



School Leadership Programme

Toolkit 3: Leading School Improvement

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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Introduction

The aim of this module is to build your skills, knowledge and practice as a leader of an improving school.

Module objectives

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

✓	Understand the purpose of school and education in Sierra Leone
✓	Assess your school's effectiveness in the light of this understanding
✓	Deconstruct and reconstruct the problems that are detracting from the school's effectiveness in achieving its purpose
✓	Listen to stakeholders to better understand their views and how they can contribute to the school's success
✓	Understand the role of the Board of Governors and how to engage them
✓	Co-create a school improvement plan that addresses problems affecting the school's effectiveness
✓	Take action to keep stakeholders engaged in the implementation of the plan
✓	Ensure effective monitoring of the implementation of the plan

Competencies

This Toolkit is designed to help you meet the School Leader competencies. Each Unit will help you work towards achieving the competencies. The full list of competencies can be seen in Unit 12.



School Leadership Programme

Leading School Improvement

Introduction to school improvement planning and self-assessment

Week 1 - 4 hours

Unit 1

Unit 1: Introduction to school improvement planning and self-assessment

In this unit you will find an introduction to the topic of school improvement and school improvement plans. You will assess where you and your school are at now on your journey towards really owning your school improvement plan and its implementation.

Learning outcomes

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

- Critically reflect on the school leader’s role on school effectiveness and school improvement
- Describe the purpose and advantages of a School Improvement Plan
- Self-assess your own school’s progress on the school improvement journey

Reading List:

School leadership competences in Sub-Saharan Africa (SSA)

This paper examines leadership traits and practices specific to the region, emphasising the concept of Ubuntu school leadership. Available from:

<https://unesdoc.unesco.org/ark:/48223/pf0000391623>

Tasks:

Task 1	Video on school improvement and effectiveness
Task 2	Peer discussion on WhatsApp. School improvement and effectiveness.
Task 3	Self-study questions on school improvement planning
Task 4	Case Study: School Improvement Plan
Task 5	Self-assessment



Task 1

Video on school improvement and effectiveness

Use the link below to watch the video on school improvement and effectiveness. Make some notes on the key ideas that you notice.



Watch the video here: <https://youtu.be/ZNuUp-Oz94g>



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

Notes (use this space to make any notes as you watch))



Task 2

Peer discussion on WhatsApp. School improvement and effectiveness

Your LLL will ask some questions about the video on school improvement and effectiveness on WhatsApp. Participate actively in the discussion and share your thoughts and ideas with your peers.

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

Notes (use this space to make any notes as you discuss)



Task 3

Self-study questions on school improvement planning

Read the text below

A truly successful school is one that never stands still—it grows, adapts, and innovates to ensure every student keeps learning and thriving. A School Improvement Plan provides a clear direction and a shared purpose to help the school grow and improve.

A School Improvement Plan is a simple guide that helps a school get better every year. It explains what the school wants to improve and the steps everyone will take to make it happen. School leaders play a vital role in creating these plans each year, so teachers, students and parents all know the goals and can work together towards a more successful school. It is developed using data and evidence about where the school is now. It includes realistic, affordable and prioritised goals of what the school wants to improve.

Without the ownership by the school leaders of the School Improvement Plan, and a shared understanding of the goals, there will be no coherent improvement or development. Bringing together all the various players with a stake in the school's success is challenging and it is vital to understand how each person and group can support and crucially how a failure to engage all of them respectfully and meaningfully may result in a failure of the process. The problems that detract from a school's effectiveness are complex and if key components are ignored, the rest are held back too.

This unit will support you to lead the School Improvement Plan process in a collaborative and effective way.

1. Write the purpose of a School Improvement Plan. Try and use your own words.

2. Write three advantages of a School Improvement Plan. Try and use your own words.

3. Write the school leaders’ role in developing the School Improvement Plan. Try and use your own words.



Task 4

Case Study: School Improvement Plan

Below is an excerpt from a School Improvement Plan.

Area for improvement	Problem/opportunity	Goal(s)	Action required to achieve the goal	Responsible for the action	Resources required	Deadline
School Administration and management	School leaders and the SQAQO have observed that teacher attendance is getting worse. There is no record of attendance.	Teachers complete an attendance register every day	Hold all-staff meeting to discuss data on teacher attendance and to discuss the introduction of an attendance register	Principal	N/A	20th September
			Prepare an attendance register	Deputy Principal	Register or notebook	30th September
			Send WhatsApp message to staff reminding them to start using the register	Deputy Principal	N/A	1st October 2026
			Check the register every day	Deputy Principal	N/A	On-going to the end of term
			Monitor teacher attendance in leadership team meetings and follow up with teachers as needed	School leadership team	N/A	Every month for the rest of the academic year

Table continues

Area for improvement	Problem/opportunity	Goal(s)	Action required to achieve the goal	Responsible for the action	Resources required	Deadline
Health and Hygiene	A small grant is available from a local philanthropist to improve health and hygiene in the community. Students and staff are dropping litter outside and inside school.	Soap is available for students to wash their hands	Estimate the cost of soap for one academic year and prepare short proposal for funds for soap for one academic year	Class 10 science teacher and her class	N/A	30th September
			Review and submit the proposal	Principal	N/A	End of first week of October
			Purchase the soap and set up student committee to manage the fund and the soap supply	Class 10 science teacher	Grant from local philanthropist	End of October
			Ensure soap supply for handwashing and monitor use	Student Committee	N/A	Ongoing from end of October
		School premises are free of litter	Discuss the problem in a school assembly	Principal	N/A	Mid-September
			Organise a lunchtime session for students in Class 9 to create skits about keeping school litter free	Class 9 English and Science teachers	N/A	End September
			Perform the skits in school assemblies		N/A	Ongoing for rest of term
			Monitor litter on school premises and report back in assemblies	Principal	N/A	

Read the excerpt from the School Improvement Plan and answer the questions below.

1. What problems or challenges did the school want to fix?
2. Write down one goal the school set.
3. Write down one action the school set to achieve their goal.
4. Who did the school decide is responsible for this action?
5. What resources were required to implement this action?
6. How did the school plan to monitor progress?
7. Look at your own School Improvement Plan if you have one. How is it similar and how is it different to this one in the case study? Think about similarities and differences with format as well as the content.

