children with disabilities in schools in Sierra Leone. ☐
- Challenge negative perceptions on inclusion of children with disabilities and oppose common myths with factual information. ☐
- Plan activities and actions to better include children with disabilities in your school. ☐
- Know how to support your school Inclusion Champion to be successful in their role. ☐
- Know how to effectively engage the community to better include children with disabilities in your school. ☐

Tick the ones you can do. If you need further help on any of the learning outcomes please speak to your LLL, peers and/or SQAQ.

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Empowering priority groups

Week 6 - 4 hours

Unit 6

Unit 6 – Empowering priority groups

Learning outcomes

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

- Understand and assess barriers to learning for children from low-income families
- Challenge negative perceptions on inclusion of children from low-income families and oppose common myths with factual information
- Make plans and guide colleagues to better include learners from low-income backgrounds and remove some of the barriers they face
- Understand and assess barriers to learning for pregnant learners and adolescent mothers
- Challenge negative perceptions on inclusion of pregnant learners and adolescent mothers
- Make plans and guide colleagues to better include pregnant girls and mothers in lessons and school

Reading List:

- **Acknowledging and tackling poverty as a barrier to girls' education.** Girls' Education Practice Brief. Available here:

https://girlseducationchallenge.org/media/r1dlwz40/gec_learning_brief_poverty-as-a-barrier_v2.pdf

- **Five ways to support a pregnant or parenting girl to thrive in school.** Girls' Education Practice Brief. Available here:

https://girlseducationchallenge.org/media/ccwpbyk3/gec_practice_brief_3_support_teenage_mothers_v2.pdf

- **Video:** Classroom management strategies for marginalised and vulnerable groups (boy)

<https://youtu.be/LccDNpMU194>

Tasks:

Task 1	Video of a boy from a low-income family
Task 2	Questions on including children from low-income families
Task 3	Peer discussion on WhatsApp. Role models from low-income families
Task 4	Self-study information and questions. Empowering pregnant girls
Task 5	Peer discussion on WhatsApp. Empowering pregnant girls

Unit 6: Empowering priority groups

Week 6 - 4 hours



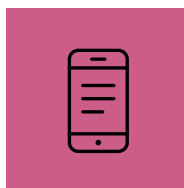
Task 1

Video of a boy from a low-income family

Whilst the introduction of the Free Quality School Education (FQSE) made schooling free for all Sierra Leonean children within school-going age, pupils from low-income families still face many barriers that prevent them from learning. This is why the MBSSE identified learners from low-income families as one of the priority groups in the Radical Inclusion Policy. The barriers these learners face are multiplied if the learner is also from another marginalised group such as girls, having a disability, or living in a rural location.



Your LLL will share a short clip of a video discussing the experience of a boy from a poor background.



Watch the video carefully.

<https://youtu.be/LccDNpMU194>

Notes (use this space to make any notes)



Task 2

Questions on including children from low-income families

1. The video explains some of the challenges this boy faces during his school day. Did you see them? There are many more challenges that he could face beyond the ones described in the video. For example, perhaps he has to work after school to earn money for his family. In the space below write down all the barriers/challenges to learning that the boy from the video could face because he is from a low-income family.

Barrier	Barrier	Barrier
Barrier		Barrier
Barrier	Barrier	Barrier

2. The video gave some examples of how schools can prevent the boy from feeling excluded or marginalised. Write down some of the inclusion strategies from the video.

3. Sometimes teachers and pupils think it is the child's own fault that they are unable to learn well in school. They might think they are lazy and don't try hard enough to learn. How can school leaders help teachers and pupils better understand the barriers faced by children from low-income backgrounds?

4. Sometimes teachers and pupils make the situation worse by demanding illegal fees, making fun of pupils, or punishing them. This kind of behaviour is not acceptable and doesn't help pupils to learn. As a school leader you are responsible for ensuring everyone in school empowers learners from low-income backgrounds and does not exacerbate these barriers. Give one example of how you do this in your school.

Read the box below with some strategies to better include children from low-income families.

As a school leader you can champion inclusion of children from low-income families. What can you do?	
✓	Be a role model. Demonstrate your care and understanding for children from low-income families and your commitment to including them in your school.
✓	Identify children from low-income families who are at risk of exclusion. Make sure teachers are aware of these pupils in their class and able to take positive action to include them.
✓	Make your school is safe and supportive for children from low-income families. Deliver positive messages about inclusion, challenge any negative stereotypes and respond quickly to stop any bullying or harassment.
✓	Talk to the child and the child's parents and ask them about their learning needs.
✓	Support pupils to access resources where they are available. For example any local initiatives providing uniforms, school feeding or books.
✓	Be understanding if they are late or tired in school. Try and find ways to support their learning such as providing books to take home and study.
✓	Take action to stop illegal fees.
✓	Introduce school initiatives to provide essential resources. For example: - Providing menstrual hygiene kits to girls who need them; - Organising care kits for poorest learners (books, soap, socks, etc) - Planting fruit trees in school to supplement school meals with fruits.



Task 3

Peer discussion on WhatsApp. Role models from low-income families

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will set up a WhatsApp group discussion with an adult who is from a low-income family but overcame adversity to be successful. Ask them questions about their **school experience** and what they think needs to be provided for children from low-economic backgrounds to enable them to succeed in school.

Notes (use this space to make any notes)



Task 4

Self-study information and questions. Empowering pregnant girls

The Government of Sierra Leone formally lifted the ban on visibly pregnant girls in 2021 with the National Policy on Radical Inclusion in Schools, developed by MBSSE. This means all schools should provide opportunities for pregnant girls to learn.



During recent research² one teacher in Falaba said:

"I have no problem per se with the overall policy on Radical Inclusion, but I have a problem with the part that allows pregnant girls to come to school. What this means is that other girls will begin to see this as a positive thing and would also want to get pregnant; that is the only problem I have with it."

1. Have you heard a statement like this in your school community? Do you agree or disagree? Why?

2. The MBSSE say that pregnant learners are welcome in our schools. Some people in our communities are not accepting this. What reasons do people give for not wanting pregnant learners in school?

² Radical Inclusion Baseline Study

3. As a school leader you need to stop exclusion of pregnant learners and make sure they are welcome in school. Write down what you could say to the teacher above and one action your school could take to include pregnant learners.



During the same research one teacher in Western Research said:

"Some pregnant children are afraid to ask questions, they have the perception that if they ask the question the teacher will tell her not to ask question, neither partake in class because she is pregnant. Those that have given birth and the pregnant girls are the ones that are afraid to ask question in class. They have the perception that when they ask question the teacher will embarrass them by telling them that they are a suckling mother and pregnant girl."

4. Using humiliation is wrong and against the Teacher Code of Conduct. Why do you think the teacher behaved in this way? What could you say to the teacher to change their perspective and ensure they are respectful and welcoming to parent learners?

5. A parenting learner has the same right to education as any other learner. What are some of the actions you can take as a school leader to provide inclusive learning for parents?



Task 5

Peer discussion on WhatsApp. Empowering pregnant girls

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will share some questions about **empowering pregnant girls** in your WhatsApp group. Prepare for the conversation by thinking about the impact it has on a girl's life if she is excluded from school. Participate actively in the discussion and share your thoughts and ideas with your peers.

Read the text in the box below with some strategies to better include pregnant girls in our schools. If you have any questions, discuss them with your LLL or peers.

As a school leader you can champion inclusion of pregnant learners. What can you do?

