



School Leadership Programme

Toolkit 2: Leading teaching and learning Units 1-12

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.

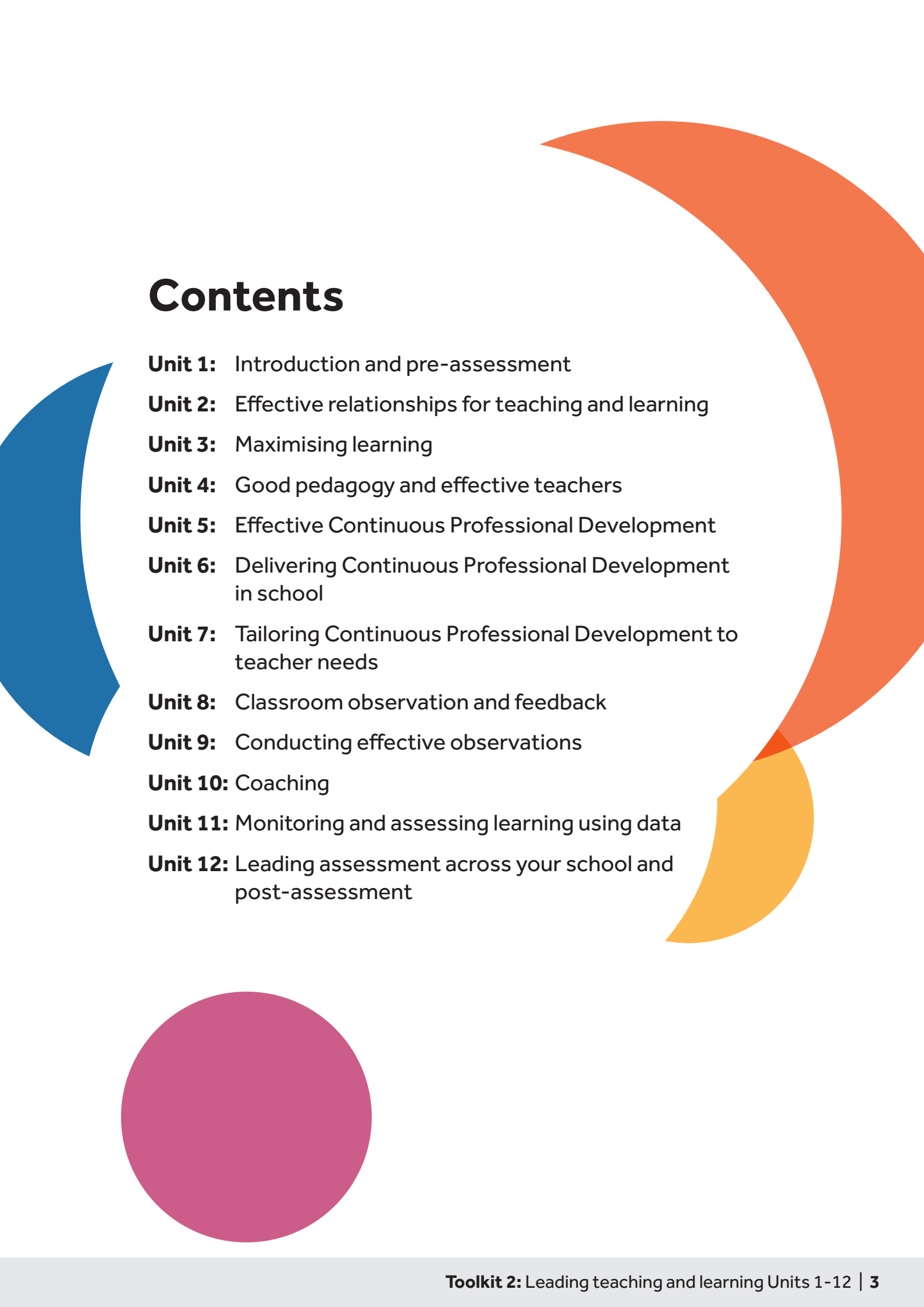
The team that developed the toolkits have drawn on a range of sources for information and ideas. The sources are indicated but if users find any omissions, or any errors in the toolkits, they should contact the TSC.



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Module 2 overview

Welcome to Module 2 of the School Leadership Programme. In this module you will focus on becoming an effective leader of teaching and learning. You will think about the attitudes, behaviours, practices and systems that lead to improved learning for pupils. You will consider your role as a leader of teachers and how you can help your team of teachers improve, both as individuals and as a team, so that all pupils in your school are learning well.

Learning will build upon Module 1. You will continue to put inclusion at the heart of all you do so that all pupils in your school have their needs met and can progress. You will also continue looking at how to build positive relationships and work effectively with the whole school community.

The learning style of this course is similar to Module 1. You will engage in self-study reading, exercises and peer discussions on WhatsApp. Your Local Leader of Learning (LLL) will continue to coach you through the course and will visit you in your school.

Achieving the school leader competencies

By passing this module, you will meet the school leader competencies related to leading teaching and learning. The four main competencies of this module are:

1.2	Planning for the professional development of teachers
1.5	Carrying out effective monitoring of teaching and learning
1.6	Observing teaching and learning to improve the quality of learning and inclusion for all
1.7	Providing effective feedback and guidance to teachers to improve the quality of teaching and learning.

In addition, you will work towards other competencies as shown in the mapping below:

Competency descriptors

Competency: Demonstrating 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: Using evidence to plan, implement and review improvements to 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.

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
Module 2 - Leading teaching and learning	Instructional leadership overview																	
	Effective relationships for teaching and learning																	
	What is effective teaching and learning?																	
	Leading the professional development of teachers through school-based CPD																	
	Classroom observation and feedback																	
	Coaching																	
	Monitoring and assessing learning (using data)																	



School Leadership Programme

Leading teaching and learning

Introduction 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:

- Identify attributes of a good leader
- Identify things your leadership team are doing well and ways they could improve
- Describe some of the tasks a school leader does that enable effective teaching and improvements in learning
- Explain the meaning of 'leading teaching and learning'.

Reading List:

Global School Leaders. Evidence Review 2024. A review of research on the role of school leaders in improving learning outcomes. Available from:
<https://www.ili.education/wp-content/uploads/2024/06/GSL-Evidence-Review-2024-School-Leadership-and-Sudent-Learning-Outcomes.pdf>

The impact of leadership on student outcomes. An analysis of the differential effects of leadership types. Robinson, V. M. J., Lloyd, C. & Rowe, K. (2008). Available from:
https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=research_conference_2007

Tasks:

Task 1	Self-study. Reflections on Module 1
Task 2	Peer discussion on WhatsApp. School leaders
Task 3	Practical application. Looking at school through learner’s eyes
Task 4	Activating existing knowledge. School leader tasks that improve teaching and learning
Task 5	Self-assessment

Unit 1 - Introduction to inclusion and pre-assessment



Task 1

Self-study. Reflections on Module 1

Think about the last term in your school and what you learned in Module 1.

1. Write down one thing you learned about school leadership in the last module.

2. Write down how you have grown as a school leader by studying Module 1. Write down one thing you are doing differently in your school now. If there is nothing you are doing differently yet then write down something you are going to try this term.



Task 2

Peer discussion on WhatsApp. School leaders

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 you some questions in your WhatsApp group about the purpose of school leaders and what makes someone a good or bad leader. Think about your response to this in advance. Participate actively in your group discussion and ask questions if you are unclear.

Notes (use this space to make any notes)



Task 3

Practical application: Looking at school through learners' eyes

Talk to pupils, parents and teachers in your school and tell them you are gathering feedback on school leadership. Ask them to write on a piece of paper one word that describes the school leadership in their school. Then fold the paper and put it in a box. Tell them all responses are anonymous and they should be honest.

Open up all the papers and write the words in the space below. Are the words descriptive or generic? If they are generic why is that? Do people feel comfortable giving honest feedback to leaders? Look at the positive words and think about how you can make the best use of those strengths to continue to improve your school. Are there any words you feel are negative and would like to improve? Highlight them and keep them in mind throughout this course.

Remember one of the best ways to improve is by seeking feedback from those we are leading.

Notes (use this space to make any notes)

What is leading teaching and learning?

Leading teaching and learning means that the school leader is responsible for the processes and ways of working that enable effective teaching and maximise learning¹. Examples of these things include overseeing the curriculum, teacher quality, teacher professional development, pedagogy, learning outcomes, inclusive practices and wellbeing. Often these things are overlooked by school leaders because their time is taken up with more managerial tasks such as finance, resourcing and administration. Spending time on teaching and learning processes has the biggest impact on learning outcomes². **School leaders need to ensure managerial tasks are completed but enough time and energy is given to teaching and learning tasks. A school leader can't do it all alone. They will need to delegate and work with others.**

"The closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students' outcomes"

Source: Robinson, Lloyd and Rowe, 2008, p.664, cited in UR-CE (2023).

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

² UR-CE (2023)



Task 4³

Activating existing knowledge. School leader tasks that improve teaching and learning

1. Make a list of all the school leader tasks that directly relate to teaching and learning. In another column list all the other tasks a school leader does.

Teaching and learning processes	All other processes

³ Task adapted from UR-CE (2023) p.7.

2. Roughly what proportion of your time is spent on teaching and learning activities? And what proportion on all other activities?⁴

3. What do you think of this balance? Could you spend more time on teaching and learning activities to strengthen leadership in this area? What could you do and how could you do this? Who would you work with?

⁴ Examples of teaching and learning activities include: Lesson observations, feedback to teachers, planning curriculum, supporting lesson planning, supporting teachers to use resources, looking at pupils' work, looking at pupil learning outcome or exam scores, identifying pupils who are marginalised, identifying children with disabilities, reviewing data on children, talking to parents and wider community about learning, training teachers.



Task 5

Self-assessment

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. Answer as honestly as you can. We will re-visit this at the end of the module.

For each statement in the table, tick the description that best fits below.

Need major support (1)

No experience or few people do this. Require a lot of support to understand and practice this.

Emerging (2)

Some understanding and beginning to practice, or some people do it. But need support to do it well, for all teachers/learners and regularly.

Developing (3)

Good understanding. Mostly able to do this but some support needed to ensure it is done consistently and for everyone.

Exemplary (4)

Excellent understanding of this and we do it successfully. We can be a role model and help other schools do this practice.

	1	2	3	4
Example: My school can provide quality learning for all		✓		
In my school, teachers and students arrive on time for lessons				
In my school, teachers use lesson plans and have clear learning objectives for their lessons				
Students in my school are actively engaged in learning activities during lessons				
Teachers in my school check for understanding during lessons and help pupils make learning progress				
My school provides regular, school-based CPD for all teachers				
We have regular lesson observations in our school , and give feedback to help teachers improve their practice				
My school collects, analyses and uses learning data to improve				
My school provides free of cost support to students who need extra help to catch up on learning.				
My school communicates with parents about learning and pupil progress and/or needs				
My school has an active BoG/SMC that contributes to improving learning				

Learning outcomes

After completing this unit, you should be able to:

- Identify attributes of a good leader ☐
- Identify things your leadership team are doing well and ways they could improve ☐
- Describe some of the tasks a school leader does that enable effective teaching and improvements in learning ☐
- Explain the meaning of 'leading teaching and learning' ☐

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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Effective relationships for teaching and learning

Week 2 - 4 hours

Unit 2

Unit 2 – Effective relationships for teaching and learning

Learning outcomes

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

- Identify ways to include pupils’ voices in school decisions and plans
- Identify ways to promote female leadership
- Promote respectful and trusting relationships within the whole school community
- Take steps to make your school a professional learning community
- Support teachers to collaborate and promote a culture of support to help each other improve

Reading List:

Teachers as Change Agents: Classroom research in Sierra Leone secondary schools. Leh Wi Lan. (2021). Available from:

https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/01/LWL_Teacher-Research-Book.pdf

Professional learning communities and teacher outcomes. A cross-national analysis. Anders Astrup Christensen, John Jerrim (2025). Available from:

<https://www.sciencedirect.com/science/article/pii/S0742051X24004530>

Tasks:

Task 1	Peer discussion on WhatsApp: Strong teacher interactions
Task 2	Practical assignment: Teacher interactions in your school
Task 3	Activating existing knowledge: A collaborative and supportive culture
Task 4	Peer discussion on WhatsApp: Promoting a collaborative and supportive culture
Task 5	Self-assessment: Collaborating with pupils
Task 6	Practical assignment: Barriers to female leadership

Unit 2 - Effective relationships for teaching and learning

In this unit you will consider how relationships between members of the school community can enhance teacher professional development and improve learning. You will build knowledge and skills to foster positive relationships and a culture of collaboration.

Collective responsibility for improving learning

An important role of school leaders is to build and lead a team of teachers to improve their teaching. This does not mean only giving information and training to teachers. It means creating an environment in the school that helps everyone perform to the best of their abilities and to improve continuously⁵. This can be achieved by creating a culture and opportunities where teachers collaborate and learn from one another.

The diagram below shows two schools. One has good teachers who work on their own. The other has average ability teachers who have strong interactions – positive relationships, trust, respect, openness to feedback, ability to learn from one another, open-mindedness and motivation to improve. The teachers in this second school can achieve more than a school with good teachers working on their own.



Isolated but good teachers do not make a good school. Strong teacher teams working together towards common goals can create a good school⁶.

⁵ UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 1: Creating a strategic direction for the school, 5th edition, March 2023. p.11.

⁶ This is taken from Michael Fullan's concept of Professional Culture, cited in UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 1: Creating a strategic direction for the school, 5th edition, March 2023. p.11.



Task 1

Peer discussion on WhatsApp: Strong teacher interactions

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 strong teacher interactions in your WhatsApp group. Make sure you have read and understood the diagram on the previous page. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)



Task 2

Practical assignment: Teacher interactions in your school

Observe the interactions and relationships between teachers in your school. Look at specific groups of teachers and observe how they interact.

For each of the groups decide if they have 'strong', 'average' or 'weak' interactions. Answer honestly and remember there is always an opportunity to improve, we don't expect everything to be perfect today.

Put a tick in the box that best describes the interactions of each group in your school.

Interactions	Strong	Average	Weak
	Colleagues show trust, respect, collaboration, open to feedback, willing to learn from one another	Colleagues show trust and respect and sometimes collaborate, some are open to feedback and learning from one another	Colleagues do not show any trust, respect, collaboration, openness to feedback, and are not willing to learn from one another
Within leadership team			
Within subject departments			
Across all teachers			
Between leadership and teachers			
Between teachers and pupils			

Look at which boxes you have ticked. Which groups have strong interactions and can be an example to others? Which groups need support to improve their interactions?

Write your response here.

Building a professional learning community

A professional learning community is one where professionals actively seek opportunities to learn from one another. They recognise that at all levels of the profession there is something new to learn and there is something they can teach others. They learn from peers rather than an expert. Professional learning communities require a learning platform where colleagues meet regularly to share their experiences, ideas, challenges, questions, reflections, expertise and learning in an effort to make improvements to teaching and learning. The platform could be face to face, for example a meeting in school, or it could be a virtual platform online, for example WhatsApp. Many schools in Sierra Leone have been conducting Teacher Learning Circles, these are examples of professional learning communities. As part of this course you also have a virtual professional learning community for school leaders through your WhatsApp group.

Professional learning communities have existed in schools across the globe for many years. They have shown to improve teacher confidence and quality. However, they do not simply improve teaching from the day they are established. They require planning and investment to work well. This is the role of the school leader, to ensure they run well once they are established. The next section will look at the culture and relationships needed for an effective professional learning community.

Building a culture where teachers collaborate and support one another's improvement

We have said that good schools have strong interactions between their staff and staff seek opportunities to learn from one another to improve. How can a school leader build this culture in their school?

Below are some key characteristics that need to be in place:

✓	Shared vision of improving learning
✓	Safety for all
✓	Trust
✓	Respect
✓	Empathy
✓	Open-mindedness
✓	Openness to feedback



Task 3

Activating existing knowledge: A collaborative and supportive culture

This is a graded assignment. You are expected to think critically about the application of these characteristics in your own school. Think and engage deeply and be honest in your responses. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before submitting.

1. One of the first things to consider when trying to build this culture is your own behaviour as a leader. You should try to role model the 7 characteristics on page 23 every day. Write down one example of how you have shown each of these characteristics in the last week.

2. Are any of these characteristics also included in your school vision, mission, values or code of conduct? Which ones?

3. Do all your teachers understand and buy into these values? Spend time with your teachers discussing the school vision, mission and values, what they mean and how they are demonstrated in everyday school life.

4. Are there any you don't agree with or think are not suitable for your school? Discuss these openly with your LLL. Use this space to make notes.

5. Think about your teachers. Which of them strongly demonstrate these characteristics? Do they demonstrate them as a team? How could you use these strong teachers to build a team that embraces these characteristics and continuously demonstrate them in their professional behaviour.