Use this space to record your answers.



Task 5

Self-assessment

You are now going to complete a self-assessment. This is not a test. It is an assessment to find out where you and your school are now on the journey towards owning your school's improvement plan. Answer as honestly as you can. You will re-visit this at the end of the course.

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

1. I/we need major support to understand and put this into practice.
2. I/we have some understanding as to what constitutes a good School Improvement Plan.
3. I/we have a good understanding of school improvement planning but need further support to strengthen our School Improvement Plan.
4. I/we have excellent understanding of making a School Improvement Plan and can show others how to do it.

	1	2	3	4
Our school has an Improvement Plan				
I understand the purpose of education and how this can inform my School Improvement Plan				
I understand how to set up SMART goals or targets for our School Improvement Plan				
We have regular meetings with key stakeholders to monitor the implementation of our School Improvement Plan				
The whole school (teachers, students and parents and the BoG) are involved in developing our School Improvement Plan				
My colleagues all understand and engage with implementing the School Improvement Plan				
My pupils all understand and engage with implementing the School Improvement Plan				
My wider school community (parents, caregivers and community leaders etc.) all understand and engage with implementing the School Improvement Plan				

Review your self-assessment together with your LLL and agree what you would like to learn and improve from studying this module on School Improvement.

Learning outcomes

After completing this unit, you should be able to:

- Critically reflect on the role of school leaders on school effectiveness and improvement. ☐
- Describe the purpose and advantages of a school improvement plan. ☐
- Self-assess your own school's progress on the school improvement journey. ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

School Improvement Plans

Week 2 - 4 hours

Unit 2

Unit 2: School Improvement Plans

In this unit you will become familiar with the process of School Improvement Planning and how it takes place as a continuous cycle. You will look at different school improvement plans and be able to compare formats and content and describe what makes a good School Improvement Plan.

Learning outcomes

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

- Give an overview of the process for making a School Improvement Plan
- Describe component parts of a School Improvement Plan

Reading List:

What is School Improvement Plan - Ali Institute of Education

This article prepared by Nabaegha Najam at the Ali Institute of Education in Lahore, Pakistan, provides a useful introduction to School Improvement Plans.

Available here:

<https://aie.edu.pk/what-is-school-improvement-plan/>

Tasks:

Task 1	Self-study. School Improvement Planning Process
Task 2	WhatsApp discussion with peers: School Improvement Planning Process
Task 3	Case Study. School Improvement Plans
Task 4	Research: Local School Improvement Plans



Task 1

Self-study. School Improvement Planning Process

School improvement planning needs to take place in a systematic way, it cannot be ad-hoc. The school leader's role is to ensure that school improvement planning takes place every year in a collaborative and methodical way.

The diagram below shows key steps for developing, implementing and monitoring school improvement plans. Read the diagram to understand the full school improvement planning **cycle**. This module will guide you through each of the steps so you have a strong understanding of how to develop a successful School Improvement Plan that can be implemented effectively and create positive changes in your school.





Task 2

WhatsApp discussion with peers: School Improvement Planning Process

Answer the questions below.

1. Why is it essential to begin school improvement planning with a thorough assessment of your school's current strengths, challenges, and needs? How does this initial understanding shape the effectiveness of your improvement plan?

2. Once your School Improvement Plan is written, what are the key actions required to ensure it is successfully implemented? Why is it critical to continue working on these steps rather than stopping at the planning stage?

3. The final step in the improvement process is to 'review and report results'. What are the potential risks or missed opportunities if this step is skipped? How can regular review and reporting contribute to ongoing school improvement?

Prepare to discuss each of these responses with your peers in a WhatsApp call. Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.



Task 3

Case Study. School Improvement Plans

Case study 1

Excerpt from School Improvement Plan

Area for improvement	Problem/opportunity	Goal(s)	Action required to achieve the goal	Responsible for the action	Resources required	Deadline
Teaching and Learning	Students in Class 9 are not completing homework on time and we are worried they will not do well in the BECE	100% of students are completing homework on time	Request volunteers from the community to support an after-school homework club	Board of Governors (BoG)	N/A	End November
			Orient the volunteers to their role in the homework club	Head of Departments (HoDs)	Refreshments during the orientation	End December
			Prepare a rota for volunteers to open and close the homework club	HoDs and volunteers	N/A	End December
			Announce the start of homework club in assembly	Principal	N/A	End December
			Monitor timely completion of homework and report back in staff meetings	HoDs and teachers	N/A	January to end of school year

The school leader from the example above said: "Because we had this plan, we were able to set up the homework groups. The clubs operate three times a week. Volunteers open and close the clubs and keep a register of attendance. There has been some improvement in the number of students completing homework on time but not as much as we wanted.

Question: Can you help the school leader understand why this might have happened? Was this solution to the problem a good one? What might need to be added or improved in the plan?

Answer:

Case study 2

Read the excerpt from a School Improvement Plan

Area for improvement	Problem/opportunity	Goal(s)	Action required to achieve the goal	Responsible for the action	Resources required	Deadline
Pupil attendance and access	Average weekly student attendance rates are around 80%. Around 25% of students arrive after the official school start time	Increase student attendance rate to 90% + (average over a week)	Send WhatsApp reminders to parents reminding them about the importance of attending school on time, every day	Principal and vice-principal	Data to send messages	Start of every month
		Reduce late arrivals to less than 10%	Post the daily attendance rate and on time arrival rates in a visible place at school at 11:00 every day	Vice-principal	N/A	Daily
			Hold weekly senior leadership team meetings to identify students with poor attendance	Principal	N/A	Weekly
			Meet parents of students with poor/late attendance to encourage improvement	Vice-principal	N/A	Monthly

Read the excerpt from the School Improvement Plan and answer the questions below.

- Are the goals achievable? Why?

Answer:

- Are marginalised learners considered explicitly in the plan? If yes, provide an example. If no, how could the plan be adapted to include marginalised learners?

Answer:

- Does the plan guide the school on how to achieve the goals? Provide an example.

Answer:

- How is progress being monitored?

Answer:

Be prepared to discuss your answers to the Case Study in your WhatsApp group discussion this week.