- ✓ **Be a role model.** Demonstrate your care and understanding for pregnant girls and your commitment to including them in your school.
- ✓ **Identify pregnant learners in your school.** Make sure teachers are aware of these pupils in their class and able to take positive action to include them.
- ✓ **Make sure your school is safe and supportive for pregnant girls.** Deliver positive messages about inclusion, challenge any negative stereotypes and respond quickly to stop any bullying or harassment.
- ✓ **Talk to the child and the child's parents and ask them about their learning needs.**
- ✓ **Be understanding if they are late, need to leave class for a medical appointment or are tired.** Try and find ways to support their learning such as providing books to take home and study.
- ✓ **Support pregnant girls to sit exams.**
- ✓ **Support pregnant girls to return to school after the baby is born.**
- ✓ **Provide positive interventions for pregnant learners in school such as:**
 - Allow parenting learner to feed the baby during the breaks.
 - Assign a buddy for a parenting learner, so that learner can help her keep up with the school-work when she is absent
 - Encourage the parenting learner to share testimonies and join pregnancy preventive actions in the school
 - Assign/lend a set of textbooks to pregnant/parenting learner so that the learner can study at home and in her own time.

Learning outcomes

After completing this unit, you should be able to:

- Understand and assess barriers to learning for children from low-income families. ☐
- Challenge negative perceptions on inclusion of children from low-income families and oppose common myths with factual information. ☐
- Make plans and guide colleagues to better include learners from low-income backgrounds and remove some of the barriers they face. ☐
- Understand and assess barriers to learning for pregnant learners and adolescent mothers. ☐
- Challenge negative perceptions on inclusion of pregnant learners and adolescent mothers. ☐
- Make plans and guide colleagues to better include pregnant girls and mothers in lessons and school. ☐

Tick the ones you can do. If you need further help on any of the learning outcomes, please speak to your LLL, peers and/or SQAQO.

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Working effectively with the whole school community to achieve Radical Inclusion

Week 7 - 4 hours

Unit 7

Unit 7 – Working effectively with the whole school community to achieve Radical Inclusion

Learning outcomes

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

- Make a plan for how to engage different people and groups in your school on better inclusion
- Describe attributes of an effective team
- Describe the skills a school leader needs to work effectively with others
- Identify ways to build positive relationships and work effectively as a team in your school

Reading List:

- **Six Global Lessons on How Family, School, and Community Engagement can Transform Education.** Brookings. Available here:

https://www.brookings.edu/wp-content/uploads/2024/05/SGL-Exec-Summary_EN_7Feb2025.pdf

Tasks:

Task 1	Self-study questions. Stakeholder mapping
Task 2	Self-study information and questions. What does a successful team look like?
Task 3	Self-study information and questions. Working effectively with my whole school team
Task 4	Self-study questions. Applying inclusive leadership skills
Task 5	Peer discussion on WhatsApp. Working effectively with others

Unit 7: Working effectively with the whole school community to achieve Radical Inclusion

Week 7 - 4 hours

You have now learned new knowledge, skills and practices to be inclusive. But inclusion is not something you can achieve on your own. You will need to work with all pupils, colleagues, teachers, parents, District Education Office, local CSOs and NGOs, organisations of persons with disabilities (OPDs) and wider community members to create an inclusive school. This means you need to form positive relationships with different people. As a leader you need to build successful teams where people respect one another, communicate well and collaborate towards a shared goal. This unit will look at some ways to achieve this.



Task 1

Self-study questions: Stakeholder mapping

Complete the boxes below by listing the people in your school for each category. You do not need to write names; you can just write their role/job/description.

People in my school with a specific role on inclusion (E.g., Mentor)

People in my school with a leadership role who can help influence others (e.g., Head of Department)

Characteristics and behaviours of teachers that can prevent our school being inclusive
(E.g., Teachers who use corporal punishment)

List people and organisations in your community with a specific role to support inclusion. Explain what they can do to support inclusion.

For example, a parent of a child with disability, who is a member of the BoG. The parent can train our teachers about the barriers to education of learners with disabilities, referral pathways, assistive devices and inclusive language.

These are key people you need to work with in your school. You can think of them as a whole school team, working together to achieve Radical Inclusion. Within the whole school team there are sub-teams such as Community Teachers Association, Board of Governors, School Safety Committee, School Disciplinary Committee. You may need to lead and work with these people and groups in different ways. You need to actively plan to include them in your work at school. We will look at how to work effectively with them in the next tasks.



Task 2

Self-study information and questions: What does a successful team look like?

1. Think about a time you were part of a team that did not work well together. Perhaps everyone argued, or one person took over or everyone worked on their own, or people competed and would not help one another.

a) Describe the incident and why you think the team did not work well together?

b) How could the team act differently and be more successful?

2. Think about a time you achieved something successfully as a team. Write down some of the behaviours and attitudes of the team that made it a success.

3. The table below shows some of the attributes of a successful team. Your role as a leader is to build these attributes amongst colleagues in your school. As you read the table, think about which attributes your school team is currently strong in and which you need to improve. If your team is strong colour the box green, if you need a little more work to improve colour the box orange and if you need a lot more work colour the box red.

Attributes of a successful team	
Inclusive: We welcome different people in our team, including those from marginalised groups. We give equal opportunities to all and value their inputs.	
Safe: We make our school a safe environment for everyone. People feel free to speak up when something is not right and know their issue will be dealt with in a professional and confidential way.	
Good communication: We communicate openly and honestly with all stakeholders. We communicate in different ways such as meetings, posters, announcements.	
Respect: We treat everyone with respect, this includes people from marginalised groups. We may have different opinions and ideas but we listen to different views and communicate with respect.	
Collaborative: Our leaders, teachers and pupils support one another and help each other improve. We aim to work together rather than against each other.	
Clear roles and accountability: We all know our roles and how we are expected to behave. There are clear consequences for breaking rules and each team member is accountable for their own behaviour, including senior leaders.	
Openness to change and innovate: We know that we will need to change and adapt to provide up-to-date high quality learning experiences. We are prepared to change our ways of working and take on new initiatives.	
Ability to problem solve and overcome challenges: We know that there will be problems along the way but we are able to find solutions within our own resources and effectively engage wider community to help us when needed.	
Trust: We actively build trust amongst each other. We communicate information in a transparent way.	
Enjoy our work and celebrate: We have fun together and celebrate individual and team successes	
Negotiation and compromise: Members of the team will have different ideas, solutions and suggestions. Individuals negotiate with each other and compromise in order to reach the most appropriate solutions.	

4. Look at attributes coloured red (or orange if none are coloured red). Write a plan below on different ways you can help improve these attributes amongst your team.

5. Pick one the the team attributes and write a more detailed plan for how you will improve it next month. Say who will be involved, what you will do, and how you will know if you have been successful.



Task 3

Self-study information and questions: Working effectively with my whole school team

As a school leader you need to use a variety of skills to engage and work effectively with your whole school team. Below are some of the behaviours you need to use as an inclusive leader in your school.

Read each one carefully.

Working effectively with my whole school team	
Listen to all voices: Pupils and colleagues from marginalised groups know a lot about their school and what is really happening. They have many ideas about how to improve. I regularly talk to them and get their feedback. I actively listen to children's ideas and views.	
Challenge negative social norms: I use my voice to speak up and challenge harmful practices and beliefs. I do this in a way that is respectful to others and influences them to change.	
Be a role model: I model inclusive behaviour especially in the way I welcome and include marginalised learners in school. I use empathy to understand other people and their situations before acting.	
Share results and learning: I celebrate the improvements we make in our school. I help others learn from mistakes and use them as an opportunity to improve. I share feedback with pupils, teachers, parents, and MBSSE.	
Mentor others: I look for opportunities to support professional development of others. I share my learning and skills to help others grow. I create a safe place where people are comfortable to talk about their weaknesses without fear of repercussions.	
Plan collaboratively: I seek agreement and input from a range of different stakeholders. I listen to and respect other people's points of view and ideas. I am tolerant of differences.	
Be prepared to have difficult conversations: I am prepared to hold difficult conversations with others, especially on some taboo topics. I maintain respect for others whilst challenging their viewpoints. I maintain confidentiality where needed.	
Take responsibility: I take responsibility for my actions and performance in my role. I don't find excuses or blame others, but instead set my own path for improvement	
Build collaborative teams: I guide both teachers and pupils to build positive relationships that are free from all forms of violence. I encourage teachers to be open and learn from one another. We use empathy to better understand one another.	