Task 4

Peer discussion on WhatsApp: Promoting a collaborative and supportive culture

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

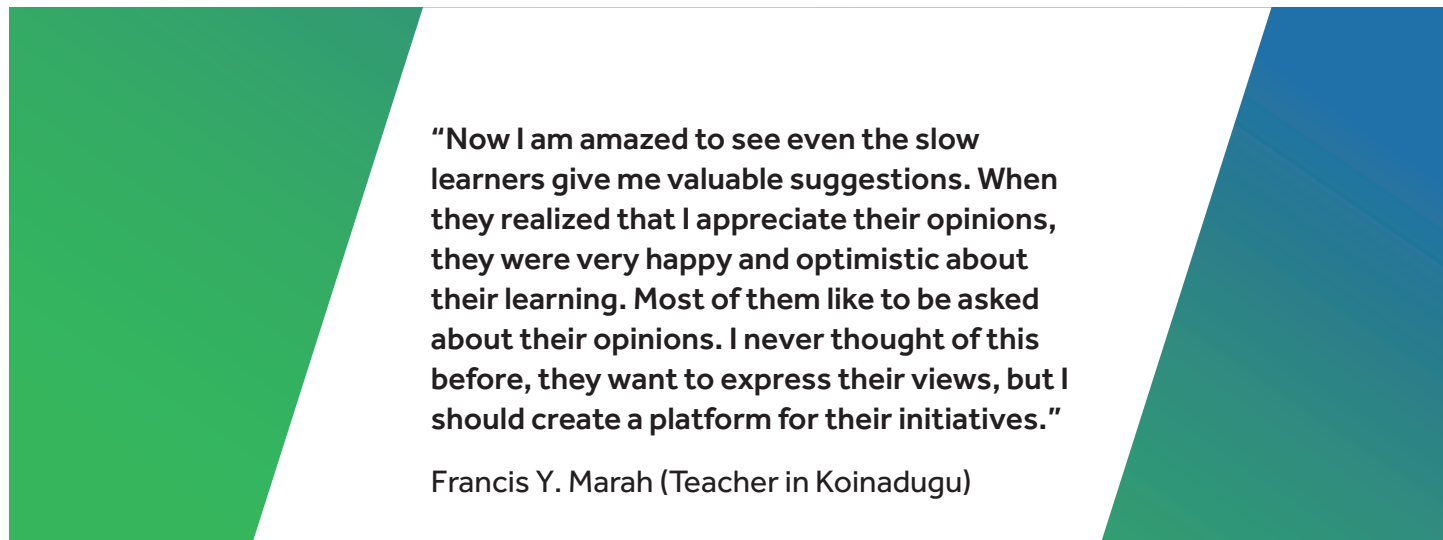
Your LLL will ask you about your experiences using the 7 characteristics (shared vision, safety for all, trust, respect, empathy, open-mindedness, openness to feedback) to promote a collaborative and supportive culture in your school. Make sure you have answered the questions in Task 3 and are ready to share your experiences. Participate actively in the group discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

Pupil voices

When pupils contribute, they become part of the team rather than a recipient. This can make the team stronger and help achieve the goal of improved learning. Often learners are thought of as the opposing team. Learners, teachers and parents working together, on the same side, for the same goal can strengthen collaborative working and remove barriers to learning.

Below is an example of a teacher who started asking pupils for their ideas and was surprised at how it helped improve the teaching and learning experience for all.⁷



“Now I am amazed to see even the slow learners give me valuable suggestions. When they realized that I appreciate their opinions, they were very happy and optimistic about their learning. Most of them like to be asked about their opinions. I never thought of this before, they want to express their views, but I should create a platform for their initiatives.”

Francis Y. Marah (Teacher in Koinadugu)

Below is a summary of how teaching improved across a group of secondary teachers in Sierra Leone who participated in a teacher research course and started talking to learners about their learning experience.

As a result of seeking learner feedback, teachers have done some of the following:

- Sought to help pupils fill some of their foundational gaps by: using local language, slowing down the pace of lessons, pairing with stronger pupils, and using extra-curricular activities.
- Supported pupils to feel comfortable and confident to participate even when they got an answer wrong or used English incorrectly. They achieved this through using praise, not using the cane, creating a classroom culture where pupils do not laugh at peers, using motivational techniques, removing fear and humiliation, and addressing gender barriers.
- Sought to make their lessons more interesting using games, texts that pupils can relate to, and linking lesson content to real life situations with which pupils can identify.

It is important that pupils' voices are heard. One way of doing this is to ask them to share their views, experiences, needs and wishes for their own learning. We looked at this in Module 1 when we collected information about the experience of marginalised learners.

Source: Teachers as Change Agents: Classroom research in Sierra Leone secondary schools

Read more: https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/01/LWL_Teacher-Research-Book.pdf

⁷ Leh Wi Lan 2021. Teachers as Change Agents: Classroom Research in Sierra Leone Secondary Schools



Task 5

Self-assessment: Collaborating with pupils

Write down all the ways teachers collaborate with pupils in your school. Add to the list some more ideas of how teachers could be collaborating with pupils in new ways in your school.

What can you do to facilitate these new forms of teacher-pupil collaboration?

Female voices

In Sierra Leone there are very few women in leadership roles in schools. It is important to have gender parity in school leadership. One reason is that schools exist to help boys and girls learn and thrive. Pupils need both female and male role models to thrive. We need to think proactively about how we remove the barriers that are preventing women from progressing to leadership. We need to actively create opportunities and a culture that supports females to progress.



Task 6

Practical assignment. Barriers to female leadership

Talk to a female teacher in your school. If there are no female teachers then find one in a neighbouring school or in your peers' school. Have an open and honest conversation about her experiences as a teacher and any barriers she sees to her own career development. Try to understand if there are any ways the male teachers in your school could change their behaviour, attitudes or ways of working to collaborate more effectively with this female teacher and support her career development. Write down what you learned in the box below.

Notes (use this space to make any notes)

Learning outcomes

After completing this unit, you should be able to:

- Identify ways to include pupils' voices in school decisions and plans ☐
- Identify ways to promote female leadership ☐
- Promote respectful and trusting relationships within the whole school community ☐
- Take steps to make your school a professional learning community ☐
- Support teachers to collaborate and promote a culture of support to help each other improve ☐

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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Maximising learning

Week 3 - 4 hours

Unit 3

Unit 3 – Maximising learning

Learning outcomes

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

- Assess if pupils in your own school are learning
- Maximise learning time in your own school
- Describe some of the conditions school leaders should provide to enable effective teaching

Reading List:

Time to Teach. Teacher attendance and time on task in West and Central Africa. UNICEF (2022)

[UNICEF-Time-to-Teach-Teacher-Attendance-WCA-2022.pdf](#)

Tasks:

Task 1	Peer discussion on WhatsApp: Is learning happening?
Task 2	Practical assignment: Is learning happening in my school?
Task 3	Reflection questions: Maximising learning time
Task 4	Self-study. Conditions for learning

Unit 3 - Maximising learning

In this unit you will reflect upon learning in your own school and how you know if it is happening for every child. You will consider ways to maximise learning time in your school.

Is learning happening in my school?



Task 1

Peer discussion on WhatsApp: Is learning happening?

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



Look at the cartoon above. What is it telling us about teaching and learning? What does it mean for you as a school leader?

The cartoon shows us that teaching doesn't always equate to learning. You might know that teaching is happening in your school, but do you know if learning is happening?

Your LLL will ask some questions about **Is Learning Happening?** on WhatsApp. Participate actively in the discussion and share your thoughts and ideas with your peers.



Task 2

Practical assignment: Is learning happening in my school?

This is a graded assignment. You are expected to go to a classroom and observe teaching and learning. Use the evidence of what you saw to answer the questions. Think and engage deeply and be honest in your responses. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before submitting.

Conduct a short, 15-minute observation in one classroom this week. Focus your observation on pupil learning. Look at what the pupils are doing, including looking at a sample of their work in books, and write down evidence of the learning that you see. Be sure to look at all pupils, especially those from marginalised groups. Answer the questions below:

1. What evidence of learning did you observe amongst the following groups:

Girls:

Boys:

Children with disabilities:

Pupils at the back of the classroom:

Pupils at the front of the classroom:

Other:

2. Did you notice any differences in learning between the different groups of pupils?

3. Were any groups or individuals not learning? How do you know?

4. Did the teacher notice if children were not learning? How do you know?

5. What did the teacher do if children were not learning?

Share your observations with the teacher to help them improve.

Maximising learning time

One of the things a school leader can do to help improve learning is ensure there are enough hours dedicated to quality learning with a teacher.

If we look at time spent on learning around the world, we see the amount of time Sierra Leonean secondary pupils are in lessons is lower than other countries.

Approximate hours of maths lessons in one year:

- **UK secondary maths lesson hours = 140 hours**
- **India secondary maths lesson hours = 100 hours**
- **Sierra Leone hours stipulated in the Maths Lesson Plan Manual = 87.5 hours**

These are approximate because each school can determine their own hours and they will vary slightly, but they give a good general picture.

Recent research shows us that most schools in Sierra Leone are not able to cover all lessons in the Maths Lesson Plan Manual. One of the reasons for this is because the lessons are not all taking place when they should be.

- If school starts lessons a week late each term, **8.75** maths lesson hours are lost.
- If a teacher is absent one day a week, **17.5** maths lesson hours are lost.
- If extra-curricular activities take place for one week every term, **8.75** maths lesson hours are lost.
- If each lesson begins 10 minutes late, **25** lesson hours are lost.

This is a serious cause for concern. Sierra Leonean pupils have fewer lesson hours to start off with and, if they do not use them all, they have nowhere near enough time to learn the curriculum.



Task 3

Reflection questions: Maximising learning time

Think about your own school. List three ways learning time is lost and what you can do as a school leader to make changes and stop this learning time from being lost.

1.

2.

3.

Conditions for effective learning

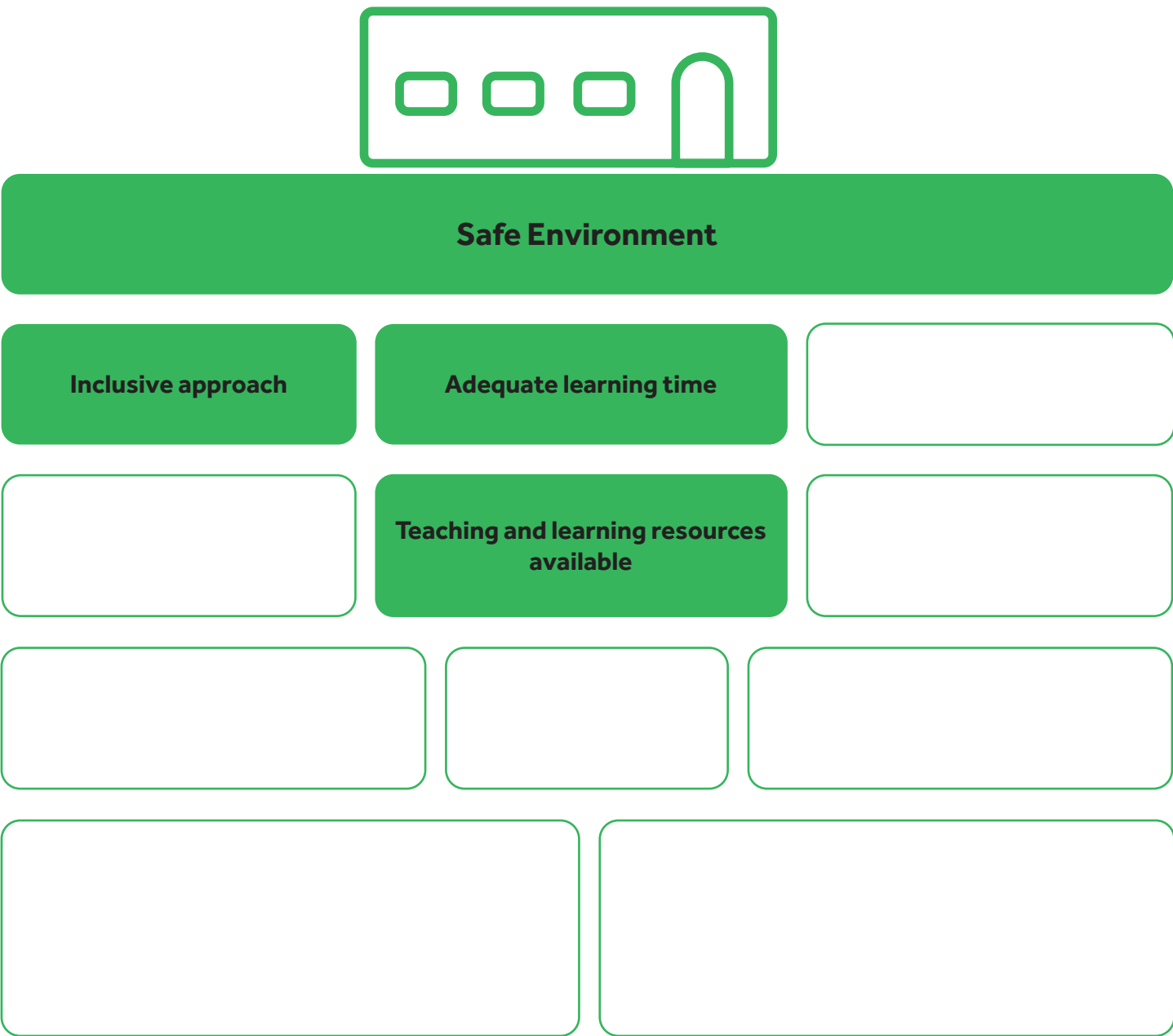
For teachers to teach effectively and for quality learning to happen some essential conditions need to be in place. The diagram below shows some of these essential conditions.



Task 4

Self-study: Conditions for learning

1. Is there anything else you think is essential to enable effective teaching and learning? Add them to the boxes in the diagram.



2. What can school leaders do to ensure these essential conditions are in place?

Learning outcomes

After completing this unit, you should be able to:

- Assess if pupils in your own school are learning ☐
- Maximise learning time in your own school ☐
- Describe some of the conditions school leaders should provide to enable effective teaching ☐

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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Good pedagogy and effective teachers

Week 4 - 4 hours

Unit 4

Unit 4 – Good pedagogy and effective teachers

Learning outcomes

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

- Describe some effective teaching practices
- Assess teachers in different teaching practices and assign 'high', 'medium' or 'low' scores based on evidence of what is happening in the lesson

Reading List:

World Bank Foundational Teaching Skills Video Series. 'Check for Understanding'. Available from:

<https://www.youtube.com/watch?v=oVfLRynlhkA>

World Bank Foundational Teaching Skills Video Series. 'Give feedback'. Available from:

<https://www.youtube.com/watch?v=AG9TaEV8jsE>

Tasks:

Task 1	Peer discussion on WhatsApp: Effective teachers
Task 2	Practical assignment: Pupils' views on teaching
Task 3	Peer discussion on WhatsApp: Effective teaching
Task 4	Reflection and sharing: Teacher lesson observation

Unit 4 - Good pedagogy and effective teachers

In this unit you will develop your skills to recognise good teaching practices in the classroom and develop understanding of how to help teachers improve their pedagogy.

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

A school leader needs to know which pedagogy is best for helping pupils learn and should help their teachers to use this pedagogy effectively. This will help pupils throughout the school to learn to the best of their ability.



Task 1

Peer discussion on WhatsApp: Effective teachers

Your LLL will ask some questions about effective teachers on WhatsApp. To prepare for this, think about what effective teachers do, which pedagogies best support pupil learning, and what practices hinder learning. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

There is a lot of global evidence on pedagogy and what leads to improved learning for all. Below are some of the practices that lead to improvements in learning:

- Explicit lesson objectives related to lesson activities
- Pupils actively participating in learning tasks
- Use of positive language and respectful treatment of all pupils
- Checking for understanding
- Giving feedback to pupils
- Teacher providing thinking tasks for pupils
- Pupils collaborating with one another through peer interaction.



Task 2

Practical assignment: Pupils' views on teaching

Ask your pupils what things their teachers do that help them to learn best. Make a note of their responses in the space below. Share these responses with the teachers in your school.

What does effective teaching look like?

A school leader needs to be able to critically assess teaching practice. By observing a teacher and pupils in a lesson, they should be able to identify what teachers can do well and where there are weaknesses, and to give feedback to help teachers improve.

It is not just about what methods the teacher is using, but about how well they are using them and if pupils are learning. For example, a teacher might be using a good practice like group work in their lesson but they are unable to facilitate it effectively meaning pupils are not learning. A school leader should recognise this and be able to guide the teacher on what to do to improve.

A good school leader can help teachers improve how they teach.

This unit will look at four teaching practices that are considered good pedagogy and diagnose how each one can be used effectively in a lesson. The four practices are:

1	Shares clear learning objectives aligned to curriculum and prior learning
2	Checks pupils' understanding
3	Gives feedback to pupils to help them progress
4	Uses inclusive methods



Task 3

Peer discussion on WhatsApp: Effective teaching

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

Set up a call with one of your peers in your School Leadership Programme WhatsApp group. For each practice below, discuss how an effective teacher would do this practice. What behaviours and actions would you see from them in the classroom? Make notes in the boxes below.