Task 4

Research: Local School Improvement Plans

Talk to other school leaders and ask if you can look at their School Improvement Plan. This could be school leaders from your course, school leaders from a local primary or secondary school, or others in your network. When you receive the plans read them carefully and think about what you like and anything you see that is new or interesting. Use the space below to make notes on things you like from other school improvement plans as well, things you would like to adopt in your school improvement plan and/or things you have learned.

If no-one is able to share a plan, ask them what goals they would include in a future Improvement Plan for their school and why. Also ask what action they would take to achieve the goals.

Record your responses below.

Learning outcomes

After completing this unit, you should be able to:

- Give an overview of the process for making a School Improvement Plan ☐
- Describe component parts of a School Improvement Plan. ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Community engagement for school improvement

Week 3 - 4 hours

Unit 3

Unit 3: Community engagement for school improvement

In this unit you will learn about the difference between involving and engaging the community. You will develop skills for effective and inclusive community engagement in school improvement.

Learning outcomes

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

- Differentiate between community involvement and engagement
- Explain why engagement is more powerful than involvement for successful relationships between schools and communities/families
- Understand barriers to effective family engagement and identify ways to remove them

Reading List:

'Six Global Lessons on How Family, School, and Community Engagement Can Transform Education'.
Available from:

https://www.brookings.edu/wp-content/uploads/2024/05/Final-Six-Global-Lessons_EN_24June2024_web.pdf

Tasks:

Task 1	Self-study. Family involvement vs. family engagement
Task 2	Reflection. Understanding family needs
Task 3	Reflection. Who is left out?
Task 4	Peer discussion on WhatsApp. Family and community engagement



Task 1

Self-study. Family involvement vs. family engagement

Read the text and the infogram that follows.

Often, there is considerable mistrust between families and schools which can arise from how we interact with each other. Learning to engage families more respectfully can transform their participation and cooperation in solving problems with the school.

While you may be the education expert, the families are the experts on their children and need to be engaged in ways that acknowledge this. Trust is vital and can be built up by spending time listening to each other and finding the common ground, by co-creating rather than imposing solutions.

FAMILY INVOLVEMENT



A school striving for family involvement leads with its mouth



One-way communication
telling families how they can contribute



Goal is to provide services

FAMILY ENGAGEMENT



A school striving for family engagement guides with its ears



Two-way communication
listening to families and what they think, dream and worry about



Goal is to gain partners

Explain the comparison diagram in your own words in the box below.

This diagram comes from Center for Universal Education, Brookings Institution & Kidsburgh. (2024) *‘Six Global Lessons on How Family, School, and Community Engagement Can Transform Education’* (P84). For further reading on this topic, go to:

<https://bit.ly/3zjPJJD>.



Task 2

Reflection. Understanding family needs

Pair up with another leader in your school. Arrange to hold at least three short interviews with parents from your school. Try to meet with parents you have not met before and think about inclusion (parents of girls, pregnant learners, children with disabilities, parents from remote locations).

During the interview, ask parents some open-ended questions about their experience of school and their child's learning. For example:

- What helps your child learn best?
- What would make school more welcoming?
- How would you like to be more in your pupils learning and schooling?

Use the box below to make a note of responses and collate common themes. Do not include any names, keep everything anonymous.

Notes:



Task 3

Reflection. Who is left out?

It is important that your family engagement strategies reach all families, not just the most engaged.

Think about a recent event or initiative where you engaged families in your school. Answer the questions below:

1. What was the event?

2. Who attended?

3. Who did not attend – and why?

4. Which families attended but did not engage, talk or contribute? Why do you think this was?

5. What barriers do some families face that prevent them from engaging with school?

6. What could you do differently, if you held this event/initiative again, to engage all families more effectively?



Task 4

Peer discussion on WhatsApp. Family and community engagement

Your LLL will ask some questions on WhatsApp about the experiences of engaging with families in your community, some of the barriers they face, and ideas to resolve the barriers. Prepare for the discussion by completing Tasks 2 and 3. **Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.**

Notes (use this space to make any notes during the conversation)

Learning outcomes

After completing this unit, you should be able to:

- Differentiate between community involvement and engagement. ☐
- Explain why engagement is more powerful than involvement for successful relationships between schools and communities/families. ☐
- Understand barriers to effective family engagement and identify ways to remove them. ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Understanding school effectiveness

Week 4 - 4 hours

Unit 4: Understanding school effectiveness

In this unit you will reflect on what makes a school effective or ineffective. You will review some of the practices that need radical change in school and how you as a school leader can enact this change.

Learning outcomes

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

- Describe an effective school
- Describe where radical change is needed to be a more effective school
- Describe how school leaders can bring about radical change in their schools

Reading List:

A series of four short briefing papers about the characteristics of high performing schools in Sierra Leone.

Available from:

<https://mbsseknowledgeplatform.gov.sl/material/lessons-from-high-performing-schools/>

Tasks:

Task 1	Self-study. Views on effective schools
Task 2	Self-study. Effective and ineffective schools
Task 3	Peer discussion on WhatsApp. Understanding school effectiveness
Task 4	Creating radical change
Task 5	Creating a post fire-break school



Task 1

Self-study. Views on effective schools

Read the quotes about what a good school is. Choose the one that best embodies your own thinking or write your own.



"A good school is not a building, a place or an institution. It is a group of people with a shared goal, working together to achieve it."

Simon Sinek



"A good school is a place where children learn enough worthwhile things to make a strong start in life, where a foundation is laid that supports later learning, and where children develop the desire to learn more."

John Holt



"A good school is one that provides students with opportunities to explore, discover, and learn in a safe and nurturing environment."

Diane Ravitch



"The best schools are not just institutions of learning, but also communities of caring and support."

Ken Robinson



"A good school is one that develops the whole child - intellectually, physically, emotionally, socially and morally."

Colin Powell

a. Write your own favourite quote or express in your own words, your understanding of what makes a good school.

b. To what extent does your school align with your understanding of a good school? Explain your answer.



Task 2

Self-study. Effective and ineffective schools

Decide which of the following are true and which are false. Replace all false statements with true ones.