For each skill give a specific example of when you might use it in your job.

E.g., Be a role model. I act as a role model for the inclusion of people with disabilities. I include pupils and teachers with disabilities in school activities like in sports day. I promote positive messages in assembly.

1. Be a role model

2. Listen to all voices

3. Challenge negative social norms

4. Plan collaboratively

5. Mentor others

6. Be prepared to have difficult conversations

7. Build collaborative teams

8. Share results and learning



Task 4

Self-study questions: Applying inclusive leadership skills

Imagine the following situation arises in your school. Think about how you will work effectively with others to resolve it. Answer the questions below.

A pupil comes to you crying. He tells you that a teacher has used the cane on him and he is in pain. He said other pupils were laughing at him and now he doesn't want to go back to class. You are aware that MBSSE has banned corporal punishment and your school has a policy of zero tolerance to violence. This teacher was caught using the cane last month, she said it was the best way to control her class. She said without the cane the pupils become unruly.

1. List all the people you think you need to work with to resolve this situation.

2. Write a description of how you would work with each of the following people to resolve the situation. Try and include some of the skills for working effectively with others in your approach.

Skills for working effectively with others: Listen to all voices; challenge negative social norms; be a role model; be accountable; mentor others; be prepared to have difficult conversations; build collaborative teams; plan collaboratively; share results and learning.

a) The accused teacher

b) The pupil who reported the incident

c) The class of pupils who were laughing

d) The parents of the pupil

e) All teaching and ancillary staff in school

f) All pupils in school

g) All parents/caregivers

h) Authorities for referral (E.g. School Safety Committee, Board of Governors, District Education Office, Teachers Service Commission)



Task 5

Peer discussion on WhatsApp: Working effectively with others

Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will share some questions about **working effectively with others** in your WhatsApp group.

To prepare for this session walk around your school today and look at the interactions between different people – including adults and children. Make one list of all the positive relationships and another list of the negative relationships. Make a list of what enables positive relationships and another list of what prevents positive relationships in school.

Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

Learning outcomes

After completing this unit, you should be able to:

- Make a plan for how to engage different people and groups in your school on better inclusion. ☐
- Describe attributes of an effective team. ☐
- Describe the skills a school leader needs to work effectively with others. ☐
- Identify ways to build positive relationships and work effectively as a team in your school. ☐

Tick the ones you can do. If you need further help on any of the learning outcomes, please speak to your LLL, peers and/or SQAQO.

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Planning school improvement

Week 8 – 4 hours

Unit 8

Unit 8 - Planning school improvement

Learning outcomes

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

- Give examples of actions school leaders have taken to make their school more inclusive
- Make a plan to guide teachers on safeguarding of pupils and colleagues
- Make a plan to guide teachers on building positive relationships
- Make a plan to guide teachers on positive behaviour management

Reading List:

- **Navigating exclusion:** school responses to the radical inclusion policy for marginalized students in Sierra Leone | Discover Education. Available here:

<https://link.springer.com/article/10.1007/s44217-025-00452-3>

- **Schools Inspiring Change:** Research on the practices and behaviours of positive deviant schools in Ghana. UNICEF. Available here:

https://www.unicef.org/innocenti/media/9676/file/UNICEF-Innocenti-DMS_Ghana-STG3-Executivesummary_EN-2024.pdf

Tasks:

Task 1	Peer discussion on WhatsApp: Stories of school leaders implementing Radical Inclusion
Task 2	Guiding teachers on safeguarding and positive relationships

Unit 8: Planning school improvement

Week 8 – 4 hours

In this module we have considered ways to make our schools safe, how to include children with disabilities, how to include children from low-income families and pregnant learners. We have also learned about the skills we will need to lead the people in our school community to be more inclusive. This week you will put together all this learning. You will learn from experiences of school leaders who have successfully made changes and made their school more inclusive. You will reflect on how prepared you feel to make changes in your own school and meet the school leader competencies.



Task 1

Peer discussion on WhatsApp: Stories of school leaders implementing Radical Inclusion

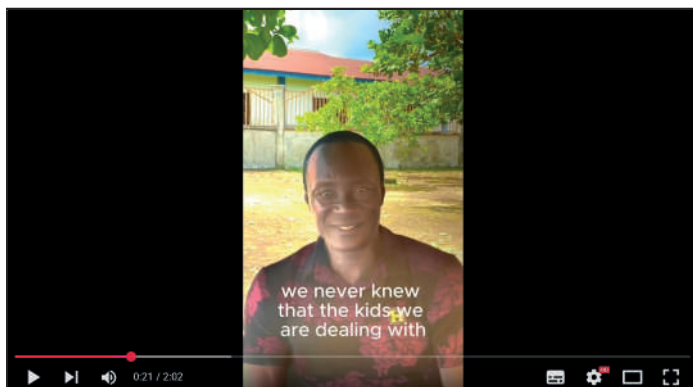
Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Your LLL will share videos in your WhatsApp group of school leaders describing how they made changes to their school to become more inclusive.



Watch the videos, make notes on what you see the school leaders doing. Be ready to discuss what you saw and learned in your WhatsApp group.

Notes.



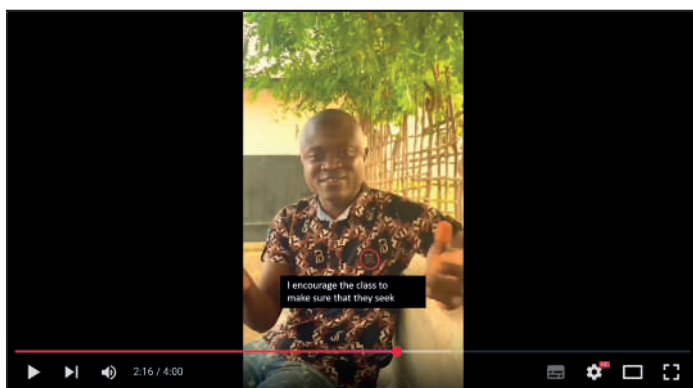
Daniel Kamara on Positive Behaviour Management

<https://youtu.be/LMEol4dl3sY>



Jenteh on Working with Children with Disabilities

<https://youtu.be/gfYG7twpEys>



Ibrahim on Supporting Pregnant Girls at School

<https://youtu.be/gQB6YVXrjms>



Oliver & Umu on Positive Behaviour Management

<https://youtu.be/plnrodRi7uk>

School Leadership Competencies

You will recall that the school leadership course is centred around five key competencies, with each one broken down into a set of sub-competencies which describe specific actions and behaviours. The full list of competencies can be seen at the end of Unit 10. This module has mostly been working towards Competency 3, with some sub-competencies across the other areas.

- **Competency 3: Model and guide leadership for learning for the inclusion and safety of all within the school**

- **3.2 Ensuring pupils and adults are safe and treated with respect within the school**
- **3.3 Guiding teachers on safeguarding of pupils and colleagues**
- **3.4 Guiding teachers on pupils' personal development including behaviour for learning**

To meet this competency you need to ensure that your school has policies, processes, ways of working and a culture that keeps everyone safe.