1. Shares clear learning objectives aligned to curriculum and prior learning

2. Checks pupils' understanding

3. Gives feedback to pupils to help them progress

4. Uses inclusive methods

We will now look at each of the teaching practices and give example behaviours that you may see in a classroom, scored as low, medium or high (where low is a less effective behaviour and high is a more effective behaviour). These are organised by the teacher competencies and provide an example for how teachers may be assessed in the classroom.⁸

1. Shares clear learning objectives aligned to curriculum and prior learning

Low	Medium	High
• No learning objective on the board • Learning objective is written but teacher does not follow it • Learning objective is not relevant for the class or curriculum • Learning objective does not build upon prior learning	• Teacher explicitly states or writes the objective, but it is very broad • Lesson follows an objective but the teacher has not explicitly stated or written this objective	• Teacher explicitly states or writes a specific lesson objective and the lesson activities align to the stated objective

2. Checks pupils' understanding

Low	Medium	High
• Teacher does not ask any questions to check if pupils understand • Teacher only asks questions where pupils reply in chorus and there is no follow up. (e.g. 'do you all understand?') • Teacher does not walk around observing and talking to pupils when they are working in pairs or groups • When pupils are unable to do the work the teacher does not adjust, re-explain or adapt what they are doing	• Teacher asks questions to very few pupils to check understanding • Teacher moves on when one or two pupils say they can do the work • Teacher monitors some pupils during pair and group work but it tends to be the same pupils (e.g. those sitting at the front) • Teacher slightly adjusts teaching when they see pupils don't understand but it is too brief or superficial	• Teacher uses questions, observation, prompts and other strategies to check if most of the pupils in the class understand • Teacher systematically moves around the classroom during different activities to check if pupils understand • Teacher adjusts teaching based on pupil understanding – they may provide more challenging examples if pupils understand or re-explain, give additional examples or ask another pupil to explain when pupils don't understand

⁸ The scoring is adapted from World Bank. (2023). Teach Secondary. Washington, DC: The World Bank. Available here: <https://documents1.worldbank.org/curated/en/099110123172714941/pdf/P17337502aad4f01208ab20f6a5a7c583a7.pdf>

3. Gives feedback to pupils to help them progress (feedback can be given 1-1 and/or in front of the class).

Low	Medium	High
• When a pupil gives an incorrect answer or shows misunderstanding the teacher does not respond • When a pupil gives an incorrect answer or shows misunderstanding the teacher provides a simple statement like 'good try', 'someone else?' or 'incorrect' • When a pupil gives a correct answer or shows success, the teacher does not respond • When a pupil gives a correct answer or shows success, the teacher provides a simple statement like 'good', 'someone else?' or 'correct'	• Teacher finds some opportunities to give feedback 1-1 as well as in front of the class • When a pupil gives an incorrect answer or shows misunderstanding the teacher provides a general response like 'you have not understood equations' • When a pupil gives a correct answer or shows success, the teacher provides a general response like 'good graph' without saying what was good about it	• Teacher finds lots of opportunities to give feedback 1-1 as well as in front of the class • When a pupil gives an incorrect answer or shows misunderstanding the teacher provides a response that helps clarify where they made a mistake and helps them learn from their misunderstanding • When a pupil gives an incorrect answer or shows misunderstanding the teacher provides a specific response that shows the pupil and class what was correct
Cause for concern • Teacher gives pupils answers that are incorrect • Teacher makes fun of pupils when they get something incorrect		

4. Uses inclusive methods

Low	Medium	High
• Teacher does not show any respect to learners from marginalised groups • Teacher does not use positive language in communication with pupils • Teacher does not show any awareness of pupils needs, especially pupils from marginalised groups • The teacher may provide pupils with unequal opportunities to participate in learning activities, use stigmatising terms, or express low expectations for pupils from marginalised groups	• Teacher does not always show outward signs of respect such as using names, greeting pupils, saying thank you • Teacher uses some positive language in communication with pupils, including those from marginalised groups • Teacher shows some awareness of pupils needs, especially pupils from marginalised groups, but doesn't always take action • Teacher provides equal opportunities for all children to participate including girls, pregnant learners and children with disabilities, but doesn't always challenge the barriers or stereotypes that prevent their inclusion	• Teacher often shows outward signs of respect such as using pupil names, greeting pupils, saying thank you • Teacher consistently uses positive language in communication with pupils, including those from marginalised groups • Teacher shows good awareness of pupils' needs, especially pupils from marginalised groups, and takes action to support pupils and remove any barriers they face in the classroom • The teacher provides girls and boys with equal opportunities to participate in the classroom, has similar expectations for all pupils, AND challenges gender stereotypes in the classroom • The teacher provides children with disabilities with equal opportunities to participate in the classroom, has similar expectations for all pupils, AND challenges disability stereotypes in the classroom
Cause for concern • Teacher makes inappropriate comments to pupils, for example calling them 'girlfriend' or 'suckling mother' • Teacher allows pupils in class to laugh, tease or harass other pupils • Teacher makes fun of pupils when they get something incorrect • Teacher uses shame, physical violence or other forms of violence to punish pupils		



Task 4

Reflection and sharing: Teacher lesson observation

Follow the link below to watch the video of the teacher. Your LLL will also share the link in your WhatsApp group.

Observe the teacher in the four practice areas and grade them 'low', 'medium' or 'high' for each one. Use the box below to record your score and give reasons for your grading. Discuss your observations with your LLL. Watch the video here:

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



Teaching practice	Grade (Low/medium/high)
Clear learning objectives aligned to curriculum and prior learning	
Check for understanding	
Give feedback to pupils to help them progress	
Uses inclusive methods	

Learning outcomes

After completing this unit, you should be able to:

- Describe some effective teaching practices ☐
- Assess teachers in different teaching practices and assign 'high', 'medium' or 'low' scores based on evidence of what is happening in the lesson ☐

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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Effective Continuous Professional Development

Week 5 - 4 hours

Unit 5

Unit 5 – Effective Continuous Professional Development

Learning outcomes

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

- Describe characteristics of effective CPD
- Give examples of CPD activities that can be conducted for teachers in your school

Reading List:

Teacher Professional Learning and Development: Best Evidence Synthesis Iteration, New Zealand: Ministry of Education. H. Timperley, A. Wilson, H. Barrar & I. Fung (2007). Available from:
https://thehub.sia.govt.nz/assets/documents/42432_TPLandDBESentireWeb_0.pdf

TPD@Scale briefing note: Moving towards successful teacher professional development in the Global South. Foundation for Information Technology Education and Development. Boateng, P., & Wolfenden, F. (2022). Available from:
<https://eti.tpdatscalecoalition.org/resource/tpdscale-briefing-note-moving-towards-successful-tpd/>

Tasks:

Task 1	Peer discussion on WhatsApp: What is CPD and who needs it?
Task 2	Self-study: Examples of CPD activities
Task 3	Peer discussion on WhatsApp: Examples of CPD activities
Task 4	Self-reflection: Learning something new
Task 5	Self-reflection: Effective CPD

Unit 5 – Effective Continuous Professional Development

In this unit you will build understanding of different forms of Continuous Professional Development (CPD). You will be able to describe the characteristics of effective CPD.

Reflecting on teachers' CPD



Task 1

Peer discussion on WhatsApp: What is CPD and who needs it?

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 CPD on WhatsApp. Prepare for this by thinking about what CPD is and who it is for. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

Effective CPD results in sustained changes in the knowledge, understanding, skills, attitudes and behaviours of teachers. Teaching is a dynamic job, the needs of our society and learners are evolving and so teachers’ skills and approaches must evolve too. This means even the best teachers can benefit from CPD. Teachers from all backgrounds and with all levels of experience should engage in CPD.



Task 2

Self-study: Examples of CPD activities

When thinking about CPD, many people think about trainings and workshops. However, there are many CPD activities and evidence to show these can lead to improved teaching and learning.

Some examples of CPD activities are:

Workshops (face to face or online)	Engaging with an expert
Online courses	Staff meetings
Self-study modules	Communities of Practice (face to face or online). For example, Teacher Learning Circles.
Coaching and mentoring	Discussions with colleagues to reflect on practices (formal or informal)
Team teaching or co-teaching	Action research
Lesson observation	Looking at and discussing case studies

Review the CPD activities above. Which activities do you organise in your school? Use the table to classify the activities into three categories⁹.

I have used this in my school	I know what it is, but haven’t used it in my school	I’m not sure what it is

⁹ The information and exercise in this task are adapted from UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 4: Leading teaching and working with parents & the wider community, 5th edition, July 2023.



Task 3

Peer discussion on WhatsApp: Examples of CPD activities

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

Talk to peers in your WhatsApp group and reflect on the following:¹⁰

- Are there any activities that you are not sure about? Ask your peers if they know what they are.
- Are there any activities you haven't used but would like to? Ask your peers if they have used them and if they have examples of these methods.
- Are there any CPD activities you have used that are not in the list? Share them with your peers.

Use this box to note any new or interesting points from your WhatsApp discussion.

¹⁰ This task is adapted from UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 4: Leading teaching and working with parents & the wider community, 5th edition, July 2023.

Effective CPD

International research shows that promoting and participating in professional learning and teacher development is the most important element in effective leadership for learning¹¹. As a leader of CPD in your school, it is important that you understand what effective CPD is. Unfortunately, much CPD for teachers and school leaders is ineffective. Now we will explore what makes CPD effective. This will help you to be a successful leader of CPD in your school¹².

CPD is more effective when it is delivered as a process rather than a one-off event¹³. The process will allow teachers to be exposed to **new information and knowledge**, and importantly it will help them **translate** this new knowledge and skills into practise in the classroom. Change won't happen instantly so good CPD allows time for teachers to **practise** what they have learned, sometimes making mistakes and **reflecting** on what is working and what needs to adapt. They may receive support from a **coach** or senior teacher during this phase. With time, support, and practise they will master the new skill and it will become a new way of working.

¹¹ Robinson, Lloyd, & Rowe, 2008, cited in UR-CE (2023).

¹² UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 4: Leading teaching and working with parents & the wider community, 5th edition, July 2023. p.17.

¹³ UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 4: Leading teaching and working with parents & the wider community, 5th edition, July 2023. p.17

The diagram below shows this process:¹⁴

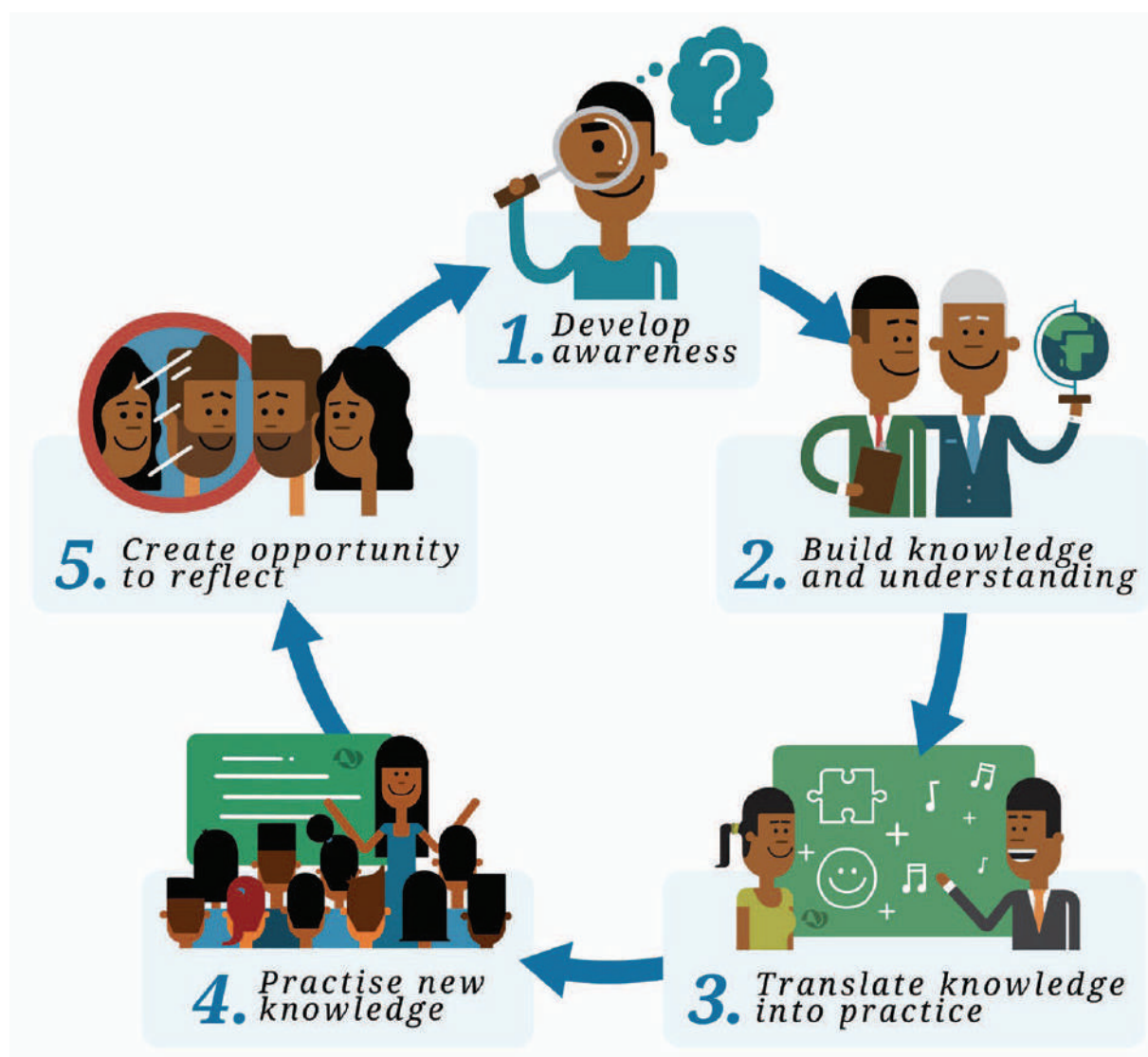


Figure 1. The Learning Cycle (cited in UR-CE 2023, Page 9).

Often CPD takes place only as a training or workshop. This can be an effective way of introducing a new skill or knowledge but it doesn't always allow the teacher to translate the knowledge into practice. When we consider The Learning Cycle, we can see this covers steps 1 and 2 but doesn't adequately cover steps 3, 4, and 5. Effective methods to translate knowledge into practice include coaching, mentoring, observing, team-teaching, or a Community of Practice. They can help the teacher achieve steps 3, 4, and 5. This is why CPD is most effective when it uses a range of methods.

¹⁴ The Learning Cycle, Timperley et al 2007, cited in UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 4: Leading teaching and working with parents & the wider community, 5th edition, July 2023.



Task 4

Self-reflection: Learning something new

Think about a time you learned something new. It could be something in your personal life or professional life, for example, learning to drive or cook a new meal.

Look at the five steps of The Learning Cycle. Did you go through each of these steps when you learned a new skill? What did you do at each step? Did anyone support you? Describe your learning process in the box below.

Characteristics of effective CPD

Focused on pupil learning

The overall goal of teaching is to improve learning for all pupils. Therefore, all CPD should maintain a focus on improving pupil learning. It is helpful if you can explain how the CPD topic can lead to improved learning. It is also useful to evaluate and see if learning is improving as a result of this changed practice.

Collaborative

CPD is effective when it is done together with colleagues. They could be peers within a school or from another school. At a workshop participants should engage together, discuss and practise together. Within school colleagues can engage in co-teaching, observing and giving feedback. Evidence shows teachers who collaborate more with their colleagues feel more confident in their work¹⁵.

Reflective

Reflection is an important part of the learning process. It is what leads to micro improvements. Teachers need to be able to assess what is working in their practice, what is not working as intended and why and have the ability to adjust their practice accordingly. Reflection is most effective when a teacher is supported by a good coach.

Specific

CPD is effective when it is focused on only one or two things. There are many things we might want to improve but narrowing the focus to only one or two things makes change possible. Teachers should have a clear picture of the change they are trying to make – they should know where they are going, what they want to achieve and why.

Practical

Learning new teaching skills cannot be done by reading or listening to theory alone. Gaining new knowledge is part of the process but that new knowledge needs to be applied in practice. This could be achieved by practising a new skill in a training session, trying out a new skill in the classroom or trying something in front of a peer.

Exploratory

Teachers need time and space to explore and experiment in their own classroom. They need to test and see what works for a given subject, class, day etc. For some teachers and teaching methods this might take a week to master, for others it could take a year. The process of experimenting, learning and mastering should be included in any CPD programme.

Evidence-based

CPD requires some input from an external person or materials that provide evidence-based knowledge to improve practice. This could be a coach, self-study materials or a trainer but it is important they are high quality and use evidence based approaches.

¹⁵ (OECD cited in VVOB, Module 4 Unit 1)

Teacher agency

Teachers need to have some control and ownership of their own CPD. Teachers have different needs so there needs to be some agency in them choosing what is right for them. Teachers also need to be accountable for making the changes themselves in their own classrooms and to do this by making the most of the support available to them.

Sustained

CPD is relevant at all stages of a teacher's career. Pupil, society and educational needs are always evolving and teachers need to evolve to meet these needs. CPD should be something a teacher regularly engages in throughout their career and not a one-off fix.

Valued at all levels of the education system

School leaders need to prioritise CPD in their schools by allowing time for teachers to participate, allocating budget, overseeing CPD structures and encouraging peer-learning. Local and national government need to ensure there are resources and time available for schools to engage in effective CPD.

Conducted in an enabling environment

School leaders need to help create the environment that allows teachers to implement their learning in the classroom and achieve changes. This might include ensuring teachers also have the resources they need to teach, maximising pupil learning time, supporting teacher access to technology.

Monitored using data to inform improvement

School leaders should be informed of what is working and what is not working. Gathering feedback from teachers about their CPD experiences is useful. Gathering evidence of teacher practices and tracking them over time to see if there is improvement can build understanding of what works as well as providing evidence of impact.



Task 5

Self-reflection: Effective CPD

This is a graded assignment. You are expected to demonstrate understanding of the different characteristics, as applied to this School Leadership Programme. Think and engage deeply. You are encouraged to talk openly about things you find challenging within the programme and will not be marked down for sharing these views. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before submitting.

Think about the School Leadership Course you are currently completing. How many of the characteristics does it include? Go through each characteristic below and consider if this is met in the course. For each characteristic reflect on what you enjoy about it and what you find challenging.