An effective school is one where:

- ✓ All those with a stake in the school's success share a vision of what excellence will look like and how everyone can contribute.
- ✓ School leaders own the teaching and learning in the school and work proactively to ensure high quality.
- ✓ Parents and communities stay away from the school and mind their own business.
- ✓ Attendance of school leaders, teachers and students is below 97%.
- ✓ Students, staff and parents feel valued and have a sense of belonging in the school and ownership of the school's outcomes.
- ✓ Teachers work independently and are responsible alone for what happens in their classrooms.
- ✓ Teachers take responsibility for ensuring all their learners achieve their full potential and adjust their teaching according to the learners' needs.
- ✓ MBSSE and TSC leave the school leader in peace and let her get on with things in their own way.
- ✓ School leaders proactively seek out feedback from students and staff in order to ensure constant improvement.
- ✓ Every learner is taught and assessed in ways that enable them to achieve their full potential.
- ✓ Parents and communities know their roles in supporting the school in achieving excellence.

Notes – replace any false statements with true ones using this space.



Task 3

Peer discussion in WhatsApp. Understanding school effectiveness

Your LLL will ask some questions about school effectiveness on WhatsApp. Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

Notes (use this space to make any notes)



Task 4

Creating radical change

Read the following text.

When we look at schools and classrooms across the world and across time, we can see very little change for the majority of learning institutions. What happened to the last generation is good enough for the next generation. We just pass on to our students what was done to us by our teachers. As school leaders, we have the opportunity to break the chain. We can be like a firebreak so damaging practices from the last generation do not get past us. Instead of just 'tweaking' current practice, with minor adjustments, we need real radical change and rethinking of how our schools operate.

Firebreak

We are the fire-breakers!
The damage stops with us!



We categorise the damage (and therefore the opportunities for change) around two key areas:

	Before the firebreak	After the firebreak
Classroom and school relationships	Antagonistic, hierarchical (and maybe even violent) relationships where the teacher misuses their power over their students.	Respectful, kind, listening relationships where all learners and staff feel safe, seen and valued.
Teaching and learning	Teaching for the sake of teaching, where educators take no responsibility for the impact or lack of impact that their teaching has.	Teaching for learning, where if a student has not learn, the teacher takes responsibility and adjust their approach until all learners have achieved their full potential.

Now, use a smartphone to create a video of yourself explaining why we need radical change in schools. Explain the concept of firebreak and how school leaders can be fire breakers.

A good video will:

- Be between one and two minutes long.
- Show you, the speaker, looking directly into the camera.
- Include an explanation of why respectful relationships and teaching for learning are a vital foundation for all school effectiveness and improvement work.
- Include an explanation of why we need a complete break with past damaging behaviours.

If you don't have a smartphone, ask a colleague or friend if you can borrow theirs. Or ask them to film you.



Task 5

Creating a post fire-break school

Categorise the following behaviours as pre or post firebreak and as relating to class/school relationships or relating to teaching and learning. You may need to draw the table on a separate piece of paper. One example is done for you.

E.g. Addressing every student by name.

- Allowing a fixed mindset in yourself or your students.
- Allowing students to laugh at each other's mistakes.
- Arriving late.
- Asking students for feedback on your teaching.
- Assuming last year's lesson notes will do for this year with no review.
- Blaming the students for their poor performance.
- Chalk and talk.
- Corporal punishment.
- Deploying the 'curious not furious' approach when students misbehave.
- Dictating notes or asking students to copy from the board or book.
- Dismissing some students as stupid.
- Engaging in restorative conversations when students let you or each other down.
- Ensuring strong child protection, safeguarding and reporting protocols and that all staff and student are familiar with them.
- Ensuring you know all your students by name and mastery level.
- Grouping students so stronger can supporter weaker ones or by ability.
- Incorporating creativity and games into the teaching and learning activities.
- Involving students in setting goals and running the classroom.
- Laughing at a student's mistakes.
- Marking exercise books with a tick and 'seen' only.
- One size fits all approach to teaching – the students must adapt to you.
- Only giving the 'smart' kids your attention.
- Providing kind, specific feedback on exams, assignments and classwork.
- Providing multiple ways for students to let you know their concerns and feelings.
- Providing opportunities for pair and groupwork.
- Threatening students.
- Tolerating unkindness.
- Tracking every student's progress and knowing their study support needs.
- Using agreed expectations to manage classroom behaviour.

	Before the firebreak (before you stop the damage from being passed on)	After the firebreak (after you step in and bring change)
Classroom and school relationships		E.g. Addressing every student by name
Teaching and learning		

Learning outcomes

After completing this unit, you should be able to:

- Describe an effective school ☐
- Describe where radical change is needed to be a more effective school ☐
- Describe how school leaders can bring about radical change in their schools ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Assessing the effectiveness of your school

Week 5 - 4 hours

Unit 5

Unit 5: Assessing the effectiveness of your school

In this unit you will familiarise with the national standards for school quality and use the standards to self-assess your own school.

Learning outcomes

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

- Be familiar with and understand national standards for school quality
- Critically assess your own school's effectiveness
- Listen to school stakeholder voices to gather different perspectives and better understand current school status

Reading List:

Read the MBSSE's School Quality Assurance Framework.

Available from:

<https://mbsseknowledgeplatform.gov.sl/material/school-quality-assurance-framework/>

If you have time, look at a document called: "How good is our school?". This document was prepared by Education Scotland. It is a long document, but the checklists are useful.

Available from:

https://education.gov.scot/media/2swjmnbs/frwk2_hgios4.pdf

Tasks:

Task 1	School Quality Assurance
Task 2	National Standards for School Quality
Task 3	Assess your own school quality



Task 1

School Quality Assurance

MBSSE has provided descriptors of what makes a quality school. This is included in the School Quality Assurance Framework. MBSSE School Quality Assurance Officers (SQAOs) visit schools to assess the quality of the schools and report the findings to MBSSE for action and improvement. It is important that school leaders have a strong understanding of the school quality indicators. You can complete your own self-assessment both as part of your school improvement planning and in preparation for visits from SQAOs.

Answer the following questions relating to school quality assurance:

1. When was your last visit from a SQAQO?

2. What did you learn about the effectiveness of your school from this visit?

3. What were your school's strengths?

4. What were areas for improvement in your school?



Task 2

National Standards for School Quality

At the end of the Toolkit, you will see the complete National Standards for School Quality. You can find them on page 159, under School Quality Assurance Framework.