In this course we have looked at four key practices, which when implemented well, can help make our schools safe for all.

The four key practices are:

- Understanding School-Related Gender-Based Violence (SRGBV) and adhering to the Teacher Code of Conduct
- Ending corporal punishment and using positive discipline strategies to manage behaviour
- Using the National Referral Protocol to report and refer cases of violence
- Building positive and respectful relationships with all adults and children in the school community

As a leader, you need to **guide teachers** on these practices and support them to implement effectively.

The next activity will support you to do this.



Task 2

Guiding teachers on safeguarding and positive relationships

This is a graded assignment. Ensure that you demonstrate in writing your knowledge, ability to reflect, ability to take an action, ability to train and support other teachers to make a positive change and shift behaviours/improve practice, and ability to monitor progress, learn lessons from implementation and apply those lessons to strengthen the practice. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your work before the submission.

To guide your teachers to improve, you need a strong understanding of where you are at now. Use the questionnaires below to assess where your school is at now for each of the four practices on safety:

- Understanding SRGBV and adhering to the Teacher Code of Conduct
- Ending corporal punishment and using positive discipline strategies to manage behaviour
- Using the National Referral Protocols to report and refer cases of violence
- Building positive and respectful relationships with all adults and children in the school community

Then plan how to help your teachers improve in each of these areas.

Desired practice: End corporal punishment and use positive discipline strategies to manage behaviour.

Work with other leaders in your school to complete the following questions to better understand where your school is at now with this school safety practice and how you can guide teachers to improve.

1. What is working well in your school in relation to ending corporal punishment and using positive discipline strategies?

2. What is not working well / where are the gaps?

3. What new information do teachers need to end corporal punishment and use positive discipline strategies effectively?

4. Do teachers have the skills to end corporal punishment and use positive discipline effectively? What skills do teachers need help to build?

5. Do any new school policies/systems/guidelines need writing? Please describe.

6. Do any existing policies/systems/guidelines need to be better communicated? Please describe.

The answers to the above questions show where an intervention is needed now. Work with other school leaders to design a 3-hour Teacher Learning Circle to share the information and skills that teachers in your school need to end corporal punishment and use positive discipline effectively in your school. You can use some of the resources from this course and resources from the Sierra Leone Education Knowledge Platform to deliver your session. You should hold the Teacher Learning Circle as soon as possible and by the end of next term.

You also need to think about the longer-term changes you are trying to achieve.

7. How will you support teachers on an ongoing basis to end corporal punishment and use positive discipline?

8. How will you monitor progress?

9. How will you share success?

Desired practice: Understanding SRGBV and adhering to the Teacher Code of Conduct.

Work with other leaders in your school to complete the questions to better understand where your school is at now with this school safety practice and how you can guide teachers to improve.

1. What is working well in your school in relation to understanding SRGBV and adhering to the Teacher Code of Conduct?

2. What is not working well / where are the gaps?

3. What new information do teachers need to be able to fully understand SRGBV and adhere to the Teacher Code of Conduct?

4. Do teachers have the skills to fully understand SRGBV and adhere to the Teacher Code of Conduct? What skills do teachers need help to build?

5. Do any new school policies/systems/guidelines need writing? Please describe.

6. Do any existing policies/systems/guidelines need to be better communicated? Please describe.

The answers to the above question show where an intervention is needed now. Work with other school leaders to agree how you will upskill teachers in this practice. For example, it could be a Teacher Learning Circle, a staff meeting, lesson observation or an information poster. You can use some of the resources from this course and resources from the Sierra Leone Education Knowledge Platform.

You also need to think about the longer-term changes you are trying to achieve.

7. How will you support teachers on an ongoing basis to understand SRGBV and adhere to the Teacher Code of Conduct?

8. How will you monitor progress?

9. How will you share success?

Desired practice: Building positive and respectful working relationships with all adults and children in the school community.

Work with other leaders in your school to complete the questions to better understand where your school is at now with this school safety practice and how you can guide teachers to improve.

1. What is working well in your school to build positive and respectful working relationships with everyone in the school community?

2. What is not working well / where are the gaps?

3. What new information do teachers need to build positive and respectful working relationships in the school?

4. Do teachers have the skills to build positive and respectful working relationships in the school?
What skills do teachers need help to build?

5. Do any new school policies/systems/guidelines need writing? Please describe.

6. Do any existing policies/systems/guidelines need to be better communicated? Please describe.

The answers to the above question show where an intervention is needed now. Work with other school leaders to agree how you will upskill teachers in this practice. For example, it could be a Teacher Learning Circle, a staff meeting, lesson observation, sharing key messages. You can use some of the resources from this course and resources from the Sierra Leone Education Knowledge Platform.

You also need to think about the longer-term changes you are trying to achieve.

7. How will you support teachers on an ongoing basis to build positive and respectful working relationships with the whole school community?

8. How will you monitor progress?

9. How will you share success?

Desired practice: Using the National Referral Protocol to report and refer cases of violence.

Work with other leaders in your school to complete the questions to better understand where your school is at now with this school safety practice and how you can guide teachers to improve.

1. What is working well in your school in relation to using the NRP to report and refer cases of violence?

2. What is not working well / where are the gaps?

3. What new information do teachers need to use the NRP effectively to report and refer cases of violence?

4. Do teachers have the skills to report and refer cases of violence in accordance with the NRP? What skills do teachers need help to build?

5. Do any new school policies/systems/guidelines need writing? Please describe.

6. Do any existing policies/systems/guidelines need to be better communicated? Please describe.

The answers to the above question show where an intervention is needed now. Work with other school leaders to agree how you will upskill teachers in this practice. For example, it could be a Teacher Learning Circle, a staff meeting, sharing the National Referral Protocol video and poster. You can use some of the resources from this course and resources from the Sierra Leone Education Knowledge Platform.

You also need to think about the longer-term changes you are trying to achieve.

7. How will you support teachers on an ongoing basis to report and refer cases of violence in accordance with the NRP?

8. How will you monitor progress?

9. How will you share success?

Learning outcomes

After completing this unit, you should be able to:

- Give examples of actions school leaders have taken to make their school more inclusive
- Make a plan to guide teachers on safeguarding of pupils and colleagues
- Make a plan to guide teachers on building positive relationships
- Make a plan to guide teachers on positive behaviour management

☐
☐
☐
☐

Tick the ones you can do. If you need further help on any of the learning outcomes please speak to your LLL, peers and/or SQAQO.

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Leading safe and inclusive schools. School-based project

Weeks 9 and 10 - 8 hours

Unit 9

Unit 9 - Leading safe and inclusive schools.

School-based project

Learning outcomes

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

- Gather evidence to better understand needs of marginalised learners
- Use evidence to plan improvements to inclusion and learning
- Prioritise actions and write an action plan to improve inclusion

Reading List:

- **A handbook for exploratory action research in school.** British Council. Available here:

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_30510_BC%20Explore%20Actions%20Handbook%20ONLINE%20AW.pdf

- **Teachers can help everyone learn.** INEE. Available here:

https://www.eenet.org.uk/resources/docs/Teachers_can_help_everyone_learn_poster.pdf

Tasks:

Activity:

Collecting, analysing and using data to inform planning and drive improvement on inclusion

Unit 9 - Leading safe and inclusive schools.

School-based project

Weeks 9 and 10 – 8 hours

You will now apply all your new knowledge and skills to a practical assignment in your own school. In this activity you will collect evidence on experiences of marginalised learners and use it to plan improvements to inclusion and learning in your own school. Taking time to explore the situation, gather information and understand people's perspectives helps us to better understand what is going on and make effective plans for school improvement.