Characteristic	Is it a feature of the School Leadership Course?	What do you enjoy about this?	What do you find challenging about this?
Focused on pupil learning			
Collaborative			

Reflective			
Specific			
Practical			
Exploratory			

Evidence-based			
Teacher agency			
Sustained			

Learning outcomes

After completing this unit, you should be able to:

- Describe characteristics of effective CPD ☐
- Give examples of CPD activities that can be conducted for teachers 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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Delivering CPD in school

Week 6 - 4 hours

Unit 6

Unit 6 – Delivering CPD in school

Learning outcomes

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

- Name different school-based CPD activities, describe their purpose and how to implement them effectively
- Establish and maintain a system for continuous professional development in your own school

Reading List:

Sierra Leone TSC CPD Framework (to be published soon)

Science of Teaching. Structured Pedagogy Guide 6. Teacher Professional Development – Ongoing Teacher Support. Available from:

https://scienceofteaching.site/wp-content/uploads/2024/05/SP_6_Teacher-Professional-Dev-Ongoing-Teacher-Support.pdf

Tasks:

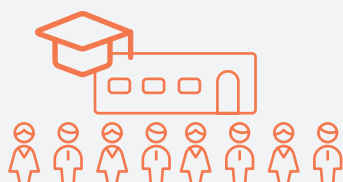
Task 1	Self-study: A framework for school-based CPD
Task 2	Peer discussion on WhatsApp. Overseeing school-based CPD

Unit 6 - Delivering CPD in the school

This unit builds upon what you learned in Unit 5. You will look at different CPD activities that can be run regularly in your school. You will learn about the details of each of these CPD activities and what makes them successful.

The new School Leadership Policy (TSC, 2025) requires all school leaders to lead CPD in their schools.

CPD within schools can be structured at two complementary levels: whole-school and departmental. Bringing all teachers together for whole-school CPD fosters a shared understanding of essential, cross-cutting themes—such as Radical Inclusion or Assessment—ensuring that every teacher is aligned with the school's broader vision and priorities. At the same time, departmental CPD enables teachers to deepen their subject-specific expertise, collaborate on targeted strategies, and address unique challenges within their disciplines. By integrating both approaches, schools can create a coherent professional learning environment that strengthens teaching practice.



Whole school CPD for all academic teachers in the school



Departmental CPD for subject teams in the school

Whole-school and departmental CPD activities should be implemented in every school, every term. These activities ought to complement one another, creating a coherent and continuous sequence that progressively strengthens teachers' skills and professional practice. Isolated or ad-hoc CPD sessions are far less effective than a sustained, well-structured approach.

The figure below shows complimentary CPD activities that can be implemented at little or no-cost in your school.

Teacher Learning Circle



Twice a month, teachers from across the whole school come together to learn about a cross-cutting issue, reflect, collaborate, share experiences and build skills. Sessions take place in school and are facilitated by school leaders or senior teachers.

Classroom observation and feedback



In between the TLCs, teachers continue to be supported to put what they learn into practice through coaching, observations and feedback by school leaders and senior teachers. This would work well at departmental level so teachers can receive guidance relevant to the subject they teach.

Prioritise getting Teaching Learning Circles (TLCs) and observations working well in your school first. Once you have them established you can add on more CPD activities such as team-teaching, or mini training sessions.

On the following pages you will find more information on how to successfully implement each CPD activity. Read these carefully and then complete the task.

Detailed description of CPD activities

Read the descriptions of CPD activities carefully to build your understanding of how to lead each one effectively. There is a lot of new information here, so you will need to read it several times. Read it through at least once now, and return to it as you lead CPD in your school to deepen your understanding.

1. Whole School Teacher Learning Circles

Why	Purpose Teachers build knowledge and skills on quality, inclusive pedagogy		
How	Who will lead it? The school leadership team: principals, senior teachers.	When and how often will it take place? Two per term. One before the start of the term and one in the middle of the term. Duration: 3 hours each. Conducted outside of lesson time.	What resources do I need? Schedule for the year showing when TLCs will take place, communicated to all involved. Someone to oversee the schedule, make sure the TLCs happen as planned and record attendance. TLC leader(s) to deliver the TLC. Evidence on teacher needs to inform the TLC content. Materials for the TLC leader to use to deliver the TLC.
Success	What are the conditions for success?¹⁶ • TLCs should be collaborative. They are not about one person informing everybody else, but rather all colleagues coming together to share their own experiences in the classroom, share challenges and jointly find solutions. By collaborating, colleagues drive improvement forwards together as a whole school.		

¹⁶ These have been adapted from UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 4: Leading teaching and working with parents & the wider community, p. 65, 5th edition, July 2023.

Success continued	• Mutual trust and respect. Colleagues share information openly and they trust and respect each other. Colleagues should feel able to talk about challenges they experience in their teaching, critically comment to others, and should avoid gender stereotyping. • Inquiry is an important feature of the TLC. Colleagues will learn by asking questions. Teachers and school leaders collectively question their practices and routines, examine their ideas about teaching and learning, find ways to respond to differences and conflict, and engage in supporting one another's professional growth. Inquiry means that data about teaching and learning are collected and used to analyse performance of the school. (Text copied from VVOB). • Accountability. The aim is not just to hold the TLC session but for the learning in that session to translate into changes in the classroom. Teachers need to be accountable for making best use of the TLC and transferring their learning back into the classroom to make improvements to their teaching and pupil learning. • Inclusive. It is important that all participants can have their voices heard. This includes females as well as males, more junior teachers as well as unqualified and senior teachers. By listening to all voices you can build better understanding and build new ways of working. • Well prepared. TLCs need to be planned in advance and the learning from the TLC revisited and monitored throughout the term.
	What is my role as a school leader?¹⁷ • Creating awareness with teachers about what the TLC is, when it is scheduled and why it is an important part of their professional development. • Motivate teachers to actively participate in TLC and take the learning back to their classroom. • Provide relevant teaching and learning data that can be used in the TLCs as a point of reflection. • Create the right conditions for teachers to be able to take part in TLC (e.g. time, space, resources). • Monitor and evaluate progress in the quality of teaching and learning as a result of participation in TLC. • Report on the results of the TLC to school leadership, teachers, CTA, BoG and/or MBSSE officials.
Growth	Additional resources on TLCs: Whole School TLC Session Guide for Sierra Leone Secondary Schools. Look out for the new guidance coming soon from TSC on whole school TLS sessions.

¹⁷ These are adapted from VVOB Module 4, P65.

2. Classroom observation and feedback

Why	Purpose Teachers gain feedback on what they are doing well and how they can improve further. The observer will look at how the teacher applies learning from TLC. Each observation will focus on specific competencies.		
How	Who will lead it? School principals, senior teachers.	When and how often will it take place? Each teacher will receive one observation focussing on pedagogy in a term.	What resources do I need? Lesson Observation Form. You may choose the most appropriate until a new national lesson observation tool for secondary schools is launched. Teachers conducting the observation will need an induction on how to do effective lesson observations.
Success	What are the conditions for success? • Keep focus on pupil learning. • Understand what 'good' looks like in observation criteria. • Provide feedback that is specific. • Ensure feedback is used to inform future CPD.		
	What is my role as a school leader? • Oversee the lesson observations system. Ensure they are happening regularly for all teachers. • Look at data from lesson observations and identify school trends and CPD needs. • Allow time for lesson observations within timetable of HoDs. • Build awareness and accountability so each teacher knows what to expect.		
Growth	Additional resources: Look out for more guidance coming soon from TSC on conducting lesson observations. World Bank (2023) Teach Secondary. Observer Manual. Available here: https://documents1.worldbank.org/curated/en/099110123172714941/pdf/P17337502aad4f01208ab20f6a5a7c583a7.pdf Sierra Leone Guide to Lesson Observations TEACH and COACH		

3. Departmental CPD Training

Why	Purpose Teachers build knowledge and skills in my subject area to share practice, discuss content and plan topics and assessments.		
How	Who will lead it? HoD	When and how often will it take place? There will be two subject based departmental CPD training per term, each lasting 3 hours. One should be held before the start of the term and one in the middle of the term. They should be conducted outside of lesson time.	What resources do I need? Schedule for the year showing when CPD training will take place, communicated to all involved. HoD briefed to oversee the schedule, make sure the CPD training happen as planned and record attendance. Evidence on teacher needs to inform the CPD training content. Materials for the HoD to use to deliver the CPD training.
Success	What are the conditions for success? • Accountability. The aim is not just to hold the session but for the learning in that session to translate into changes in the classroom. Teachers need to be accountable for making best use of the session and transferring their learning back into the classroom to make improvements to their teaching and pupil learning. • Inclusive. It is important that all participants can have their voices heard. This includes females as well as males, more junior teachers as well as unqualified and senior teachers. By listening to all voices you can build better understanding and build new ways of working. • Evidence-based. The new knowledge being shared should be based on evidence of good practice. • Well prepared. CPD sessions need to be planned in advance and the learning from the CPD sessions revisited and monitored throughout the term. What is my role as a school leader? As with the whole school TLC, but with the addition that you can play a role connecting the departmental CPD training to the whole school TLC. You can do this by holding a meeting with departmental heads and discussing outcomes of the last CPD training and priorities for future CPD activities.		
Growth	Additional resources on departmental CPD trainings: Look out for new guidance coming soon from TSC on departmental CPD Training.		

4. Departmental Teacher Learning Circle

Why	Purpose Teachers come together as a department to focus on key aspects of their CPD training and collectively discuss how they are putting it into practice and any challenges faced.		
How	Who will lead it? HoD	When and how often will it take place? At the start of every month	What resources do I need? Materials for the sessions Schedule of sessions shared with all teachers Attendance record
Success	What are the conditions for success? See whole school TLC		
	What is my role as a school leader?¹⁸ • Creating awareness with teachers about what the TLC is, when it is scheduled and why it is an important part of their professional development. • Motivate teachers to actively participate in TLCs and take the learning back to their classroom. • Motivate HoDs to lead the system of departmental TLCs and support where needed. • Provide relevant teaching and learning data that can be used in the TLCs as a point of reflection. • Create the right conditions for teachers to be able to take part in Communities of Practice (CoPs) e.g. time, space, resources. • Monitor and evaluate progress in the quality of teaching and learning as a result of participation in TLCs. • Act as a bridge between departmental TLCs so learning can be captured and they can inform whole school TLCs. • Report on the results of the TLCs to school leadership, teachers, CTA, BoG and/or MBSSE officials. • Read the curriculum for different subjects and help HoDs interpret it correctly. • Support HoDs in developing and monitoring schemes of work and lesson plans.		

¹⁸ These have been adapted from UR-CE (2023) Continuous Professional Development Diploma in Effective School Leadership (CPD-DESL), Student Manual, Module 4: Leading teaching and working with parents & the wider community, P. 65, 5th edition, July 2023.

5. Co-teaching

Why	Purpose The Head of Department and a teacher plan and deliver a lesson together then feedback to each other about what went well and any challenges faced.		
How	Who will lead it? HoD	When and how often will it take place? Once a term for each teacher	What resources do I need? Somewhere to make notes on feedback and lessons learned during the co-teaching session.
Success	What are the conditions for success? • Mutual trust and respect. Colleagues share feedback openly and they trust and respect each other. Colleagues should feel able to talk about challenges they experience in their teaching, critically comment to others, and should avoid gender stereotyping. • Reflective. The feedback session is an important part of the co-teaching. The teachers should critically reflect on what worked and what didn't, they can celebrate the successes and be honest about what still needs to improve. • Focused and specific. The lesson will not be able to cover all aspects. The teachers should agree a specific focus for improvement, linked to the departmental TLCs. • Accountability. Lesson from the co-teaching session need to be carried forward into everyday lessons to achieve the desired improvements. Teachers need to take accountability for turning the learning into positive changes in their practice.		
	What is my role as a school leader? • Creating awareness with teachers about what co-teaching is and why it is an important part of their professional development. • Motivate teachers to actively participate in co-teaching and take the learning back to their classroom. • Motivate HoDs to lead the system of co-teaching and support them where needed. • Create the right conditions for teachers to be able to take part in co-teaching (e.g. time, space, resources). • Monitor and evaluate progress in the quality of teaching and learning as a result of co-teaching. • Report on the results of the co-teaching to school leadership, teachers, CTA, BoG and/or MBSSE officials.		

6. Coaching

Why	Purpose Teacher and Head of Department meet together so the teacher can receive 1-1 coaching to improve.		
How	Who will lead it? HoD	When and how often will it take place? Once a term for each teacher	What resources do I need? Schedule showing how often coach and teacher will meet
Success	What are the conditions for success? Trust and respect		
	Open communication • Ask questions and listen to the teacher. • Have open and honest conversations, say when you don't know something.		
	Set realistic goals for improvement • Set targets or goals and jointly plan activities to reach these. • Set small steps for new or difficult tasks. • Have reasonable expectations aligned to where the teacher is now.		
	Be positive and help motivate the teacher • Help teachers to use mistakes as learning experiences. • Provide positive feedback.		
	What is my role as a school leader? • Promote coaching relationships throughout the school. • Creating awareness with teachers about what coaching is and why it is an important part of their professional development. • Motivate teachers to actively participate in coaching and take the learning back to their classroom. • Motivate HoDs to lead the system of coaching and support them where needed. • Create the right conditions for teachers to be able to take part in coaching (e.g. time, space, resources). • Report on the results of the coaching to school leadership, teachers, CTA, BoG and/or MBSSE officials.		



Task 1

Self-study: A framework for school-based CPD

This is a graded assignment. You are expected to demonstrate understanding of the CPD activities discussed on the previous pages. Think and engage deeply and be honest in your responses. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before submitting.

Complete the following questions about CPD. Check your understanding with your LLL. If you have some questions, ask your LLL or peers in your WhatsApp group.

1. List 4 different CPD activities that you could run in your school.

2. TSC recommends all schools run Teacher Learning Circles.

- a. Who are the TLCs for?
- b. How often should TLCs be held?
- c. How do TLCs aim to build teacher's knowledge and skills?
- d. What are the conditions for a successful TLC?

3. Has your school run TLCs? Use the space below to write about your experiences to date. Describe what you have done, what has worked well, any positive results you have seen and any challenges you experienced when implementing TLCs. Be prepared to discuss this with your peers.



Task 2

Peer discussion on WhatsApp. Overseeing school-based CPD

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 you some questions about your role overseeing all CPD activities in the school and how you can ensure they take place regularly and coherently. 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:

- Name different school-based CPD activities, describe their purpose and how to implement them effectively ☐
- Establish and maintain a system for continuous professional development in your own 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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Tailoring CPD to teacher's needs

Week 7 - 4 hours

Unit 7

Unit 7 – Tailoring CPD to teacher’s needs

Learning outcomes

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

- Identify teacher’s CPD needs based on evidence of teaching and learning
- Tailor school-based CPD to meet teacher needs
- Use data to track improvements in teaching

Reading List:

Leh Wi Lan. Information Brief: Learning from Classroom Observations. Available from:
<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2023/03/Classroom-Observation-Learning-Brief.pdf>

Tasks:

Task 1	Peer discussion on WhatsApp: Identifying CPD Needs
Task 2	Self-reflection: Gathering information on teacher needs
Task 3	Practical application: Teacher performance data

Unit 7 - Tailoring CPD to teacher's needs

In this unit you will develop skills and knowledge to implement effective CPD systems in your school. You will consider how to design CPD so it meets teacher's needs and how to track improvements in teaching as a result of teacher CPD.

Teachers have different needs based on their experience. A new teacher will need different professional development to a senior teacher and different needs based on their teaching context. For example the subject and class they teach, the demographic of pupils, the specific needs of learners in their class such as Children with Disabilities (CWD). All teacher needs will also change over time. School leaders therefore need a system and process to identify the needs of their teachers and use this to inform CPD.



Task 1

Peer discussion on WhatsApp: Identifying CPD Needs

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

During the WhatsApp discussion your LLL will ask for your ideas on how to identify teacher's CPD needs. Think of some ideas in advance and note them below. Participate actively in the discussion, sharing your thoughts and listening to others. Use the box below to write down anything new or interesting that you hear in the WhatsApp discussion.

Use this box for your answers

Below are some ideas of where you can find information about what teachers can and cannot do and topics they may need help with in their CPD.

- **Analyse lesson observation data.** Look at the lesson observation data. Which pedagogy areas are teachers doing well? Which pedagogy areas are teachers not doing well and in need of more support?
- **Debrief with HoDs.** Hold meetings with all HoDs and discuss the professional needs of the teachers in their department. What do they need support with? Are there any common areas across the school? Keep the meeting focused on things you could improve through your CPD activities. Ask teachers to use data from coaching and co-teaching to inform the discussion.
- **Ask teachers to complete a multiple choice survey at the start of each year.** Provide a list of topics that could be covered in CPD, choose topics that are important for school improvement. Select the most popular topics as a focus for CPD.
- **Talk to pupils about their learning experience and what is and is not going well.** Gather feedback and write a list of priority topics where teachers need more professional development support.



Task 2

Self-reflection: Gathering information on teacher needs

Think about how you can gather information on teachers' CPD needs systematically, so that it is not ad-hoc. You need to create a system or process to gather evidence on a regular basis and in a way that includes as many teachers as possible. Write a plan for how you can do this.

How will evidence of CPD need be gathered?	Who will do it?	When will they do it?	How often will they do it?	What resources do they need?	What support will they need?