Standards are organised into six areas:

- 1. School administration and management**
- 2. Health and hygiene**
- 3. Well-being and school safety**
- 4. Teaching and learning**
- 5. Pupil attendance and access**
- 6. School community**

In the left column you will see the quality standards, organised under the six areas. The right columns are the descriptors. They describe the levels for each standard. Level 0 is the lowest and level 4 is the highest.

Read the table and take time to fully understand each standard and descriptor. Your LLL will ask you about your understanding. If there is anything that is unclear speak to your LLL or SQAQO.



Task 3

Self-reflection: Assess the quality of your own school

In this task you will use the SQA Framework to assess the quality of your own school. This assessment is not for anyone other than you, but it is extremely important to be honest and realistic as you assess. This will enable you to think through a meaningful path forward. Covering up the reality will only disable you and your team.

Meet with your school stakeholders. Use the table below to complete your **school self-assessment**. Together reflect on your school's current situation and shade the level that you collectively think your school is at. If there is disagreement try and go with the majority.

Remember that the levels are cumulative. This means that if you select level 2, you must also be able to demonstrate level 1. If you select level 3, you must be able to demonstrate levels 1 and 2. If you select level 4, you must be able to demonstrate levels 1, 2 and 3.

Also **remember that you should be able to provide evidence** that you have reached the level you select.

Note: This task will take several hours to do accurately. Ensure you allow enough time to do it. Answer honestly. It is more important to be open to learning and growing than it is to appear perfect on the outside while having no real willingness to change.

When you have completed the self-assessment, write a summary of findings – including strengths and suggestions for action to improve your self-assessment levels.

Write your summary of the self-assessment here

National Standards for School Quality (short version)

School Management and Administration

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school has a clear improvement plan and effective processes to support its implementation and monitoring	No plan	Has a current school improvement plan	The plan is clear and based on a self-assessment	There is evidence of plan implementation	There is evidence of monitoring and review to assess progress and make required updates
The school effectively records and manages teacher attendance	No teacher attendance register	Has a teacher attendance register	Register is completed most/every day	Reasons for absence are recorded	Reasons for absence are followed up on and teachers are supported to minimise absence
Teacher attendance is routinely high	No teacher attendance record or incomplete/partial records	Routinely below 80%	Routinely over 80%	Routinely over 90%	Routinely over 95%
The school has an appropriate school timetable that is transparently communicated and well enforced	No timetable	Has a school timetable	The timetable indicates when lessons start and where teachers need to be at what time	The timetable is clearly communicated to teachers, pupils and parents	The timetable is consistently followed

Health and Hygiene

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school has effective health and hygiene management plan and/or practices that are well implemented	No plan or health/hygiene management practices	Has a health and hygiene management plan/practices	Plan/practices are clear with allocation of responsibilities	Evidence of plan/practices being implemented	There is evidence of a monitoring and review process to assess progress and make required updates
The school has appropriate emergency prevention and response plans in place	No plan	Has an emergency prevention and response plan	The plan is clear and based on a review of risks at the school	There is evidence of plan implementation	There is evidence of monitoring and review to assess progress and make required updates

Well-being and School Safety

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school premises (inside and outside) are physically safe	No safety risk assessment has been done	Safety risk assessment has identified risks	Has plans and processes in place to manage the identified safety risks	Evidence that processes are implemented effectively	Conducts regular reviews to identify and address new and emerging safety risks
The school ensures that teachers and other education personnel behave in accordance with the Teacher Code of Conduct	The Teacher Code of Conduct is not displayed at the school	The Teacher Code of Conduct is displayed for teachers and students to read	The school actively explains the Teacher Code of Conduct to students and teachers	The school has records showing that all teachers and other education personnel in the school have signed the Teacher Code of Conduct this academic year	Evidence that teachers and other education personnel are held to account for breaking the Code of Conduct
The school has no processes in place to prevent and manage physical/socio-emotional harm	The school has no processes in place to prevent physical, socio-emotional or sexual violence	The school demonstrates having at least one process in place to prevent violence	The school demonstrates having a comprehensive plan to prevent violence	Communicated to all staff and students	Evidence of these policies being implemented
The school uses mechanisms for reporting and referring abuse or violence issues to address and improve safety	No awareness of reporting and referral mechanisms related to abuse, violence and safety	Is aware of reporting and referral mechanisms related to abuse, violence and safety	Actively explains the reporting and referral mechanisms related to safety to teachers and students	Evidence that students and teachers are comfortable using reporting and referral systems	Evidence of school making improvements based on reports to improve safety
The school understands and manages environmental and climate-related risks	No action on environmental and climate-related risks	Has identified climate and environmental risks	Has plans and processes in place to mitigate the impact of identified climate and environment risks on children's learning	School staff, parents and students are aware of the plans	Conducts regular reviews to identify new and potential future climate and environment risks and takes action to mitigate or eliminate these risks

Teaching and Learning

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
Teachers with relevant qualifications are teaching key subjects offered	Complete data on teacher qualifications is not available	Three or more key subjects are being taught by a teacher without relevant qualifications	Two key subjects are being taught by a teacher without relevant qualifications	One key subject is being taught by a teacher without relevant qualifications	All subjects are being taught by teachers with relevant qualifications
The school implements school-based teacher professional development	No school based CPD	Offers school-based CPD	School-based CPD is offered every month to all teachers	CPD includes Teacher Learning Circles and Coaching by school leaders	School analyses and prioritises teacher development needs and uses CPD to improve performance in these areas
All pin-coded teachers take part in school-based professional development	No records on CPD participation	Less than 50% of teachers regularly take part in school-based professional development	Between 50 and 75% regularly take part in school-based professional development	Most teachers (75-90%) regularly take part in school-based professional development	Almost all (90%+) teachers regularly participate in school-based professional development
The school offers extra-curricular activities that are accessible to all students	The school does not offer extra-curricular activities	The school offers at least two extra-curricular activities	A range of extra-curricular activities are offered	The range of extra-curricular activities suits the interests of boys and girls and young people with disabilities	Students help decide what extra-curricular activities are available at their school
The school takes action to meet the learning needs of all its students, including students with disabilities and pregnant or nursing students	No identification of students who have additional or special learning needs	School has process in place to identify which students have additional or special learning needs	The school has identified what extra support needs to be provided for each student identified	The school provides the identified extra support to students	The school has a system in place to regularly assess the effectiveness of measures in place
What is the school's submission rate for Continuous Assessment Grades across all subjects?	No continuous assessment data submitted	Less than 50%	51-75%	76-90%	More than 90%