In this activity you will do four things:

- 1** Identify learners who are marginalised or disadvantaged in your school.
- 2** Use the tools provided to gather evidence to better understand the learning experiences of these pupils.
- 3** Use your evidence to plan actions your school can take to better include these marginalised pupils.
- 4** Write a report and communicate your findings with people who need to know.

How to complete the practical assignment

This assignment should be completed over a period of two weeks. Your LLL will confirm the submission deadline. This activity is different from previous tasks in the Toolkit. It is one long assignment made up of many steps. All the steps relate to and build upon one another to allow you to complete the full assignment in a structured way.

First, read all the information in this unit so you know what to do. Read all the steps of the process so you understand what is expected. You will then be guided to complete each step one by one.

If you have any questions, you can ask your LLL or post a question to your peers in the WhatsApp group.

How you will be assessed

You are required to submit a report on this activity, and the report will be graded and part of your assessment for Module 1. You are expected to demonstrate your ability to collect evidence, ability to use evidence from research to draw conclusions, and to identify next steps aimed at improving the school. Your report must be well-written, with clear language, neat hand-writing, and correct spelling. Remember to proof-read your report before the submission. Your report should be completed in the report template, which can be found on page 143. Each Step of this assignment will guide you to complete a section of the report and successfully meet the assessment criteria.



Step 1

Select a colleague to work with you

You are going to conduct your study with at least one other colleague. It should be someone who is a leader and has a good understanding of inclusion. It could be the Inclusion Champion or a mentor. If you are male, it would be a good idea to select a female colleague. For this activity you will need to complete all of the steps and your colleague will provide support. This is important to build your skills and knowledge. In future your colleague may be the one completing the data collection with your oversight and you will lead the analysis and turn evidence into planning.

Write down the name of the colleague(s) you will work with and their role(s) in the school. Describe how you will work together effectively (e.g., Will you provide a copy of the task for your colleague? Will you meet regularly during the two weeks? Will you share tasks? How will you communicate throughout?).



Step 2

Select your priority group

You are going to talk to disadvantaged pupils to better understand their learning experience at your school and make a plan to better include them. We won't have time to talk to all disadvantaged pupils, so for now you will just select one of the marginalised groups. Together with your colleague(s) select one of the groups you would like to explore and learn more about. You will need to make sure you can identify these pupils in your school. For example, if there are no pregnant girls then you cannot explore the experiences of this group.

Tick the group you have chosen to explore.

Pregnant girls

☐

Adolescent mothers

☐

Learners with disabilities

☐

Learners from low-income backgrounds

☐

Other group. Please name _____

☐

Step 3

Select your research class/level

If there are a small number of pupils (i.e. five or fewer) in this priority group in your school, you will be able to talk to them all. If there are a large number of pupils in this priority group in your school, you won't have time to talk to them all. You will need to prioritise one grade/level to look at, e.g. JSS3. Select a grade/level that includes pupils from your chosen marginalised group. Fill in the research question below with your selection. This is the group of pupils you will track throughout this assignment.

What are the learning experiences of _____ (group) in _____ (grade/level)?



Step 4

Prepare to collect evidence

Who?

Your aim is to understand the experiences of the marginalised group of pupils that you selected in Step 3. You will need to talk to them. It is important to listen to their views.

You will also want to observe these pupils in a lesson.

For example if you selected pregnant learners as your group in Step 3, then you need to prepare to talk to pregnant learners and observe them in lessons.

It is useful to consider other perspectives as part of your evidence. You will need to speak to teachers of your selected marginalised group (e.g. teachers of the pregnant learner). You will also need to speak to classmates and peers. Perhaps a best friend or someone who previously bullied a pupil in this group, but changed his/her behaviour.

Remember you only have two weeks to gather the evidence and write it up, so only plan what you have time to do! You want to get different perspectives but allow sufficient time to speak to each person and write up the evidence. It is recommended you speak to at least **three pupils and one teacher** and observe one lesson.

Fill in the blanks below:

1	The pupils' own perceptions. Write down the name(s) of the pupil(s) you will speak to:
	If in Step 2 you chose a pregnant girl, write the name of that pregnant girl here.
2	Others' perceptions. Write down who else you will speak to:
	For example, write the names of teachers of the pregnant girl you chose to research. Write the names of peers of the pregnant girl you will speak with.
3	Behaviour (teachers', pupils' etc). Write down the class/lesson(s) you will observe:
	Write the subject and grade you will observe as well as the name of the teacher who will teach the lesson you will observe. This lesson must be a lesson in which your selected pupil (e.g. a pregnant girl) normally attends.

How?

There are different ways we can collect evidence in school.

- **Interview:** Talking to respondents one on one using some pre-prepared questions.
- **Focus group discussion:** Talking to a group of respondents together using some pre-prepared questions.
- **Questionnaire:** A written set of questions for respondents to complete on their own in writing.
- **Observation:** A set of questions to guide a lesson observation.
- **Looking at data** such as attendance data, exam results.

For our activity we will use focus group discussion and observations. But the others are all things you can use as part of your job to better understand needs and gather evidence about issues to help you to plan.

Remember with any information collection you must always apply safeguarding principles and maintain confidentiality of sensitive information. We will look at this in more detail later.

When?

Together with your colleague agree the times to conduct your focus group discussions and observation(s). Talk to everyone involved so they know what to expect and when. Make sure you carry out the focus group discussion and observation at the agreed time and communicate any changes.

Date and time for lesson observation:	
Date and time for focus group discussions:	

What?

Below is a focus group discussion guide and observation form that you can use to gather your information. They have been designed to dig deeper into the experiences of the marginalised group and solicit evidence that can be used for school planning on inclusion. If you like, you can edit or add questions to these forms. You could also use some of the questions as a questionnaire completed in written form by respondents instead of a focus group discussion. Do this if you think it will generate better responses.

Don't fill it in yet. Just look at the questions to familiarise. In Step 5 you will be guided on how to complete it.



Focus group discussion questions for pupil from marginalised group

I am gathering information to better understand the experiences of learners from _____ (insert your research group e.g. children who are pregnant/disabled/from low-income family). The information will help us improve our school to become more inclusive. The findings will also be shared with other school leaders and coaches so we can learn more about inclusion in schools. I would like to talk to you to learn more about your experience in school. This is not a test so please feel free to speak openly and honestly. The information will not be used to punish you or get you in any trouble. Anything you say will be confidential and will be anonymised so your name will not appear anywhere. Are you happy to take part in this discussion?

1. What do you enjoy about school and learning?
2. Do you have any challenges attending school and attending lessons? Please describe.
3. Do you have any challenges participating in lessons? Please describe.
4. Do you have any challenges completing homework or exams? Please describe.

5. Is there any activity at school that makes you feel left out?

6. Do you ever feel unsafe in school? Please describe.

7. What resources do you have access to that help you study (in and out of school)?

8. How do you rate your relationship with teachers in this school? Please select one and explain.

☐

a. All teachers understand my needs and can help me learn well

☐

b. Most teachers understand my needs and can help me learn well

☐

c. Few teachers understand my needs and can help me learn well

☐

d. No teachers understand my needs; they cannot help me learn well

9. How is your relationship with other pupils in this school? Please tick all that apply and explain.

- ☐ a. Other pupils are always friendly to me
- ☐ b. Other pupils are mostly friendly to me
- ☐ c. Other pupils help me when I need help
- ☐ d. I have good friends in my school
- ☐ e. I feel too shy to participate in lessons
- ☐ f. Sometimes people laugh at me or make fun of me
- ☐ g. Sometimes I feel lonely
- ☐ h. Sometimes I feel like I don't want to be in school

10. What does your school do to help you learn well?

11. Is there anything more your school could do or change to help you feel included, safe and learn well?



Focus group discussion questions for teachers/parents/peers

I am gathering information to better understand the experiences of learners from _____ (insert your research group e.g. children who are pregnant/disabled/from low-income family). The information will help us improve

our school to become more inclusive. The findings will also be shared with other school leaders and coaches so we can learn more about inclusion in schools. I would like to talk to you to learn more about your experience in school. This is not a test so please feel free to speak openly and honestly. The information will not be used to punish you or get you in any trouble. Anything you say will be confidential and will be anonymised so your name will not appear anywhere. Are you happy to take part in this discussion?