When you have gathered all the information it is likely there will be many needs. CPD is effective when it is focused so you will need to decide on two or three to prioritise. Below are some things you can consider to help you prioritise which needs to address through CPD.

- Link to new national policies
- Link to national priorities communicated by TSC
- Link to school improvement plan
- Link to topics where you have good quality materials already produced
- Link to where you have experts available to deliver topics.

Monitoring improvements in teaching and learning

When school leaders and teachers invest in school-based CPD it's important to know that it is making a real difference - supporting teachers to improve their practice and enhancing teaching and learning, even if progress is incremental. As a school leader, you can collect evidence and data to evaluate the effectiveness of CPD and ensure it is leading to meaningful improvement.

You can collect information about teaching, learning and CPD from the following sources:

- Pupil learning outcomes
- Lesson observation data
- Feedback from co-teaching sessions
- Teacher feedback on TLCs
- Certificates from any trainings attended
- Feedback from any trainings attended



Task 3

Practical application: Teacher performance data

Select one department to work with in your school - ideally English or maths. Look at all the different data you have related to teaching and learning in that subject, include any CPD data you have. Review the data together with the Head of Department (HoD) and use the data to answer the questions below.

1. What does the data tell you?

2. Is there anything more you would like to know about teacher performance that this data doesn't tell you? How could you get this information?

3. How can you include regular teacher performance data review as part of the ways of working in your school?

Learning outcomes

After completing this unit, you should be able to:

- Identify teacher's CPD needs based on evidence of teaching and learning ☐
- Tailor school-based CPD to meet teacher needs ☐
- Use data to track improvements in teaching ☐

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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Classroom observation and feedback

Week 8 - 4 hours

Unit 8

Unit 8 – Classroom observation and feedback

Learning outcomes

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

- Explain how lesson observations can enhance teacher professional development
- Familiarise with the Lesson Observation Tool

Reading List:

MBSSE Coaching Manual (for Primary). Available here:
<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2025/10/MBSSE-Coaching-Manual-for-School-Leaders-and-SQAOs.pdf>

Improving classroom observations to better support teachers. Global Partnership for Education. Mary Burns, Escola Superior de Educação de Paula Frassinetti, 2022. Blog available here:
<https://www.globalpartnership.org/blog/improving-classroom-observations-better-support-teachers>

Tasks:

Task 1	Self-assessment and initial reflections
Task 2	Peer discussion on WhatsApp: Emotions associated with lesson observations
Task 3	Peer discussion on WhatsApp: Conducting lesson observations
Task 4	Practical assignment: Assessing teaching practice using the Classroom Observation Tool

Unit 8 - Classroom observation and feedback

In this unit you will think more deeply about how lesson observations can be part of teacher professional development. You will build understanding of the benefits, limitations and how observations impact teacher's emotions. You will familiarise with a new national lesson observation tool for use in your schools.

Introduction to classroom observation and feedback



Task 1

Self-assessment and initial reflections

1. How confident are you conducting lesson observations?

Use the Likert scale: **1** = not confident / **2** = somewhat confident / **3** = very confident

Explain your ranking.

2. How regularly do you conduct lesson observations in your school?

3. What are the benefits of conducting classroom observations?

4. What are the biggest barriers to conducting regular classroom observations?



Task 2

Peer discussion on WhatsApp: Emotions associated with lesson observations

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 emotions associated with lesson observations in your WhatsApp group. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

Introduction to classroom observations

A classroom observation system is a practical yet powerful way to support the professional growth of teachers. Carrying out regular lesson observations of teachers can create change in many positive ways, such as:

- Fostering a positive culture of growth and learning
- Making teachers feel supported to accept feedback and act on it, working hard to change their practice.
- Giving a better picture of teacher performance when observations happen over time, because classrooms are dynamic.

Secondary school classroom observations began under the Leh Wi Lan project and have been so impactful that the Teaching Service Commission (TSC) continues to use it as part of their ongoing Continuing Professional Development approach in schools. School Quality Assurance Officers (SQAOs) also use the lesson observation system so that they can ensure teachers' practice continues to improve.

Classroom Observation Tool



Task 3

Peer discussion on WhatsApp: Conducting lesson observations

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 your experiences conducting lesson observations in your WhatsApp group. Participate actively in the discussion and share your thoughts and ideas with your peers.

Notes (use this space to make any notes)

A Classroom Observation Tool for Sierra Leone has recently been designed based on global research and international best practices, the country's teaching standards, and input from key stakeholders at all levels of the system (teachers, head teachers, SQAOs, TSC and staff from the MBSSE. The approved and validated tool focuses on observations at primary school level, but TSC is currently piloting a tool for secondary school use. You can use the latest draft of this tool until the final tool is approved and shared.

Classroom Observation Tool

General Information							
School name					EMIS number		
Teacher name					Teacher's gender	Male	Female
Coach name					Date of observation		
Coach designation (circle one)	Principal	Deputy Principal	Head of Department	SQAO	Other (please explain):		

About the lesson you observe (complete this section before the lesson starts)						
Grade(s) taught during the lesson			Total number of children in the lesson		Girls	Boys
Subject						
Topic						
Main learning objective						
Expected sequence of activities in the lesson being observed (ask teachers about the key steps before the lesson starts)						
1						
2						
3						
4						
5						
Start time of observation					Observation end time	

Teaching practices and behaviours to observe (L = Low, M = Medium, H = High)						
	N/A	L 1	L/M 2	M 3	M/H 4	H 5
1. The teacher treats all children respectfully						
2. The teacher uses positive language with children						
3. The teacher responds to student needs						
4. The teacher does not exhibit bias and challenges stereotypes in the classroom						
5. The teacher sets clear behavioral expectations for classroom activities						
6. The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives						
7. The teacher uses questions, prompts or other strategies to determine students' level of understanding						
8. The teacher monitors most students during independent/group work						
9. The teacher adjusts teaching to the level of the children						
10. The teacher provides specific comments or prompts that help clarify student misunderstandings						
11. The teacher provides thinking tasks						
12. Students perform thinking tasks						
13. Students explain their thinking to the teacher or ask open ended questions						
14. The teacher acknowledges students' efforts						

Time on learning						
	Snapshot 1 (5 minutes)	Snapshot 2 (12 minutes)	Snapshot 3 (20 minutes)			
Most students are actively participating in learning tasks (select yes or no for each snapshot)	Yes	No	Yes	No	Yes	No

The detailed and specific observation criteria in the tool deepen the understanding of effective practice so that observers can make precise and insightful comments for improvement. A detailed explanation of the teaching practices and behaviours can be seen in the Rubric for Practices in the Classroom Observation Tool (see pages 107-119).

Both primary and secondary school classroom observations focus on the following key instructional competencies:

- Maximising the learning time for students
- Creating a conducive learning environment for students
- Promoting positive behaviours within the classroom
- Ensuring that students learn the key concepts of a lesson
- Developing students' critical thinking skills

Remember to observe what the students are doing in the lesson as well as what the teacher is doing. For example:

- How well is the teacher using the lesson plan?
- How many different students answer the questions?
- Are all the students listening?
- Is the teacher supporting all students to do the work?
- Are students discussing the work together in pairs or groups?
- Are students achieving the learning outcomes?



Task 4

Practical assignment: Assessing teaching practice using the Classroom Observation Tool

Choose one of the teaching practices outlined in the Classroom Observation Tool that you believe your teachers need to improve on. Then look at the Rubric for Practices in the Classroom Observation Tool (see pages 107-119), which provides more detail on the varying levels of effectiveness of that teaching practice. Think back to classroom observations you've done previously and write three specific examples of what the teachers' practices look like at each of the mastery levels: effective, somewhat effective and not effective. Be as specific as possible.

Chosen teaching practice:		
Effective mastery level example	Somewhat effective mastery level example	Not effective mastery level example

Rubric for Practices in the Classroom Observation Tool

	Ineffective mastery level	Somewhat effective mastery level	Effective mastery level
	In this classroom, the teacher is ineffective at creating a supportive learning environment.	In this classroom, the teacher is somewhat effective at creating a supportive learning environment.	In this classroom, the teacher is effective at creating a supportive learning environment.
The teacher treats all students respectfully.	The teacher does not treat all students respectfully. For example: The teacher may yell at some students, scold them, shame/ridicule them, or use physical punishment to discipline them.	The teacher treats all students somewhat respectfully. For example: the teacher does not treat students disrespectfully (e.g. does not yell at or ridicule students), but the teacher does not show outward signs of respect toward students (e.g. does not call students by their names; doesn't say "please," "thank you," or "sorry;" doesn't use greetings such as "good morning students" or another culturally relevant signs of respect).	The teacher treats all students respectfully. For example: The teacher uses students' names; says "please," "thank you," "good morning students," and "sorry;" or shows other culturally relevant signs of respect.

The teacher uses positive language with students.	The teacher does not use positive language in communication with students.	The teacher uses some positive language in communication with students. For example: the teacher may say “well done”, “exactly” or “good” although does so infrequently. Alternatively, the teacher may use gestures such as clapping, thumbs up, or other culturally relevant signs of praise, although the teacher does so infrequently.	The teacher consistently uses positive language in communication with students. For example: the teacher consistently uses encouraging phrases such as “Great job!” when students show their work, or “Very good!” or “Let’s give [name] a round of applause”. Alternatively, the teacher may use gestures such as clapping or other culturally relevant signs of praise. Students may also use encouraging phrases or gestures toward their peers.
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The teacher responds to students' needs. (This behavior is scored as N/A if there are no observable emotional, material, or physical needs).	The teacher is not aware of students' needs OR does not address the problem at hand. For example: a student may be upset because of a bad grade, and the teacher ignores the student or is dismissive of the issue (e.g. the teacher tells the student to "get over it" or "pull yourself together"). Alternatively, a student may say to the teacher that s/he is struggling to see the text on the board, and the teacher ignores the student's comment and carries on with the lesson.	The teacher responds to students' needs, but may not address the problem at hand. For example: a student may be upset because of a bad grade. The teacher notices and asks the student if there is a problem, after which the student indicates that s/he is upset with his/her grade. The teacher then asks the student to speak with the teacher about it at another time, therefore not addressing the problem at hand. Alternatively, a student may say to the teacher that s/he is struggling to see the text on the board, and the teacher tells the student that s/he needs to remember to sit closer to the front next time.	The teacher promptly responds to students' needs in a way that specifically addresses the problem at hand. For example: a student may be upset because of a bad grade. The teacher notices and asks the student if there is a problem, after which the student indicates that s/he is upset with his/her grade. The teacher then speaks quietly with the student at his/her desk, which appears to calm the student and resolve the issue. Alternatively, a student may be struggling to see written instructions on the board, so the teacher rewrites it in larger text and/or provides an alternative way for the student to access the information (e.g. on a separate sheet or orally).
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The teacher does not exhibit bias and challenges stereotypes in the classroom.	Gender The teacher could show gender bias by providing students with unequal opportunities to participate in classroom activities or by expressing unequal expectations for students' behaviours or capabilities. For example: a teacher seats girls exclusively at the back of the classroom or only calls on boys to answer difficult questions. Alternatively, the teacher calls equally on students of all genders to answer difficult questions, but only assigns girls to clean the blackboard or hand out learning materials (e.g. textbooks) to the class. Other examples of gender bias are teachers scolding boys, but not girls, after incorrectly answering a question or misbehaving. Teachers may also give praise to girls, but not boys, after correctly answering a question.	Gender The teacher provides students of all genders with equal opportunities to participate in the classroom and has similar expectations for all students. For example: the teacher calls equally on all genders to answer difficult questions and praises both boys and girls after correctly answering questions. The teacher asks boys and girls to clean the blackboard and distribute learning materials (e.g. textbooks) to the class. Disability The teacher provides students of all ability levels with equal opportunities to participate in the classroom and has similar expectations for all students.	Gender The teacher provides students of all genders with equal opportunities to participate in the classroom, has similar expectations for all students AND challenges gender stereotypes in the classroom. For example: the teacher calls equally on all genders to answer difficult questions and praises both boys and girls after they correctly answer questions. The teacher asks boys and girls to clean the blackboard and distribute learning materials (e.g., textbooks) to the class. The teacher also uses examples and explanations that portray female rather than male scientists, doctors, and astronauts and/or encourages discussions with students about gender stereotypes and/or gender equality.
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	Disability The teacher may provide students with unequal opportunities to participate in learning activities, use stigmatising terms, or express low expectations for students' behaviours or capabilities. For example: the teacher seats students with disabilities separately from other students. The teacher may use stigmatising terms about people with disabilities, in general, or express bias towards students with disabilities in the classroom through low expectations for their behaviour or capabilities.	For example: the teacher enables students with disabilities to work with other class members during group work, provides opportunities for students with disabilities to ask questions and to participate in whole class learning activities. Alternatively, the teacher praises students with disabilities in the same manner as other students in the classroom.	The teacher may also actively encourage equal participation through comments such as, "Let's hear more from the girls" or "Now that we have heard from a girl, let's hear from a boy". Disability The teacher provides students of all ability levels with equal opportunities to participate in the classroom, has similar expectations for all students AND challenges disability stereotypes in the classroom. For example: the teacher has students with disabilities work with others during group work AND uses examples and explanations that portray people with disabilities in important positions.
The teacher sets clear behavioural expectations for classroom activities.	The teacher does not set behavioural expectations for classroom tasks and/or activities. For example: the teacher says "Work on your reading comprehension skills" without providing instruction on what the expected behaviour is for the activity.	The teacher sets unclear or superficial behavioural expectations for classroom tasks and/or activities. For example: the teacher says "Please complete this assessment on your own" or "Let's discuss this as a group and don't talk all at once" without clarifying what such behaviour would entail as students complete the activity.	The teacher sets clear behavioural expectations throughout the lesson for classroom tasks and/or activities. For example: the teacher says, "Please complete this assessment on your own. Keep your eyes on your own work, and do not speak to your neighbour during the assessment" before students begin to work independently.

			Upon introducing a group activity to the class, the teacher says "Let's discuss this as a group, and don't talk all at once. Remember to speak one at a time, and to raise your hand if you would like to contribute". Alternatively, the teacher is not observed setting clear behavioural expectations, but students are well-behaved throughout the lesson.
The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives.	The teacher does not state or write on the board the lesson objective(s), nor can one be inferred from the lesson activities. For example: for the entirety of the lesson, students work independently in their notebooks. Nothing is visible on the board, and the teacher spends the class time circling and checking students' work. The teacher does not state a lesson objective, and it is difficult to infer a lesson objective from the activities.	The teacher either explicitly states and/or writes a broad lesson objective OR the objective is not explicitly stated and/or written but can be inferred from the lesson activities. For example: the teacher says "Today we are learning about statistics" or "We are focusing on writing" without further details. Alternatively, lesson activities may clearly focus on finding the mode of a data set, but the teacher does not explicitly articulate the objective.	The teacher explicitly states and/or writes a specific lesson objective (e.g. a learning goal), and the lesson activities align to the stated objective. For example: near the beginning of class the teacher states "Today we are going to learn how to find the mode of a data set". Each lesson activity is clearly related to this objective.

The teacher uses questions, prompts, or other strategies to determine students' level of understanding.	The teacher does not ask questions or prompt students at all, or when the teacher does so, the class responds all together, which is accepted without further checking for understanding. For example: when explaining a concept, the teacher asks "Do you all understand how to identify a reflex angle?" The students respond in unison, "Yes, we have." Or the teacher inquire, "This is a reflex angle, right?" after drawing an angle on the board. The class or an individual student replies "Yes, it is."	The teacher uses questions, prompts, or other strategies that are effective at determining only a few students' level of understanding. For example: the teacher asks "Who can give me an example of a reflex angle?" Only a few students respond by raising their hand, a group from which the teacher calls on 1 or 2 students to provide an answer. Alternatively, the teacher asks the question but does not ask students to raise their hands in response, instead allowing students to willingly volunteer their answers.	The teacher uses questions, prompts, or other strategies that are effective at determining most students' level of understanding. For example: the teacher says "Please raise your hand if you agree with this statement: A reflex angle is one that is greater than 180 degrees". The teacher also asks students to demonstrate their knowledge by having all students share their answers (e.g. by having each student share their drawing of a reflex angle).
The teacher monitors most students during independent/group work. (This behaviour is scored as N/A if there is no observable group or independent work.)	The teacher does not monitor students when they are working independently or in groups. For example: the teacher sits at his/her desk or remains standing in front of the class when students are working.	The teacher monitors some students when they are working independently or in groups to check their understanding. For example: the teacher observes some student work for accuracy, listens to some discussions when students work in groups, clarifies concepts, or asks questions.	The teacher systematically monitors most students by circulating the classroom and approaching individual students or groups to check their understanding. For example: wWhen students are working, the teacher walks around the room, systematically approaching students or groups, to observe most students' work, listen to most group discussions, clarify concepts, and/or ask questions.