Pupil Attendance and Access

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
Pupil attendance is routinely high	No pupil attendance record or incomplete or partial records	Routinely below 80%	Routinely over 80%	Routinely over 90%	Routinely over 95%
The school has appropriate practices in place to effectively record and manage teacher attendance	No pupil attendance register	Has a pupil attendance register	Registers are completed on time, every day	Reasons for absence are provided	Reasons for absence are analysed regularly to identify trends
The school follows up if students are absent regularly or for long periods of time	No pupil absence follow up process	Process for reporting of concerns about student attendance to the school leadership	Clear process in place to follow up on reports of students of concern	Regular reviews of attendance/ absence data is done to proactively identify at risk students	School uses absence data to identify and mitigate or eliminate common causes of pupil absences within its control

School Community

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school communicates with parents and caregivers about the learning progress and well-being of their children	The school does not communicate with parents about learning and well-being of students	The school communicates with parents about student progress in general (not individually)	The school contacts individual parents when there are concerns about their child's behaviour or well-being	The school communicates at least once a year via a report card or similar about their children's learning and well-being	The school provides information, at least annually, to parents about how they can support their children's learning and well-being
Schools respond constructively to suggestions, concerns and/or complaints from parents and other community members	School cannot give any examples of suggestions, concerns, complaints from parents and other community members	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members	School can explain how they responded to suggestions, concerns, complaints from parents and other community members	School keeps a record of suggestions, concerns and/or complaints from parents and other community members	Records are up to date and shared with the BoG/SMC
The school has an active BoG/SMC that contributes to school development	There is no BoG/SMC at the school	The school has a BoG/SMC constituted as per MBSSE requirements	The BoG/SMC meets as frequently as required by the MBSSE	BoG/SMC meetings are recorded, and records of their meetings are maintained	The BoG/SMC can give recent examples, with evidence, of how they have supported improvements in student learning and well-being

Functions of the Board

- Oversee the development and implementation of the School Improvement Plan
- Help to raise funds for the general development of the school
- Seek the welfare of pupils and staff
- Fix charges, where appropriate, with the approval of the Minister
- Review and approve the school budget prepared by the school administration
- Recommend to Sierra Leone Teaching Service Commission suitable candidates for the position of principal, vice principal and senior teachers
- Mediate or arbitrate in matters brought before it by aggrieved pupils, parents or teachers
- Perform such other functions as may be directed by the Minister

It is useful to complete a self-assessment at the end of each school year and use the results to plan for improvement in the next year. Self-assessment is not a one-off event, it should be taking place annually and part of your school's continuous improvement. Write next year's self-assessment into your school calendar or diary now so you remember!

Learning outcomes

After completing this unit, you should be able to:

- Be familiar with and understand national standards for school quality ☐
- Critically assess your own school's effectiveness ☐
- Listen to school stakeholder voices to gather different perspectives and better understand current school status ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Understanding barriers to school effectiveness

Week 6 - 4 hours

Unit 6

Unit 6: Understanding barriers to school effectiveness

In this unit you will build skills to work effectively with all school stakeholders to deconstruct and reconstruct the problems facing your school and making it difficult for you to achieve your aims.

Learning outcomes

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

- Discuss issues relating to the gap between where the school could/should be and where it is now
- Deconstruct the complex problems your school is facing using a methodical approach
- Use different stakeholders’ points of view to build up an enriched understanding of the causes contributing to the gaps between where the school could and should be in terms of full effectiveness and where it is now.

Reading List:

Overcoming Barriers to School Improvement: Key Challenges and Solutions

This online article from the Teachers Institute discusses ways of overcoming deep-rooted barriers that hinder progress in school improvement

Available from:

<https://teachers.institute/leadership-for-better-schools/overcoming-barriers-school-improvement/>

Tasks:

Task 1	Self-study: Deconstructing complex problems
Task 2	Activity: Using the ‘Five why conversation’ approach to problem solve
Task 3	Peer discussion on WhatsApp



Task 1

Self-study: Deconstructing complex problems

This is a long and challenging task. Read the instructions carefully and ask your LLL and other colleagues if you get stuck. Remember that this is also an assessed task.

Read the text below:

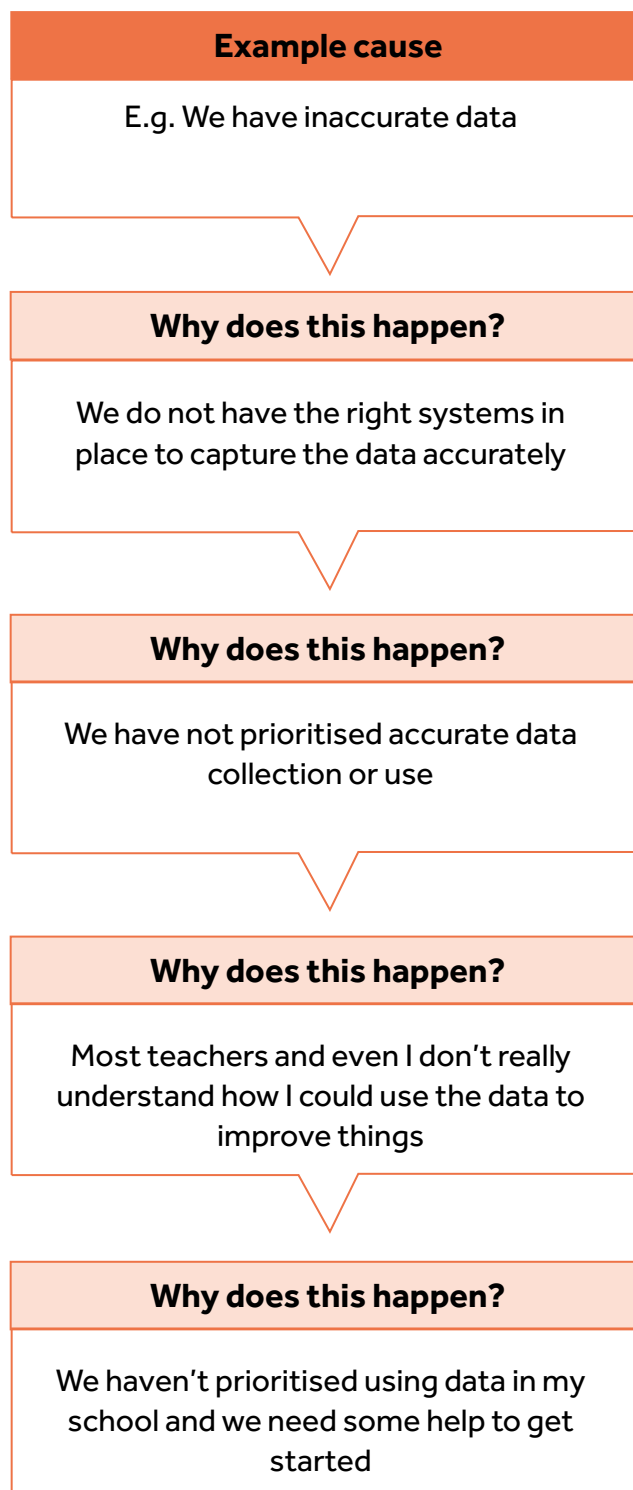
Schools are complex institutions. And the reasons contributing to their effectiveness, or lack of it, are equally complex. In order to better understand the causes of complex problems, we can use the **'Five why conversation'** approach. This involves asking a series of 'why' questions to try and understand the multiple layers of the causes of these problems.