1. Do you have children who are pregnant/have difficulties or disability/from low-income family (select one that matches your study) in your class? Do teachers and parents talk together about these pupil's needs? Please describe.
2. Do they attend every lesson? How is the attendance monitored? Did you take any action last time they were absent, please describe.
3. Do they have any problems participating in lessons? Please describe.
4. Do you do anything specific to help them participate in lessons? Please describe.
5. Do they have any problems participating in exams? Please describe.

6. Do you do anything specific to help them participate in exams? Please describe.

7. How would you describe their learning? On track/advanced/behind? Why do you think this is?

8. Do you do anything specific to help them learn well?

9. What else does this pupil need to help them learn well?

10. What do you need to help this pupil learn well?



The questions in this form will be used to observe the learner that you identified in Step 3 in one of their lessons. In this observation, we want to find out the experiences of this learner in a typical class. The observation questions help gather evidence on how the learner behaves and participates during the lesson and what support is needed either by the teacher or the learner. It will also gather evidence of how peers treat this learner during lessons. It is not an assessment or test of the teacher or learner. The findings will be used to improve the school and make it more inclusive.

Observing marginalised learners in the classroom

Circle which year the learner is in: JSS1; JSS2; JSS3; SSS1; SSS2; SSS3

Who is teaching the lesson attended by the learner? Teacher's name:

What subject is this lesson?

What is the topic of this lesson?

What time this lesson is scheduled for?

About the learner

1. Did the learner come for the lesson on time?

- ☐ a. Yes
- ☐ b. No
- ☐ c. N/A – the teacher did not come
- ☐ d. N/A – the teacher came late

2. Where did the learner sit within the class?

- ☐ a. Front row
- ☐ b. Middle of the classroom
- ☐ c. At the back of the classroom

3. Did the learner sit next to another learner?

- ☐ a. Yes
- ☐ b. No

4. Did the learner have a copy book and a pen/pencil?

- ☐ a. Yes
- ☐ b. No

5. Did the learner have a textbook for this subject?

- ☐ a. Yes
- ☐ b. No

About the teacher

6. Did the teacher make an effort to include the learner during this lesson?

- ☐ a. Not at all
- ☐ b. Somewhat (tried, but not very hard)
- ☐ c. A little (the teacher tried several times, but was not that successful)
- ☐ d. A lot (the teacher tried and was successful)

7. Which of the following inclusive practices the teacher used during the lesson?

- ☐ a. The teacher called the learner by her/his name
- ☐ b. The teacher changed seating arrangement to move the learner to the front
- ☐ c. The teacher gave the learner a specific role during the lesson (for example an opportunity to help or to speak)
- ☐ d. The teacher used group work and the learner was included in it
- ☐ e. The teacher gave individual support to this learner
- ☐ f. The teacher paired up the learner with another learner to reinforce learning
- ☐ g. The teacher distributed questions among various learners
- ☐ h. The teacher used positive and encouraging language
- ☐ i. The teacher used positive discipline strategies during the lesson
- ☐ j. The teacher showed respect to the learner and other learners
- ☐ k. The teacher challenged negative stereotypes or behaviour in a respectful manner
- ☐ l. The teacher intervened when learners started to make fun or bully other learners

About the classmates

8. How classmates behaved towards the learner?

- ☐ a. Positively, for example encouraged the learner
- ☐ b. Negatively, for example laughed at the learner, played tricks or made faces at the learner
- ☐ c. Neutral, no special attention was given to the learner

Observations and conclusions

9. Did the learner actively participate in the lesson? Please give evidence of participation/lack of participation.

10. Did the learner work with other learners during this lesson? Please give evidence of joint work or lack of it; describe the situation and how the learners interacted.

11. Did the learner complete written work for this lesson? Please describe the evidence of written work/lack of it.

12. Were there any challenges the learner experienced during this lesson? Please describe.

13. Was the learner exposed to any negative experiences during this lesson? Please describe.

14. Was the learner exposed to any positive experiences during this lesson? Please describe.

15. What are the three things that the teacher did well to include this learner in this lesson?

- ☐ a. _____
- ☐ b. _____
- ☐ c. _____

16. What are the two things the teacher can do to include this learner better during the next lesson?

- ☐ a. _____
- ☐ b. _____

Making improvements

17. What did you, as a school leader, learn about inclusion of learners during this lesson?

18. Mark three school improvement actions that you will undertake next term based on the observations you made during this lesson.

- ☐ a. I will observe more lessons
- ☐ b. I will organise a CPD Circle for teachers focused on inclusive practices during lessons
- ☐ c. I will organise a school assembly or I will work with a school mentor to agree on anti-bullying strategies
- ☐ d. I will organise a staff meeting on the Teacher Code of Conduct
- ☐ e. I will refer the learner to receive an assistive device or external support
- ☐ f. I will work with other school leaders in this school to _____
- ☐ g. Other(s), please describe _____



Use the report template on page 143 to start drafting your report. Follow the guidance to write the Introduction and Methodology only.



Step 5

Collecting and recording evidence

Before starting to gather evidence we need to be sure participants in our study understand what we are doing, why they are involved, and how their responses will be used. We need to make sure they feel comfortable talking to us, especially if they are vulnerable people. We also need to make sure they are able to participate fully. Do they need any adaptations to the environment or research tool? For example if they have a hearing impairment you may need to write things down. You might like to offer a drink or something to eat to make them comfortable.

Before each interview explain the text below to each person. It is printed on the focus group discussion form.

I am gathering information to better understand the experiences of learners from marginalised groups. The information will help us improve our school to become more inclusive. The findings will also be shared with other school leaders and coaches so we can learn more about inclusion in schools. I would like to talk to you to learn more about your experience in school. This is not a test so please feel free to speak openly and honestly. The information will not be used to punish you or get you in any trouble. Anything you say will be confidential and will be anonymised so your name will not appear anywhere. Are you happy to take part in this discussion?

When gathering the evidence, you will need to follow the below principles. You also need to ensure colleagues supporting you follow these principles too.

- **Use empathy and be respectful.** Think about what you can do to help them feel comfortable to speak openly. For example, do not force them to answer questions, talk in a room where they feel safe, invite a female to be present if that helps, ensure confidentiality is maintained and the conversation cannot be overheard. Look at the participant's body language to see if they are comfortable.
- **Listen actively.** Listen to what is being said, don't make assumptions on what you think they will say, use eye contact and positive body language to show you are listening to them. Avoid distractions such as mobile phone.
- **Dig deeper into the issue** to understand it, asking questions like 'why?' and 'how?'
- **Try to be objective.** Try not to have preconceived answers or feel defensive about things that they might complain about. Your role is simply to listen to their views and record what they say.
- **Frame questions in a positive and open way.** Avoid giving leading statements such as 'Don't you think that...'. Make effort not to use stereotypes or bias in your questions.
- **Maintain confidentiality.** Do not talk about details of the discussions or individual's names with others. Only use what is said to write up your findings.
- **Safeguarding.** Marginalised pupils and teachers might feel vulnerable talking to a senior teacher, you need to plan for their safety. If they disclose anything about a case of violence tell them you might need to report it and follow the reporting channels to do it safely. Watch the video and speak to your LLL for more guidance on this.