The teacher adjusts teaching to the level of students.	The teacher does not adjust teaching for students and continues to follow the curriculum even when students indicate they are unable to keep up.	The teacher slightly adjusts teaching, but this adjustment is brief and superficial. For example: as students complete a series of equations involving multiplication of decimal numbers, the teacher notices they are not including decimal points in their answers. In response, the teacher briefly reminds the class to include decimal points in their answers. Or a teacher asks a student to explain the function of the central (axial) human skeleton and a student struggles to recall this fact, the teacher tells the student to refer to a section in their textbook.	The teacher substantially adjusts teaching for students by providing students with more opportunities to learn. The teacher may further present information in different ways to help students better understand the concept being taught. The teacher may also provide more challenging tasks for students who already have an advanced understanding. For example: as students complete a series of equations involving multiplication of decimal numbers, the teacher notices they are not including decimal points in their answers. In response, the teacher briefly stops the activity and reviews the process for multiplying decimal numbers before continuing with the activity.
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			Or a teacher asks a student to explain the function of the central (axial) human skeleton and a student struggles to recall this fact, the teacher uses a visual model or image to review its role in the human body. Alternatively, if the teacher notices that a student has already successfully completed the activity, the teacher may give that student another more challenging activity to complete while waiting for the rest of the class.
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The teacher provides specific comments or prompts that help clarify students' misunderstandings.	The teacher either does not provide students with comments/ prompts about their misunderstandings OR the comments provided are simple, evaluative statements (e.g. "That is incorrect"). For example: when a student answers a teacher's question incorrectly, the teacher responds by saying "That is not the correct answer" and moves on. Alternatively, the teacher does not acknowledge the student's incorrect answer and moves on to asking another student by saying "No, someone else?" without providing feedback.	The teacher provides students with general or superficial comments/ prompts about their successes. For example: if students are drawing a bar graph, the teacher says, "Good job on your bar graph" or "Your bar graph is well organised" without specifying what that particular student did well.	The teacher provides students with specific comments/prompts that contain substantive information that helps identify students' successes. For example: if students are drawing a bar graph, the teacher says "You did a good job on constructing this bar graph. Your horizontal and vertical axes are clearly marked, equally spaced, and correctly labelled". Or the teacher highlights one student's work and says to the class "Look at the work of your classmate, see how this student used larger intervals on the horizontal axis to have fewer bars?" and then proceeds to explain how the student used larger intervals to more efficiently represent the data.
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The teacher provides thinking tasks that require students to actively analyse content, as opposed to simply receiving information or building fluency (i.e. rote learning).	The teacher does not provide thinking tasks. Classrooms with no thinking tasks include those where students simply listen to the teacher or perform rote tasks.	The teacher provides superficial thinking tasks. Superficial thinking tasks are tasks such as matching sets of items, identifying concepts or key pieces of information, and comparing and contrasting characteristics. They also include applying learned information or techniques to tasks similar to those the teacher has already demonstrated.	The teacher provides substantial thinking tasks. Substantial thinking tasks might include students making predictions, identifying patterns, making connections, and interpreting information. They also include having students applying learned information or techniques to new tasks the teacher has not demonstrated, making inferences, evaluating, designing, or creating based on information learned.
The students perform thinking tasks.	Students do not perform thinking tasks.	Less than two-thirds of students in the class perform thinking tasks.	Most students perform thinking tasks.

Students explain their thinking to the teacher or ask open-ended questions	Students do not explain their thinking to the teacher during class activities, nor do they ask open-ended questions. They respond to questions and/or contribute to discussions briefly by saying "Yes" or "No" or by offering a simple fact. For example: in a maths lesson the teacher says "What is the probability of rolling two sixes when two dice are thrown?" The student answers "1/36" but does not explain how they worked out the answer. Or in a science lesson, the teacher says "What are the three temperature scales that are in use today?" The student answers "Celsius, Kelvin and Fahrenheit" but does not explain why different scales are applied.	Students explain their thinking to the teacher during class activities or ask open-ended questions, although this happens infrequently (e.g. only once). For example: a student explains how they worked out the answer to a math problem by stating "I worked out that the probability of rolling two sixes when two dice are thrown is 1/36 by multiplying the probability of rolling a six when one die is thrown by the same number. So, I multiplied 1/6 x 1/6 and this gave me the answer 1/36". Or during a science lesson, a student asks, "Why are there different scales for measuring temperature?"	Students frequently explain their thinking to the teacher during class activities or ask open-ended questions (i.e. more than once). For example: a student explains how they worked out the answer to a maths problem by stating "I worked out that the probability of rolling two sixes when two dice are thrown is 1/36 by multiplying the probability of rolling a six when one die is thrown by the same number. So, I multiplied 1/6 x 1/6, and this gave me the answer 1/36". Another student then explains their approach to finding the answer by stating "I worked this out by drawing a table which had all the possible outcomes of rolling two dice. I worked out that there were 36 possible combinations, and that only one of these combinations was two sixes".
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	YES	NO	
Students are actively participating in learning tasks.	Active Learning Activities If over two-thirds of the class are actively participating in learning, score the third behaviour as "yes." Active learning activities include any activity that is related to class content where most students are actively involved. For example: active learning tasks can include students writing in their notebooks or reading their textbooks. It can also include a whole class discussion where students either have their hands up or are speaking. If working in groups, students may be actively participating by writing, drawing a diagram, or engaging in discussion with other class members. Note that if the teacher leaves the classroom, but most students are actively participating in a learning task, it would still count as active participation.	Passive Learning Activities If less than two-thirds of the class are NOT actively participating, score "no". Passive learning activities include any activity that is related to class content where most students are passively involved. For example: Passive learning activities can include a teacher lecturing while most students only listen. It can also include one student solving a problem on the board while the rest observe. If working in groups, students may also be passively participating by only listening and not writing or engaging in discussion with other class members.	

Learning outcomes

After completing this unit, you should be able to:

- Explain how lesson observations can enhance teacher professional development ☐
- Familiarise with the Lesson Observation Tool ☐

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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Conducting effective observations

Week 9 - 4 hours

Unit 9

Unit 9 – Conducting effective observations

Learning outcomes

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

- Use the Lesson Observation Tool to observe teachers in your school
- Understand how to give constructive feedback after a lesson observation and help others give constructive feedback
- Create a schedule of Lesson Observations for your school

Reading List:

Read the Classroom Observation Tool and associated Rubric for Practices that is in Unit 8. Read it a few times to understand it well.

Lesson observations in sub-Saharan Africa: Bringing learners into focus. Rafael Mitchell & Lizzi O. Milligan (2023) Cambridge Journal of Education, 53:5, 627-644, DOI: 10.1080/0305764X.2023.2206788. Available from:
<https://www.tandfonline.com/doi/full/10.1080/0305764X.2023.2206788>

Tasks:

Task 1	Lesson observation cycle
Task 2	Self-reflection: Critical friend
Task 3	Self-study: Learning from the case study
Task 4	Practical assignment: Lesson observation system

Unit 9 - Conducting effective observations

In this unit, you will learn how to carry out a complete lesson observation cycle, including how to provide constructive feedback to a teacher based on evidence from the lesson. You will also learn how to deliver feedback in a supportive and developmental way that helps the teacher improve their practice. Finally, you will apply your learning by observing a teacher in your school and supporting them to enhance their teaching.

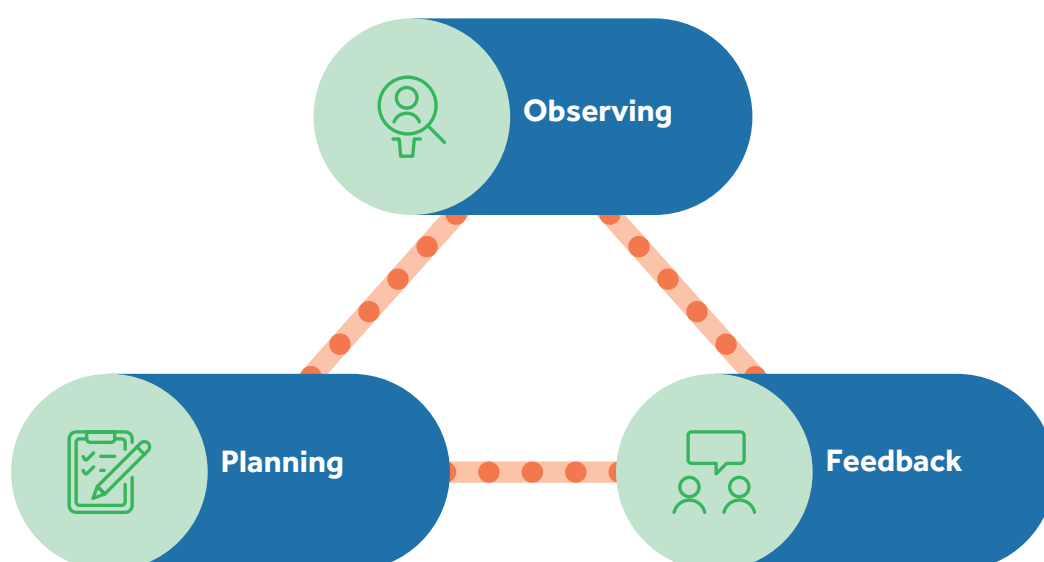


Task 1

Lesson observation cycle

Read the following information on how to carry out a lesson observation and give effective feedback.

Lesson observations are most effective when they are conducted as a cycle, so one observation informs the next. Below is a description of the steps to planning and conducting a classroom observation. The diagram shows how this can be done as a cycle for continuous improvement.



Before and after the observation: teacher discussion

Plan to spend approximately 45 minutes with the teacher doing the observation. After the lesson, spend another 15-20 minutes discussing the lesson and giving feedback.

Before the lesson (5-10 minutes)

Arrive in the classroom at least 10 minutes before class begins.

With the teacher, complete the first two sections of the tool: General information and About the Lesson You Observe (except for the Start and End time of the observation).

Ask the teacher how long s/he thinks the lesson will last.

Make sure you have everything you need BEFORE you start the observation: hard copies of the Classroom Observation Tool, the scoring rubric (provided in training), a pencil and eraser or a pen.

Sit near the back of the classroom so that you can see what is happening and switch your phone to silent.

During the observation (45 minutes)

The duration of the lesson will vary. It is expected that most lessons will be for between 20 and 40 minutes. Observe for the full duration of the lesson. If the lesson ends before 40 minutes, end the observation. If the lesson exceeds 40 minutes, stop the observation.

Start the observation when the lesson starts and note the time the lessons starts in the Tool.

Do not interfere in the lesson, help the teacher or speak to students. Be a quiet observer. Do not use your phone/tablet.

Use a pencil to record scores in the Tool (Low / Medium / High, Yes / No) against each of the teacher behaviours or classroom activities.

Make a note of evidence in a separate notebook.

Record the time the lesson ends in the Tool.

After the lesson (10-15 minutes)

Thank the teacher for the lesson.

If you would like to speak with students, or ask questions, or look at their work, do so now.

Find a quiet place away from students and other staff to have a conversation with the teacher about what you observed.

Conclude by helping the teacher summarise the action s/he is going to take to improve his/her teaching practice.

Thank the teacher again for their participation in this process of professional development.

Take a few minutes to make sure you have completed the form.

How to give effective feedback after the lesson observation

Feedback will only help a teacher improve if it is effective. Aim to make feedback clear, specific and supportive. Use phrases and questions to encourage their reflection, such as:

- What do you think about ... ?
- I liked the way you...
- Perhaps you could try...
- Is there another way to... ?

Two stars and a wish

This method helps provide balanced feedback. 'Stars' are positive areas of teaching practice that the teacher has done well. 'Wishes' indicate areas that require further development.

Giving two positive 'stars' helps to motivate the teacher by celebrating their successes, while one 'wish' gives focus on how to improve. It is important that the wish is specific and relevant. The teacher can improve if they are given something very clear to work on.



Task 2

Self-reflection: Critical friend

Use a mind map or a visual representation of some sort to show what you understand about the term 'critical friend' especially in the context of providing feedback to teachers after an observation. Think about the behaviours and approaches you would expect from a critical friend. Think about what they might say and how they might say it.

Mind map



Case study: Learning from classroom observations study in Sierra Leone

A study of classroom observations was carried out in secondary schools across Sierra Leone between 2018 and 2021. As part of teachers' professional development, School Support Officers attended lessons and followed up with individual, targeted feedback to support teachers in improving their practice. A Lesson Observation Analysis Report was developed and the learning from the report is presented below.

We know the instructional areas teachers are relatively good at and the areas they need to improve on

The same topics emerge as strengths each year. Feedback was delivered to teachers using the 'stars and wishes' method, wherein 'stars' refer to areas of good practice. They show that teachers were doing consistently well in:

- positive language
- pupil participation
- content knowledge

The most common feedback to teachers, across all the years groups, was that they needed to use teaching aids. It is also common for time management issues to be reflected in the feedback in the following ways:

- needs to increase speed of transitioning between topics
- needs to manage lesson time
- should spend correct time on topics
- needs to allocate time to the steps of the lesson

The study also found that there were concerns related to teachers missing parts of the lesson, being behind in teaching the syllabus or needing to improve professionalism (e.g. not using mobile phones during lessons).

The relationship between the observer and teachers is important

A major influence for change seems to be the quality of the relationship between the observer – the School Support Officer in this case – and the teachers under observation, as this impacts on their ability to act as, and be seen as, a critical friend. Building positive relationships means that professional growth took place in a supportive environment, enabling many teachers to accept feedback and work to change their practice.

Teachers need support to address feedback

Many teachers were able to transform wishes into stars, but some were unable to make improvements over multiple observations. This could be influenced by external factors (such as personal issues, coping with a high workload, high levels of pupil absenteeism etc), which put pressure on teachers, raising their stress levels and affecting their ability to teach effectively. It may also demonstrate a lack of understanding by the teacher and/or the School Support Officer of how to improve.

Making improvements to teaching is not always easy. Good school leaders think deeply about who is observing the teacher, how they observe, how they build relationships for observation and how they give feedback to help the teacher progress. Strong support for teachers can lead to improvements in teaching and learning.



Task 3

Self-study: Learning from the case study

1. What were the top three instructional areas that teachers performed lowest on?

2. Does that surprise you? Why or why not?

3. What strategies would you use to help teachers understand how to improve on those areas?



Task 4

Practical assignment: Lesson observation system

As a school leader, your responsibilities are two-fold:

1. Work with the Principal to establish a school system for lesson observations. TSC requires school leaders to ensure that every teacher is observed at least once each term. To support the planning of this, school leaders should put together a timetable of lesson observations at the start of the term.
2. Carry out lesson observations and give feedback to teachers.

In this practical assignment, you will have a deliverable for each responsibility area.

1. Conduct a classroom observation and reflect on it. Use the process outlined in this unit and the Classroom Observation Tool. Share with your LLL a completed copy of classroom observation record and a one-page reflection on how the process went. In the reflection, discuss what did and did not work well. Reflect on how the teacher received the feedback and if you would do anything differently in your next observation.

2. Develop a timetable or schedule that maps out how and when the teachers in your school will be observed. In the schedule, you should include the pre-meetings before the observation and the feedback meetings after the observation. Share your schedule with your LLL and ask for feedback.

Learning outcomes

After completing this unit, you should be able to:

- Use the Lesson Observation Tool to observe teachers in your school ☐
- Understand how to give constructive feedback after a lesson observation and help others give constructive feedback ☐
- Create a schedule of Lesson Observations for 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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Coaching

Week 10 - 4 hours

Unit 10

Unit 10 – Coaching

Learning outcomes

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

- Work effectively with other adults using the principles of adult learning
- Understand what makes an effective coach
- Coach other adults in school

Reading List:

World Bank. Technical Guidance Note. Facilitating effective 1-1 coaching sessions. Available from:

<https://documents1.worldbank.org/curated/en/589311630358726963/pdf/Technical-Guidance-Note.pdf>

Tasks:

Task 1	Self-reflection: Adult learning
Task 2	Self-reflection: Principles of adult learning
Task 3	Self-study: Coaching in school
Task 4	Self-study: Effective coaching practices
Task 5	Self-study: How identity influences a coaching relationship
Task 6	Peer discussion on WhatsApp: Establishing open communication

Unit 10 - Coaching

In this unit you will build knowledge and skills to help other adults to learn. You will look at the role of a coach and what skills are needed to be an effective coach to other teachers.

Understanding adult learning

Before looking at how to coach another adult it is helpful to think about how adults learn.



Task 1

Self-reflection: Adult learning

Think about a time you learned something new as an adult, e.g. learning to drive, a new job, a new hobby. Answer the questions below:

1. Did someone help/teach/guide or support you?

2. What did you enjoy about learning this new thing? Why?

3. What did you not enjoy about the learning process. Why?

4. What did you like about the way another person helped you learn?

5. What did you dislike about the way another person worked with you?

Principles of adult learning

The box below describes the principles of adult learning. When helping adults learn you should aim to follow these principles to maximise impact. Read each one carefully. As you read, think about whether this is how you like to learn.

- 1. Self-directed and goal focused.** Control over the learning process, and clear understanding of how the learning helps achieve goals makes for more effective learning.
- 2. Fills an immediate need.** Motivation to learn is higher when adults see that their immediate needs are met and content is relevant to these needs, particularly in their work.
- 3. Is participatory.** Learning is more effective when adults can participate in activities where they can work with each other.
- 4. Is experienced based.** Sharing experiences and learning from others, and linking new content to existing experiences leads to more effective learning.
- 5. Allows time to think and reflect.** Having opportunities to think about and discuss new knowledge/skills and how to relate these to existing knowledge/skills improves learning.
- 6. Has opportunity for feedback.** Improved learning takes place when constructive and supportive feedback is provided by peers and others in a support role.
- 7. Shows respect for the learner.** Learning will be aided in situations where there is mutual respect between adult learners and facilitator/trainer/mentor/coach, and adult learners are treated as equals.
- 8. Takes place in a safe environment.** A cheerful relaxed environment where the self-esteem of adults is not threatened makes learning more effective.