If your question is: **Why is our school not achieving full effectiveness?** There are multiple answers and not just one. You might conclude that one of the causes of ineffectiveness is the poor attendance of staff and students; that another cause is that girls and their families have low self-expectations; that another cause is that too many of the teachers don't know how to prepare good learner-centred lessons, etc.

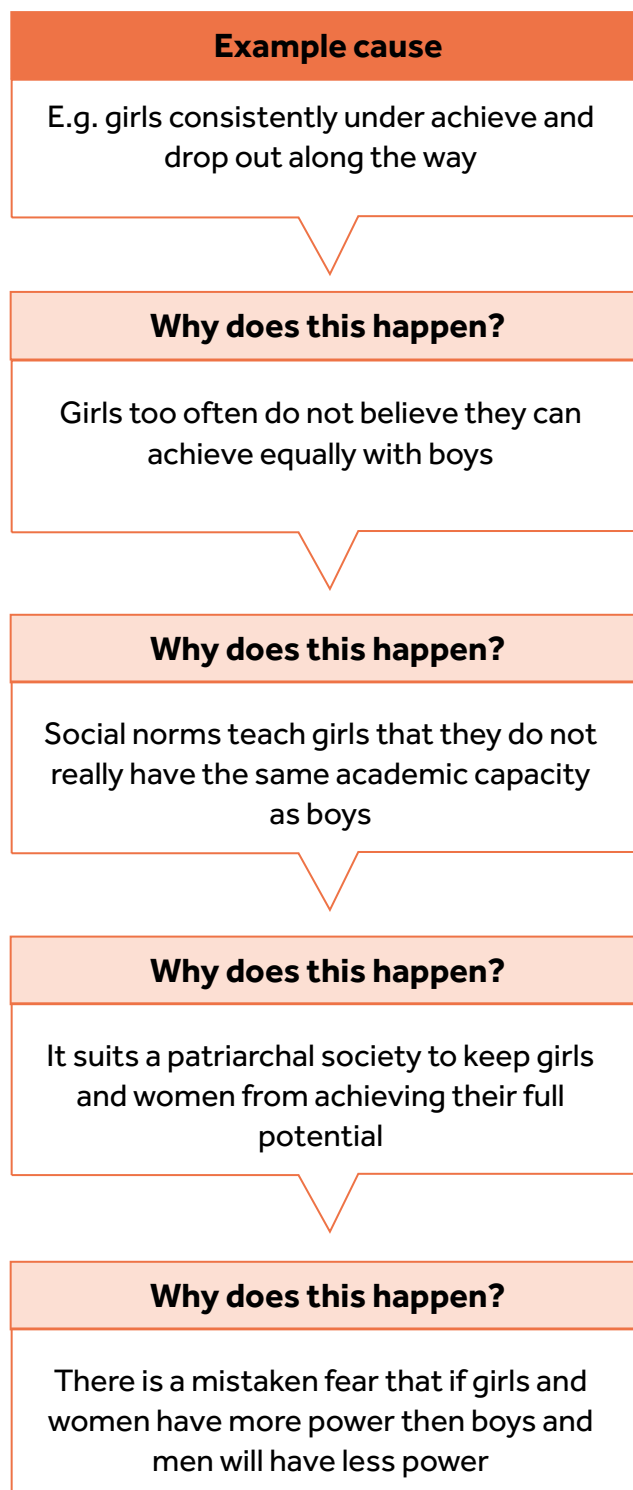
For each of these causes, there are multiple sub-causes. For example, some of the sub-causes of poor student attendance might be that the school has so far been unable to work well with families to address the issue. It might be the attraction of the mines or the weekly luma. It might be that students know only a few teachers are teaching effectively and have a track record of preparing kids well for the public exams. And so on. There can be many different sub-causes of the larger overarching cause.

By using the **'Five why conversation'** approach you can break down the problem of school ineffectiveness or under-performance and understand the root causes. The approach can be undertaken using a chart to guide you step-by-step. Examples of the approach and chart are given on the following pages. Review the examples to see how the approach works in practice.

Why is my school underachieving?



Why is my school underachieving?





Task 2

Activity: Using the 'Five why conversation' approach to problem solve

You are now going to use the 'Five why conversation' approach and chart to deconstruct problems in your own school.

Arrange to complete this task with 4 or 5 school stakeholders to ensure you gather different perspectives. Agree a time to meet, you will need a couple of hours, and work together to complete the steps below.

This is a long and challenging task. Read the instructions carefully and ask your LLL and other colleagues if you get stuck. Remember that this is also an assessed task.

STEP 1: Identify the problem

Start by clearly stating a key problem your school is facing. Look at your self-assessment and pick out one of the areas where your school is under-achieving.

STEP 2: List the causes

With your team, brainstorm at least three main causes that contribute to this problem. Write each cause at the top of a separate chart (pages 70, 71 and 72).

STEP 3: Ask 'why' for each cause

For each cause, ask "Why is this happening?" Write the answer below the cause.