You will need to write down the answers as you conduct the discussions. Do not try and write it up afterwards because you will forget. You can work with your colleague so one of you asks the questions and the other one records the answers. Take care to record accurately what has been said. Keep the notes in a safe place as you will need to use them later.

You are now ready to conduct your interviews and observations! When they are completed, you can move to Step 6.



Step 6

Analysing evidence to produce findings



Write your findings into the report template under the title 'Findings'.

You are now ready to analyse all your evidence and share the findings. Read through all the responses and evidence you have collected. You are now going to report the findings thematically. The report template on page 143 provides some questions to answer. Look at the evidence you collected and use it to answer the questions. Remember to only use the evidence you collected as part of this study. Don't use ideas and answers from your past experience or add your own opinions. The focus is on the findings from this study only.



Step 7

Using evidence for planning

Hopefully the data gathering exercise brought you some new information about the experiences of marginalised learners and their teachers in your school. The pupil and their teacher might have had lots of wishes. It isn't possible for schools to do everything, especially with constrained resources. So, we need to use the evidence to make realistic plans.

You are going to select three priority actions. One that you can do immediately, one you can do over the next term and one you can do with support from others outside the school.

Meet with your **teachers/school leaders and present the findings. Hold a discussion to agree together three priority actions.** Actions should be based on the evidence you collected and should improve learning for marginalised pupils. They can be whole school actions or actions for individual groups such as Board of Governors, school leaders, teachers, pupils. Write them in the table below.

Action 1: One thing that can be done next week to help the pupil learn well.

Action 1
Owner
Stakeholders to engage
Deadline
How will we know if we have succeeded?

Action 2: One thing that the school can do with little or no resource next term to help the pupil learn well

Action 2
Owner
Stakeholders to engage
Deadline
How will we know if we have succeeded?

Action 3: One thing you would like external support to help the pupil learn well

Action 3
Owner
Stakeholders to engage
Deadline
How will we know if we have succeeded?



Now summarise these actions in your report template under the section Action Plan (Page 146).

In this activity you gathered evidence and used it to make a plan to make your school more inclusive. The work doesn't stop after creating a plan. You then need to implement your plan. After some time you will want to know if your actions are working. How will you know? You need to gather evidence again. Then you will use the evidence to make another plan to improve. In this way it becomes a continuous cycle of improvement. We will look at this in more detail throughout this course.

Continuous school improvement





Step 8

Communicating findings to other school leaders

Throughout this assignment you should have been documenting your study in the report template. You have now finished the study, complete the conclusion section in the report template on page 143.



You are ready to write up your report and submit it. Use the template to write a final report. You do not need to add anything extra or make big changes, simply ensure the content is clear and flowing. This report will form part of your assessment. If you have any questions, speak to your LLL.

Meeting School Leadership Competencies

- **1.4: Assessing the barriers to education for children from disadvantaged groups**
- **4.1: Collecting, analysing and using data to inform planning and drive improvement**

To meet these competencies you need to repeat the above activity for all marginalised groups of learners in your school and you need to do it routinely. But you don't have to do it alone! Below are some ideas for how you can establish a school system for assessing the barriers to learning for children from disadvantaged groups and meet Competencies 1.4 and 4.1.

- Keep monitoring these pupils and find ways to help them and other pupils in similar situations.
- Hold a Teacher Learning Circle and ask all teachers to complete this activity in their own class. Ask each teacher to make a plan for how to better include marginalised learners. Or gather all the data together and make a whole school plan.
- Conduct evidence gathering every month. Pick a new group of learners to focus on so that over time you build up the evidence of experiences of all types of learners in your school
- Conduct evidence gathering at the start of the school year. Ask the whole school to do it as part of school improvement planning.

Report Template

Use the template below to write your report. The steps will guide you on when to write each section. Please use clear handwriting and full sentences. When completed, this will be submitted to your LLL for assessment.

Title:

Introduction

Write one paragraph answering the following:

- What was the aim of the study?
- Which group of marginalised pupils did you choose to explore and why?

Methodology

Write one paragraph briefly explaining how you collected the information. (E.g. lesson observation, focus group discussion, interviews).

Findings

In this section you need to interpret the evidence that you gathered. Remember to only use the evidence you got from the focus group discussions and the observation. Don't use ideas and answers from your past experience or add your own opinions. The focus should be on reporting the information you collected from participants in your study.

1) What are some of the challenges the learners in your study faced? Provide specific examples and evidence to support your findings.

2) What are some of the things the teacher was doing well to include the pupil and help them learn? Provide specific examples and evidence to support your findings.

3) What are some of the challenges the teachers faced when trying to support these learners? Provide specific examples and evidence to support your findings.

4) What are some of the things the pupils in your study said they needed? Provide specific examples and evidence to support your findings.

5) What are some of the things your school is already doing well to include the pupils? Provide specific examples and evidence to support your findings.

6) What more could the school do to help these pupils learn well? Provide specific examples and evidence to support your findings. (Think about pedagogy, learning materials, infrastructure, attitudes, school policies, relationships.)

Action Plans

In this section summarise the actions the school will take to improve learning for this group of learners. Describe who will be involved, what they will do and when the actions will be completed. Use the action planning tables you completed on pages 138-139 to help you, but don't copy the whole table, you just need to include a summary of the information in this report.

Conclusion

Summarise by answering the following questions in one paragraph:

- Did you learn anything new by completing this research?
- How will your school use this approach of collecting evidence for school planning in future?

Learning outcomes

After completing this unit, you should be able to:

- Gather evidence to better understand needs of marginalised learners
- Use evidence to plan improvements to inclusion and learning
- Prioritise actions and write an action plan to improve inclusion

Tick the ones you can do. If you need further help on any of the learning outcomes, please speak to your LLL, peers and/or SQAQO.

Space for feedback from LLL and notes from any discussions with LLL.



School Leadership Programme

Leading safe and inclusive schools

Summary and post-assessment

Week 11 - 4 hours

Unit 10

Unit 10 - Summary and post- assessment

Learning outcomes

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

- Review progress in your personal learning

Reading List:

- **Embracing diversity:** toolkit for creating inclusive, learning-friendly environments. UNESCO. Available here:

<https://unesdoc.unesco.org/ark:/48223/pf0000183995>

- **Making schools inclusive – how change can happen.** Save the Children. Available here:

<https://resourcecentre.savethechildren.net/document/making-schools-inclusive-how-change-can-happen>

Tasks:

Task 1	Self-reflection
Task 2	Self-assessment

Unit 10 - Summary and post- assessment

Week 11 - 4 hours

Congratulations, you have completed the school leadership module on inclusion!

This has been a great journey with lots of new learning and opportunities for self-development and sharing with peers.

You should now be able to lead your school community to:

- ✓ Identify learners who are disadvantaged and/or at risk of dropping out of school
- ✓ Assess the barriers to education for learners from disadvantaged groups
- ✓ Promote inclusion by changing negative attitudes
- ✓ Take action to prevent violence and make school safe for all
- ✓ End corporal punishment and use positive discipline strategies for behaviour management
- ✓ Report and refer cases of violence in a survivor-centred and confidential way
- ✓ Develop positive and respectful relationships across the whole school community
- ✓ Work effectively with the whole school community to promote inclusion
- ✓ Use evidence to plan, implement and review improvements to inclusion.