Task 2

Self-reflection: Principles of adult learning

Think about a time you worked with another teacher to help them do something new. Answer the questions below:

1. How did the teacher respond: was it always positive? Were there any challenges?

2. Go through each of the principles of adult learning on Page 136 and consider if you applied each of these when you were helping the teacher to learn.

3. If you were to repeat this again is there anything you would do differently to improve the learning experience?

What is coaching in a school context?

Coaches provide continuous support and feedback to teachers to help them improve gradually over time. Coaches work closely with teachers in their schools and observe their lessons so they can see what the teacher can do well and where the teacher may want and need to improve.

Coaching is different to supervising, inspecting or monitoring. The latter often involve making an assessment of a teacher and reporting this assessment. The primary purpose of coaching the teacher, however, is to reflect feedback back to the teacher to help them improve. The feedback is for their own professional development rather than an official appraisal.

Coaching is like being a critical friend. You provide honest feedback to teachers and you may talk to them about their weaknesses, but in a way that is constructive and helps them to improve; not in a way that makes them feel bad, feel like they will be reported or fear losing their job.

Coaching vs mentoring

Coaching and mentoring are very similar and you might find yourself doing both of these things. The main difference is a mentor tends to offer advice whilst a coach tends to use questions to help the teacher arrive at their own solutions. For example, a mentor may say "When putting pupils into groups you can walk around each group and encourage them to talk to one another". Whilst a coach may say "When putting pupils in groups, how will you know if they are working together? What could you do as a teacher to see if they are working together?"

You might find sometimes you need to be more like a mentor and give advice and other times you can help the teacher arrive at the solution, depending upon the teacher's competency.

For this course we will use the term 'coach' but will really be talking about a broad approach that includes mentoring.

Why should we coach teachers?

Evidence shows that teachers make improvements to their teaching and pupil learning when they receive continuous support and feedback on their practice.

Many countries around the world have national coaching programmes for their teachers. Coaches might be other teachers within the school, local education government officials or specific project staff. Research has been conducted on these programmes and has found coaching to be an effective form of Continuing Professional Development.

The World Bank has gathered evidence of successful coaching programmes and provided guidance to countries wanting to establish or improve their support to teachers. The evidence and guidance is referred to in this course¹⁹.

¹⁹ [Key resources can be found on the World Bank website: https://thedocs.worldbank.org/en/doc/5b7f39c1822ef0127c8596fe0fb1ced0-0200022022/original/Coach-Tools-and-Resources-20220324.pdf](https://thedocs.worldbank.org/en/doc/5b7f39c1822ef0127c8596fe0fb1ced0-0200022022/original/Coach-Tools-and-Resources-20220324.pdf)



Task 3

Self-study: Coaching in school

Ask the teachers in your school if they have received support from a coach and what feedback they have about their experiences with a coach.

- What did they gain from it?
- Do they think it helped improve their teaching? Why?
- What could have been better?

Make notes on their responses in the box below.

Notes (use this space to make notes)

Effective coaching



Task 4

Self-study: Effective coaching practices

Look at the list of actions below and decide which ones a coach should do and which they should not do. Put and tick against 'Do' or 'Do not'.

	Do	Do not
1. Set targets or goals and jointly plan activities to reach these		
2. Tell teachers what to do without time for discussion or asking questions		
3. Ask questions and listen to the teacher		
4. Be the authority and have all the answers		
5. Set small steps for new or difficult tasks		
6. Breach confidence or trust		
7. Lecture teachers on how to improve		
8. Make promises that they cannot keep		
9. Provide opportunities for practising skills in a safe environment		
10. Have open and honest conversations, say when they don't know something		
11. Help teachers to use mistakes as learning experiences		
12. Miss appointments or rush meetings with the teacher		
13. Expect big changes very quickly		
14. Have reasonable expectations aligned to where the teacher is now		
15. Provide positive feedback and help motivate teachers		
16. Criticise the teacher		

The answers will be provided by your LLL on WhatsApp.

Coaching skills

To help a teacher improve, you need to understand what good teaching looks like and which pedagogy will lead to improvements in learning. A good coach knows how to break down teaching practices into small steps for someone to master. As well as knowledge, good coaches also need skills to build a trusting relationship with teachers and help them improve.

Building a strong relationship takes time and effort and needs to be carefully planned. You can start by thinking about your own identity and how this influences a coaching relationship, e.g. your own background, position, expectations, experiences, and beliefs. These can affect the relationship with your teacher, perhaps in ways you are not consciously thinking about.



Task 5

Self-study: How identity influences a coaching relationship

Mr Momo is a senior Language Arts teacher in a Junior Secondary School. He has been trained as a coach and will be working with Mrs Williams, a science teacher, to help her improve.

Look at the five characteristics on the left. For each one consider how it could affect the coaching relationship between Mr Momo and Mrs Williams. Write your responses in the boxes. For example, age. If Mr Momo is much older than Mrs Williams, she might feel she has to do exactly what he says as he has more years experience, she might not feel confident to discuss or ask questions about his feedback.

Age	
Gender	
Power hierarchies	
Language	
Professional experience	



Task 6

Peer discussion on WhatsApp: Establishing open communication

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

A coach needs to build rapport and trust with the person they are working with. One way to do this is by establishing open communication.

During your WhatsApp group discussion, your LLL will ask you to share some ways a coach can create **open communication** with a teacher. For example, active listening. Use the space below to write down some ideas before the call. During the call note down anything new or interesting that you learn.

Notes (use this space to make notes)

Learning outcomes

After completing this unit, you should be able to:

- Work effectively with other adults using the principles of adult learning ☐
- Understand what makes an effective coach ☐
- Coach other adults in 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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Monitoring and assessing learning using data

Week 11 - 4 hours

Unit 11

Unit 11 – Monitoring and assessing learning using data

Learning outcomes

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

- Understand when and how to use different types of assessment
- Describe some effective formative assessment practices
- Identify different learning data sets available in school

Reading List:

Science of Teaching. How to guide. Assessment-informed instruction: Classroom Level

https://scienceofteaching.site/wp-content/uploads/2023/08/Assessment-Informed-Instruction-Class_15AUG23.pdf

Tasks:

Task 1	Self-reflection: school-level data
Task 2	Peer discussion on WhatsApp: Assessment
Task 3	Peer discussion on WhatsApp: Formative and summative assessment
Task 4	Self-reflection: Formative vs summative assessments
Task 5	Practical assignment: Exit tickets
Task 6	Self-study: Participatory assessment
Task 7	Peer sharing on WhatsApp: Participatory assessment in your school

Unit 11 - Monitoring and assessing learning using data

One of the core responsibilities of school leaders is to collect and manage data on student learning. This requires class and whole school level systems for monitoring and assessing student learning. These systems are vital for understanding the progress of students, identifying areas of need, and implementing strategies that support continuous improvement.

This unit is designed to equip school leaders with the knowledge, skills, and tools necessary to develop and sustain robust assessment practices in their schools. The module emphasises the importance of data-driven decision-making, the use of formative and summative assessments, and the alignment of assessment practices with curriculum and instruction. You will explore strategies for creating a culture of continuous assessment, where data is not only collected but also meaningfully analysed and acted upon.



Task 1

Self-reflection: school-level data

This task will guide you to think about all the data your school generates, the purpose of the data and how it is used to support learning.

First think about all the different types of data you have in your school. For example, student and teacher attendance, transition rates, examinations, learning assessments. Write each data type into the boxes in the left column of the table below.

Then complete the table by answering the questions in the green boxes for each data type.

Type of data	How often is it collected	Who analyses it	How is the analysis used to improve learning



Task 2

Peer discussion on WhatsApp: Assessment

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

During your WhatsApp discussion, your LLL will ask some questions about learning assessments in your school. Prepare for this discussion by thinking about all the different ways learning is assessed in your school and the data that you generate. Participate actively in the discussion and share your experiences and ideas with your peers. Use the space below to prepare your ideas and write down any new things you learn from your discussion.

Notes (use this space to make any notes)

Assessment is more than giving grades

Assessment can be described in various ways. Broadly speaking, it can refer to any method used to collect information about student's knowledge, ability, understanding, attitudes, and motivation. More specifically, assessment can describe how teachers gather data on their teaching and students' learning.

A key function of assessment is to deliver feedback to both students and teachers on the processes of teaching and learning. This feedback allows teachers to reflect on their instructional methods while enabling students to assess their own learning progress.

Teaching and assessment are fundamentally interconnected. They occur in a continuous cycle. Students are likely to make errors, and these mistakes serve as valuable learning opportunities. It is important that assessment is conducted consistently throughout the educational process.

The term 'continuous assessment' means teachers regularly collect data about how teaching and learning are going, turn that information into useful insights, and then make choices based on what students have learned. Teachers weigh these decisions by asking themselves questions like:

- What goals do I need to focus on today?
- What activities would work best for this subject?
- Is my teaching effective? How can I tell?
- What have my students learned today? How do I know?
- What areas can I improve?
- What are my students doing well? How can I tell?

Assessment takes place in the classroom all the time and is always linked to the learning outcomes for a lesson.

Types of assessment

It is useful to understand why, what, how, who and when we assess in the classroom. This table provides a summary of a few assessment methods:

Type	Description	Example
Formative	Usually used during learning experiences to help pupils improve throughout the lesson and to help teachers to inform their future planning. Sometimes referred to as assessment for learning.	Teacher observations, i.e. which pupils have answered the mathematics questions correctly. Teacher asks "Have you understood the objective?" Students respond with a thumbs up or down.
Summative	Usually used at the end of a lesson, unit or learning experience. Sometimes referred to as assessment of learning.	A test or quiz at the end of the teaching unit that students complete independently.



Task 3

Peer discussion on WhatsApp: Formative and summative assessment

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 **formative** and **summative assessment** in your WhatsApp group. Make sure you have read all the information on the previous page. Participate actively in the discussion and share your thoughts and ideas with your peers.

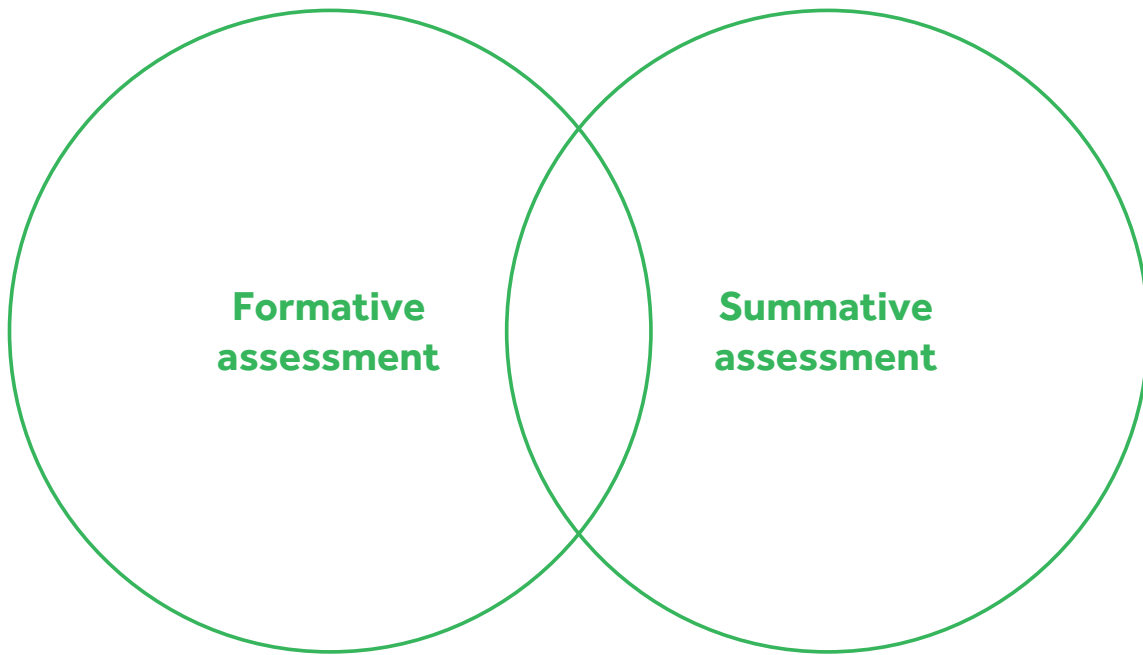
Notes (use this space to make any notes)



Task 4

Self-reflection: Formative vs summative assessments

How are formative and summative assessments similar and different? Think about their benefits and limitations. Complete the Venn diagram below to show a comparison of formative and summative assessment.



Formative assessment

A common feature of bad lessons is when teachers fail to make regular checks on students' learning and understanding, and they continue with the planned work even when the students clearly do not understand it.

The solution to this is strengthening formative assessment practices. The objective of formative assessment is to continuously check on how students are learning so that teachers can give them helpful feedback to improve their progress. Formative assessment includes all the activities that teachers and students do to gather information that can be used as feedback. This feedback helps adjust the way teaching and learning happen.

Formative assessments are generally low stakes, which means that they have no or a very low impact on students' final grades. Formative assessment activities should take place during every lesson. The teacher assesses what each pupil can do and what each pupil knows in line with the learning outcomes.

What does formative assessment look like in the classroom?

Teachers can use different techniques to check what students have learnt. This could involve:

- Observing the student engaging with the learning content
- Using open and closed questioning
- Marking pupils' class work
- Giving a short quiz at the end of the topic
- Asking students to write short notes summarising the main ideas of the lesson
- Students working in groups to make a poster or presentation on a topic.

Large class sizes often present a challenge to continuous assessment. The solution is to adopt simple assessment strategies that can be used regularly. For example, one instructional strategy is called 'exit tickets'. Exit tickets can take lots of forms but the idea is that at the end of a lesson students are asked to write down a summary of their learning. Exit tickets are a formative assessment tool that give teachers a way to assess how well students understand the material they are learning in class. This tool can be used daily or weekly, depending on the unit being taught. A good exit ticket can tell whether students have a superficial or in-depth understanding of the learning content.

A quick way to see the big picture if you use paper exit tickets is to sort the papers into three piles:

- Students understood the content
- Students somewhat understood it
- Students didn't understand it.

The size of the piles is the teacher's clue about what to do next. If many students didn't master the content, then the teacher needs to explore how to reteach it, ideally using different explanations, examples and learning activities.



Task 5

Practical assignment: Exit tickets

Prepare to co-teach a lesson with another teacher using the exit ticket technique at the end of the lesson. Help the teacher come up with a clear and relevant learning summary question to pose to students on the exit ticket. Ask students to complete these at the end of the lesson. After the lesson, put the tickets in three piles: understood; partially understood; did not understand. Review the results and discuss how the teacher will use this information in the upcoming lesson.

Write two paragraphs reflecting on the experience. Include information on how the process went and any thoughts you have on how it could be either improved on or applied more broadly in the school.

Participatory assessment techniques in large class sizes

Given the large class sizes in Sierra Leone, formative assessment can be time consuming, particularly when it is focused on providing detailed, formative feedback to individual learners. Below are a few participatory assessment techniques that will minimise the time teachers need to implement them.

Self-assessment: Studies on formative assessment point to the value of learners assessing themselves. Through this process students become aware of what they need to know, what they do know, and what needs to be done to narrow the gap. To facilitate self-assessments, teachers can give copies of learning objectives to learners, ask them to produce evidence that they can achieve these objectives and, where they cannot, discuss what they need to do next.

Peer assessments: Peer assessment is a structured learning process where students critique and provide feedback to each other's work. It helps students develop skills in assessing and providing feedback to others, as well as self-assessing and improving their own work. Teachers can facilitate peer assessments in lessons by making time for students to read through each other's work and comment constructively on how it may be improved.

Group activities provide opportunities to observe, listen, and question groups of learners in ways that provide a lot of formative assessment evidence. Specific activities assess groups, likely, no more than about 6 students, as they complete a learning exercise. Ideally, the teacher is able to evaluate learners' individual and group contributions. For example, group work sessions in which students produce posters with each student being responsible for a specific section.

Self-assessment and peer assessment can take time to master. Teachers need to build a culture that supports this. Over time, it is also possible to foster a collaborative culture in which students take responsibility for their learning and the learning of their peers.



Task 6

Self-study: Participatory assessment

This is a graded assignment. You are expected to demonstrate strong understanding of assessment. Use the information on the previous page and take time thinking through your response to arrive at clear examples that show a strong understanding. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before submitting.

Use the information on the previous page to complete the information in the table below about the three participatory assessment techniques.

Type	Description	Example	Benefit
Self	Individual pupils to assess their learning either during or at the end of a lesson	• Written reflection i.e. Now I know how to..." or "I still need help with..."	•
Peer	•	• Pupils assess each other's work i.e. verbal feedback: "I think you have done _____ well", "I think you could improve on _____".	•
Group	Small groups of learners are assessed by the teacher at the same time	•	•



Task 7

Peer sharing on WhatsApp: Participatory assessment in your school

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

Take a photo of a teacher using one of these participatory assessment methods in the classroom. Share the photo (with the teacher's consent) with your WhatsApp group and provide an explanation of how assessment is being used.

Write your example in the box and use the space to write down some of the examples your peers shared as well.

Learning outcomes

After completing this unit, you should be able to:

- Understand when and how to use different types of assessment
- Describe some effective formative assessment practices
- Identify different learning data sets available in 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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Leading assessment across your school

Week 12 - 4 hours

Unit 12

Unit 12 – Leading assessment across your school

Learning outcomes

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

- Develop plans for how to use pupil performance data effectively to monitor learning progress
- Support teachers to track pupil progress by collecting, analysing, and interpreting pupil performance data
- Develop a learning and data-driven culture within the school community.

Reading List:

Great things come to those who wait: Experimental evidence on performance-management tools and training in public schools in Argentina. De Hoyos, Rafael, Alejandro J. Ganimian, Peter A. Holland, and S. Djaker. 2020. Available from:

<https://static1.squarespace.com/static/5990cfd52994ca797742fae9/t/5f4feecabb6d0e29e6cb2e53/1599073999482/dehoyosetal2020.pdf>

Leadership for Foundational Learning in Africa: Evidence and Considerations for the Future. Available from:

<https://educationcommission.org/wp-content/uploads/2023/04/Africa-foundational-learning.pdf>

Tasks:

Task 1	Creating a culture of continuous assessment
Task 2	Self-reflection: Formative assessment in your school
Task 3	Peer sharing on WhatsApp: Inequity in summative
Task 4	Case Study: Enhancing learning through monitoring
Task 5	Reflection questions on case study
Task 6	Practical assignment: Case study audit
Summary and post-assessment	

Unit 12 - Leading assessment across your school

This unit focuses on the concepts of assessment and record keeping and stresses the role of the school leader in coordinating these processes. School leaders are responsible for collecting and managing data on student learning, as well as communicating and using this information as key aspects of leading learning. School leaders should make sure that various forms of assessment are conducted effectively and efficiently, and that data from such assessments is thoroughly analysed, interpreted and used to improve students outcomes.

"Data should not just be a side effect of assessment. It should drive instruction."

Angela Duckworth, psychologist and author

As a school leader, you should be aware of techniques to implement formative assessment and support teachers to implement them effectively in their lessons.

You can support this by:

- observing the assessment techniques used by different teachers in class
- sharing, discussing and inviting ideas during staff meetings
- doing further research, self-study and share these ideas with your teachers
- sharing this information with other leaders in your school.

Teachers will likely also benefit from coaching on how to best **give feedback to students** based on the information gained through the assessments. Giving feedback requires much more than just informing students of their grades on the assessment. In fact, there is evidence that the only type of feedback that promotes learning is a meaningful comment (not a numerical score) on the quality of the work and constructive advice on how it should be improved. Grades often distract learners from paying attention to the feedback. Research shows that helpful feedback:

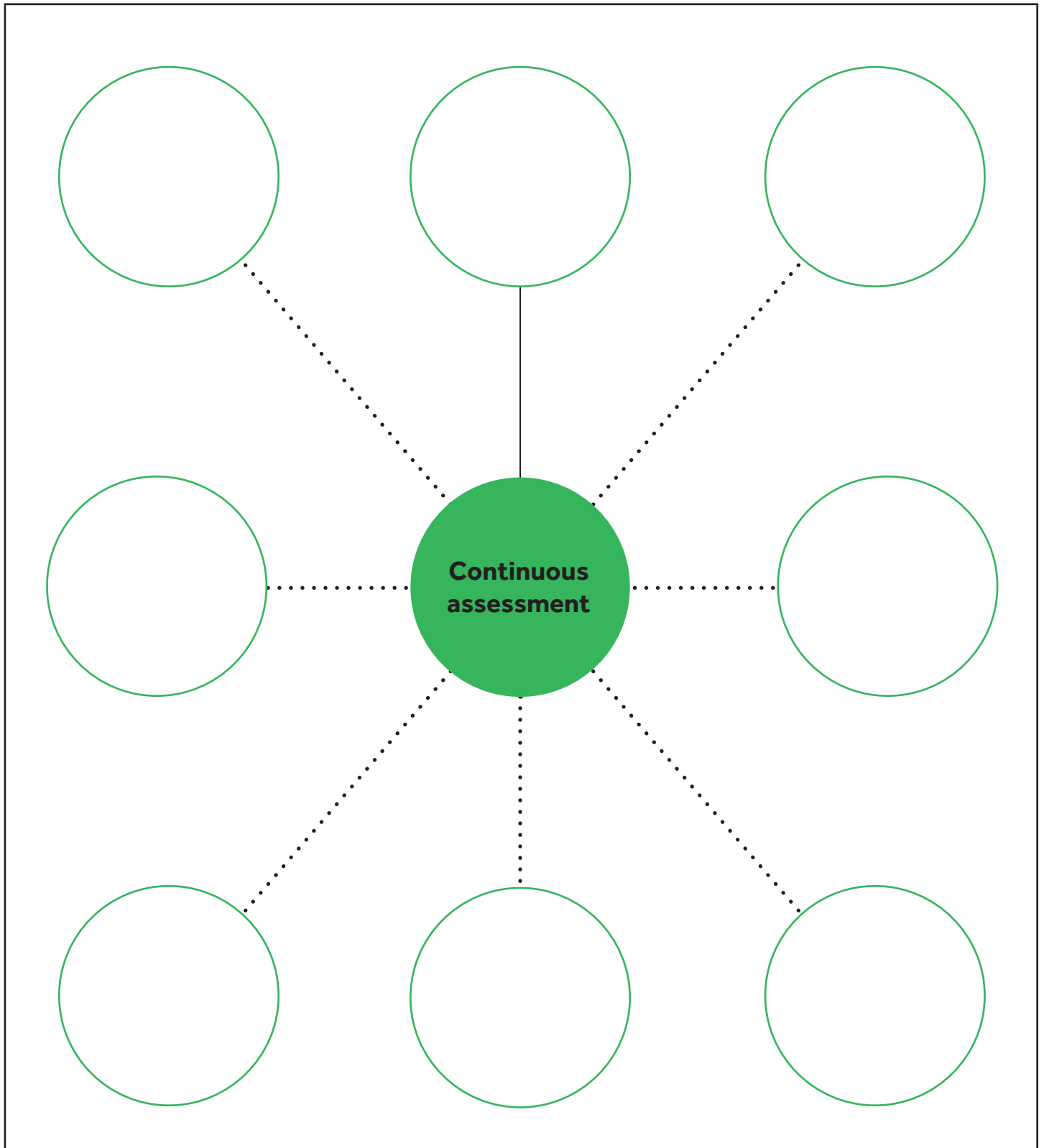
- Focuses on the task, not on grades
- Is detailed rather than general
- Explains why something is right or wrong
- Is related to objectives
- Makes clear what has been achieved and what has not
- Suggests what the learner may do next
- Describes strategies for improvement.



Task 1

Creating a culture of continuous assessment

Complete the mind map below to show all you know about continuous assessment. Talk through it with your LLL or another senior leader in your school so you can share your learning.



Using formative assessment data

It is important to support teachers to make decisions about what to do with the data collected from formative assessment. The teacher should always act on the information gained in the formative assessment. They might need to revisit a topic, change their teaching style or break down a concept.

Consider the following – are these strategies that your teachers are willing to try?

- Simple tools should be used for assessment, i.e. checklists, observation, interviews with pupils and staff.
- Use the lesson plan as a working document. Use the space for a reflection of learning and the action as a result.
- Encourage teachers to consider how they will adapt the lesson as a result of the formative assessment.



Task 2

Self-reflection: Formative assessment in your school

1. Based on your observations in your school, which techniques are mostly used by teachers to conduct formative assessment in their lessons?

2. How can teachers be supported to conduct more regular and effective formative assessment in their lessons?

Summative assessment

Summative assessment evaluates learning at the end of an instructional unit or at a specific point in the curriculum. The objective of summative assessment is to evaluate student learning at the end of a unit or term by comparing it against standards or outcomes. Summative assessment evaluates the mastery of learning whereas formative assessment measures progress and functions as a diagnostic tool to help specific students. Summative evaluation usually includes grading or certification. Examples of summative assessment include:

- A midterm exam
- A primary leaving examination
- An end of year project

Summative assessment is different from formative assessment because it doesn't happen during the teaching. Instead, it takes place after the lessons are done to help teachers see how to improve learning. Another key difference is how students participate. For formative assessment to work well, students need to be part of it. Even though they are different, formative and summative assessments are still related to each other.



Task 3

Peer sharing on WhatsApp: Inequity in summative assessment

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

High stakes summative assessments can reveal disparities in learning outcomes amongst different groups of learners. Your LLL will share some questions about summative assessment inequalities on WhatsApp. Prepare for the discussion by thinking about any inequities you have observed from your own school data. Think about pupils taking summative assessments - is the process fair for everyone? Are any children disadvantaged by the assessment format? Use the space below to note down your ideas in advance. Then note down any interesting points made by your peers during the discussion.

Notes (use this space to make notes)

Communicating assessment information to parents and caregivers

It's important to engage parents in the assessment process to encourage additional support for students' learning. School leaders can share average assessment results during parent-teacher association meetings. Individual meetings with parents are also effective ways of communicating student's performance and providing parents with strategies to support their children's learning at home. This can help to create a supportive environment for students both in and out of school.

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



Task 4

Case study: Enhancing learning through monitoring and assessment

Read the following case study carefully. Emmanuel Secondary School is a fictional school located in a rural area of Sierra Leone. Despite dedicated teachers and motivated students, the school struggled with low literacy and numeracy rates. The lack of systematic monitoring and assessment practices made it difficult to identify students' needs and tailor instruction effectively. Recognising these challenges, the school leadership decided to implement a comprehensive approach to monitoring and assessing student learning.

The school introduced a multi-faceted strategy to improve its monitoring and assessment practices, focusing on the following key interventions:

1	Weekly assessments: Emmanuel Secondary School instituted weekly assessments in key subjects. These short, formative assessments were designed to provide immediate feedback on student understanding and progress.
2	Student learning profiles: Each student was assigned a learning profile where teachers recorded assessment results, learning milestones, and areas needing improvement. These profiles were used to track progress over time and were regularly updated based on assessment data.
3	Data-driven instructional planning: Teachers received training on how to use assessment data to inform their lesson planning. They began to group students based on their learning needs, allowing for differentiated instruction that catered to the varying levels of student ability.
4	Parental involvement: The school engaged parents by sharing assessment results during monthly meetings and provided them with strategies to support their children's learning at home. This helped create a supportive environment for students both in and out of school.
5	Peer observations and feedback: Teachers participated in peer observation sessions where they observed each other's classes and provided constructive feedback on the use of assessment data to guide instruction. This peer collaboration fostered a culture of continuous improvement and professional growth.

The implementation of these strategies led to significant improvements in the school, including:

- **Improved academic performance:** Over the course of a year, the school saw a marked increase in student performance.
- **Early identification of learning needs:** Regular assessments enabled teachers to identify struggling students early and provide targeted interventions, which helped reduce the number of students falling behind.

- **Teacher empowerment:** Teachers felt more confident in their ability to assess student progress and adjusted their teaching methods accordingly, leading to more effective classroom instruction.
- **Enhanced student engagement:** Students became more engaged in their learning, knowing that their progress was being closely monitored and that they would receive help if they encountered difficulties.

Key lessons:

Consistency in assessment: Regular and consistent assessments are critical in tracking student progress and identifying areas where support is needed.
Personalised learning: Using data to create personalised learning profiles allows for tailored instruction that meets the specific needs of each student, leading to better outcomes.
Collaborative Professional Development: Peer observations and feedback help teachers refine their practices and promote a culture of continuous learning and improvement.
Community involvement: Engaging parents in the assessment process helps to reinforce learning at home and supports student success.



Task 5

Reflection questions on case study

This is a graded assignment. You are expected to demonstrate understanding of implementing monitoring and assessment techniques in school. Read the case study first so you fully understand it. Then think about how the case study could apply to your own school. You are encouraged to talk openly and honestly about how it may work within your own school. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before submitting.

1	Look at the 5 interventions in the case study. Rate your school in how well they would implement similarly types of interventions. Use a Likert scale: 3-very effectively, 2-somewhat effectively and 1-does not implement.								
1	Rating:	2	Rating:	3	Rating:	4	Rating:	5	Rating:
2	Which of these interventions would you like to focus on improving in your school? Explain why you have selected them.								
3	What adaptations do you think would need to be made for it to work in your school?								
4	Look at the four key lessons in the last section of the case study. Do any of them surprise you? Why or why not?								

Using learning data to drive improvement

"What gets measured gets improved."

Peter Drucker

Systematic monitoring and assessment can drive significant improvements in student learning outcomes. To achieve this, records of teaching and learning should be used to inform discussions with school stakeholders. For example, do boys and girls achieve similar results in all subjects? Is the average performance of learners for some subjects much higher or lower than for others? How are results from school-based assessment correlated with results of national exams? Information from assessment is recorded in the School Improvement Plan (to be covered comprehensively in Module 3) and used to assess whether the school is on track in fulfilling its vision and mission.



Task 6

Practical assignment: Case study audit

This is the final graded assignment for this module. Allow sufficient time to do this thoroughly and collaboratively. You are expected to demonstrate understanding of the different types of assessment and how they are implemented within your school. Take time to talk to people and gather the required information to build a full understanding. Be open and honest in your responses. Use clear language, neat hand-writing, and correct spelling. Remember to proof-read your responses before submitting.

Objective: Review of the current assessment practices in your school.

Part A: To be done with teachers within your own school

1. Review the types of assessments (formative and summative) currently used across different grade levels and subjects in your school.

Grade/Subject	Types of summative assessments administered and frequency	Types of formative assessments administered and frequency

2. Where do you see the greatest evidence of assessment data being used to inform teaching processes? How do you know?

3. Where do you see weaker evidence of a culture of continuous assessment?

Part B: To be done collaboratively with a school leader from another school

4. Conduct a joint assessment review session where you analyse and discuss each other's assessment methods and learning data use and assessment methods. Identify three differences in the assessment practices or cultures within your schools.

5. Give each other three key pieces of feedback for how they could strengthen assessment in their school.

Part C: Independent reflection and planning

6. What insights have you gained on your school’s strengths and weaknesses in terms of assessment?

7. What steps do you plan to take based on this assessment audit exercise?

Learning outcomes

After completing this unit, you should be able to:

- Develop plans for how to use pupil performance data effectively to monitor learning progress ☐
- Support teachers to track pupil progress by collecting, analysing, and interpreting pupil performance data ☐
- Develop a learning and data-driven culture within the school community. ☐

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.

Local Leader of Learning's feedback

Your LLL will provide feedback on your work in this unit.



School Leadership Programme

Leading teaching and learning

Summary and post-assessment

Congratulations, you have completed the school leadership module on teaching and learning!

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

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

- ✓ Planning for the professional development of teachersAssess the barriers to education for learners from disadvantaged groups.
- ✓ Carrying out effective monitoring of teaching and learningTake action to prevent violence and make school safe for all .
- ✓ Observing teaching and learning to improve the quality of learning and inclusion for all.
- ✓ Providing effective feedback and guidance to teachers to improve the quality of teaching and learning.

Competency descriptors

Competency: Demonstrating 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: Using evidence to plan, implement and review improvements to 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.

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
Module 2 - Leading teaching and learning	Instructional leadership overview																	
	Effective relationships for teaching and learning																	
	What is effective teaching and learning?																	
	Leading the professional development of teachers through school-based CPD																	
	Classroom observation and feedback																	
	Coaching																	
	Monitoring and assessing learning (using data)																	



Self-reflection

Improving teaching and learning in our schools is an important job. But it may not be quick or easy. We need to build strong relationships, motivate teachers and oversee professional development structures that gradually build teacher capacity over time.

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?



Self-assessment

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. Answer as honestly as you can.

For each statement in the table, tick the description that best fits below.

Need major support (1)

No experience or few people do this. Require a lot of support to understand and practice this.

Emerging (2)

Some understanding and beginning to practice, or some people do it. But need support to do it well, for all teachers/learners and regularly.

Developing (3)

Good understanding. Mostly able to do this but some support needed to ensure it is done consistently and for everyone.

Exemplary (4)

Excellent understanding of this and we do it successfully. We can be a role model and help other schools do this practice.

	1	2	3	4
Example: <i>My school can provide quality learning for all</i>		✓		
In my school, teachers and students arrive on time for lessons				
In my school, teachers use lesson plans and have clear learning objectives for their lessons				
Students in my school are actively engaged in learning activities during lessons				
Teachers in my school check for understanding during lessons and help pupils make learning progress				
My school provides regular, school-based CPD for all teachers				
We have regular lesson observations in our school , and give feedback to help teachers improve their practice				
My school collects, analyses and uses learning data to improve				
My school provides free of cost support to students who need extra help to catch up on learning.				
My school communicates with parents about learning and pupil progress and/or needs				
My school has an active BoG/SMC that contributes to improving learning				

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 improve teaching and learning in our schools, so don't expect to be proficient straight away. Your journey to improved teaching and learning starts here. Now you are equipped with the skills and knowledge to lead teaching and learning in your school!

School Leadership Programme Module 2: Score Sheet

Participant's Name:					
Participant's PIN Code:					
School:					
District:					
Name of LLL:					
Module 2 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/T2		____/34	15%	[] ÷ 34 × 15 = []%
	U2/T1				
	U2/T4				
	U3/T1				
	U4/T1				
	U4/T3				
	U5/T1				
	U5/T3				
	U6/T2				
	U7/T1				
	U8/T2				
	U8/T3				
	U10/T6				
	U11/T2				
	U11/T3				
	U11/T7				
U12/T3					
Written answers – assessed (0-3)	U2/T3		____/18	25%	[] ÷ 18 × 25 = []%
	U3/T2				
	U5/T5				
	U6/T1				
	U11/T6				
	U12/T5				
In-school project answer – assessed (0-3)	U12/T6		____/3	25%	[] ÷ 3 × 25 = []%

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					%



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School Leadership Programme

Leading Teaching and Learning

Units 1 - 12