Through completing this module you have worked towards the following school leader competencies:

Competency 1-5		1							2			3				4	5	
		1.1	1.2	1.3	1.4	1.5	1.6	1.7	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	5.1	5.2
Pre-course		Introduction to school leadership																
	Week 1	Introduction to the school leadership toolkit																
	Week 2	Introduction to inclusion and self-assessment																
	Week 3	Activating existing knowledge																
	Week 4	Building knowledge and skills - making schools safe																
	Week 5																	
Module 1 - Leading safe and inclusive schools	Week 6	Building knowledge and skills - disability inclusion																
	Week 7	Building knowledge and skills - including priority groups																
	Week 8	Building knowledge and skills - working effectively with others																
	Week 9	Reflection and sharing																
	Week 10	Practical application																
	Week 11																	
	Week 12	Assessment																

Competency descriptors

Competency 1 Demonstrate a commitment to improving learning outcomes and promoting inclusion	
1.1	Development and communication of a school vision and mission that fits the context.
1.2	Planning for the professional development of teachers.
1.3	Developing a relevant school improvement plan.
1.4	Assessing the barriers to education for children from disadvantaged.
1.5	Carrying out effective monitoring of teaching and learning.
1.6	Observing teaching and learning to improve the quality of learning and the inclusion for all.
1.7	Providing effective feedback and guidance to teachers to improve the quality of teaching and learning.

Competency 2 Promoting a culture of continuous self- sustaining school improvement	
2.1	Developing effective school self-review systems and processes.
2.2	Establishing Communities of Practice CoP within the school, to support improvements to the quality of teaching and learning.
2.3	Using the school grant effectively to support learners.

Competency 3 Modelling and guiding leadership or learning for the inclusion and safety of all within the school	
3.1	Guiding teachers on improving the quality of learning and inclusion.
3.2	Ensuring pupils and adults are safe and treated with respect within the school.
3.3	Guiding teachers on safeguarding of pupils and colleagues.
3.4	Guiding teachers on pupils' personal developments including behaviour for learning.

Competency 4 Use evidence to plan, implement and review improvement for inclusion and learning	
4.1	Collecting, analysing and using data to inform planning and drive improvement.

Competency 5 The school leader will work collectively with all stakeholders to drive school and system improvement	
5.1	Engaging stakeholders to improve teaching and learning and inclusion.
5.2	Developing respectful relationships across the whole school community.



Task 1

Self-reflection

Making our schools safe and inclusive is an important job but it may not be quick or easy. We need to address some deep-rooted issues, negative attitudes and stereotypes. By taking this on, we are leaders of change.

1	What excites you most about making these changes?
2	What are you most concerned/unsure about?
3	What help do you need and from whom?
4	What did you enjoy most about this module?
5	What would you like to do differently in the next module?



Task 2

Self-assessment

At the start of this course you assessed the extent to which you and your school community are making your school inclusive. Now you have finished 12 weeks of study on inclusion we will revisit the same matrix. Complete the matrix below and compare back to where you were 12 weeks ago.

For each statement on the left, give yourself/your school a rating of 1-4 where the following applies:

1: I/we need major support to understand and practice this.

2: I/we have some understanding and some practice is underway, but we need further support to do it for all learners and with increased frequency.

3: I/we have a good understanding of this and show inclusive attitudes while implementing several inclusive practices. Further improvements need support.

4: I/we have excellent understanding and role model good practice, showing others how to change ways of working to be more inclusive.

	1	2	3	4
Example: My school can provide safe and inclusive learning for all		✓		
The Teacher Code of Conduct is displayed for all to see in my school.				
My school has a record showing that all teachers and other education personnel in the school have signed the Teacher Code of conduct this academic year.				
My school has taken action to prevent violence in school, I can share evidence of this action. (E.g. all canes have been removed from school and there is no corporal punishment, key messages on prohibiting different types of violence have been shared in assembly this month.)				
All adults and pupils in our school can explain the reporting and referral mechanisms related to violence and safety.				
The reporting and referral mechanisms related to violence and safety have been communicated to all through staff meetings, school assembly and posters displayed around the school.				
My school has a process in place to identify children who need additional support and/or are at risk of dropping out of school. I can explain the process to my LLL.				
My school regularly assesses the barriers to learning and takes action to remove barriers. I can give an example of my school doing this for specific learners (e.g. pregnant girls, children with disabilities) within the last month.				

How are your answers to this assessment different to the assessment you did at the start of the course?

Remember there is always more we can be doing to make our schools inclusive so don't expect to be proficient straight away. Your journey to inclusion begins here. Now you are equipped with the skills and knowledge to be a leader of an inclusive school!

Notes

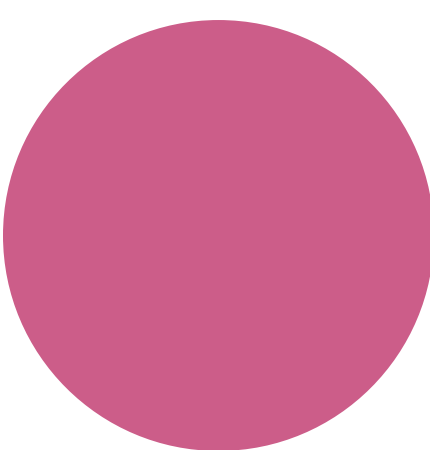
School Leadership Programme Module 1: Score Sheet

Participant's Name:					
Participant's PIN Code:					
School:					
District:					
Name of LLL:					
Module 1 Assessed Component		Candidate scores	Candidate total score	Component weighting	Candidate weighted score
Instruction		Write candidates score for each component	Write total component score (maximum total score is the second number)	For information only	Calculate weighted score using formula: candidate score ÷ max score × weighting
WhatsApp discussions (2 or 1 or 0)	U1/T4&T5		____/28	15%	[] ÷ 28 × 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 - assessed (0-3)	U2/T2		____/18	25%	[] ÷ 18 × 25 = []%
	U2/T4				
	U3/T4				
	U4/T3				
	U4/T4				
	U8/T2				
In-school project answer – assessed (0-3)	U9 (all steps)		____/3	25%	[] ÷ 3 × 30 = []%

Coaching (2 / 3 / 2)	Visit 1: Attendance and participation		____/14	10%	[] ÷ 14 × 10 = []%
	Visit 1: Uptake of feedback				
	Visit 1: Quality of thinking				
	Visit 2: Attendance and participation				
	Visit 2: Uptake of feedback				
	Visit 2: Quality of thinking				
Mastery and transfer of learning to school (2/4/2)	Mastery of ideas		____/8	20%	[] ÷ 8 × 20 = []%
	Ideas into practice				
	Real change				
End of module reflection meeting Attendance & participation (2 or 1 or 0)	End of module reflection meeting		____/2	5%	[] ÷ 2 × 5 = []%
TOTAL SCORE					%



The School Leadership Programme was developed by the Teaching Service Commission (TSC) in Sierra Leone 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).



Leading teaching and learning

Toolkit 1: Leading Safe and Inclusive Schools
Units 1-10

School Leadership Programme Module 1: Score Sheet

Participant's Name:						
Participant's PIN Code:						
School:						
District:						
Name of LLL:						
	Module 1	Candidate scores		Maximum	Sub- Total	%
Workshop attendance & participation (2 or 1 or 0)	Workshop 1			2 (5%)		
WhatsApp discussions (2 or 1 or 0)	U1/T4&T5			14 (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			6 (15%)		
	U2/T4					
	U3/T4					
	U4/T3					
	U4/T4					
	U8/T2					
Written answers – assessed (0-3)	U9 (all steps)			3 (30%)		
Coaching (0-7)	1			14 (10%)		
	2					
Research	Mastery of ideas			8 (25%)		
	Practicality of ideas					
	Potential to drive change					
Grand Total						