Continue asking "Why?" for each new answer, going deeper each time. Aim for at least five levels of questioning to uncover the root causes.

To help you do this effectively, you should:

- **Use evidence:** Support each answer with data or examples from your school (such as attendance records, exam results, or feedback from staff and students). This helps ensure your analysis is based on facts, not assumptions.
- **Complete one chart per cause.** Fill out a separate chart for each main cause you identified. If you have more than three causes, use additional charts as needed.
- **Review example charts.** Use the examples on pages 66 and 67 to see how the process works and guide you as you complete your own charts.
- **Review examples of underperformance.** Use the text box below for some possible causes for under-performance for you to consider.
- **Use previous learning.** Think back to issues you identified in Modules 1 and 2 and incorporate these where relevant.

Possible causes of underperformance in schools (not an exhaustive list):

- Girls are not supported to achieve their full potential
- Young people with disabilities are not supported to achieve their full potential
- Poor attendance of staff and students
- Untrained teachers and school leaders
- Inaccurate data / No use of data to drive decisions
- Stakeholders don't know their roles resulting in limited accountability
- Poor communication and relationships between the school and community
- Poor relationships between the school leaders and the teachers
- Poor relationships between the MBSSE/TSC and the school
- Poor teaching quality
- Disaffected young people

The '**Five why conversation**' approach and chart have been adapted and simplified for the purpose of this course from the Harvard Kennedy School PDIA (Problem Driven Iterative Adaptation) Toolkit – A DIY Approach to Solving Complex Problems. The full resource is available here:

<https://bit.ly/3ARRYo5>

This video from Harvard Kennedy School explains the full approach in more detail. Watch it to build your understanding.

<https://vimeo.com/142953247>

Why is my school under-achieving?

Cause 1

Why does this happen?

Why does this happen?

Why does this happen?

Why does this happen?

Why is my school under-achieving?

Cause 2

Why does this happen?

Why does this happen?

Why does this happen?

Why does this happen?

Why is my school under-achieving?

Cause 3

Why does this happen?

Why does this happen?

Why does this happen?

Why does this happen?

STEP 4: Apply your findings

Using your completed charts from the 'Five why conversation' approach, you will now complete an Ishikawa (or fishbone) diagram, showing all the different causes and sub-causes of the problem.

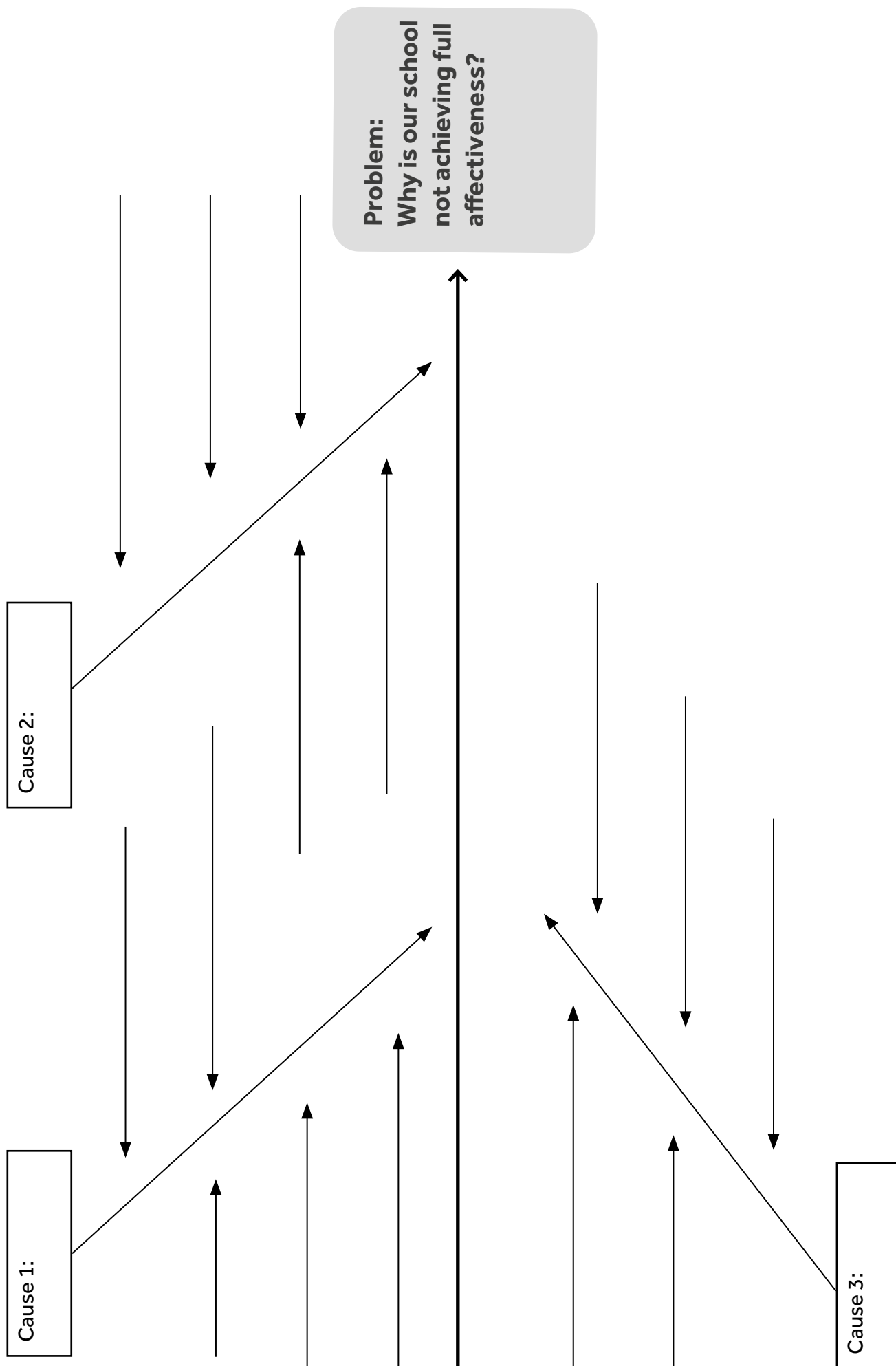
Use the template on the next page.

First write the main cause in each 'cause' text box. Then write all the sub-causes on the horizontal arrows contributing to each cause.

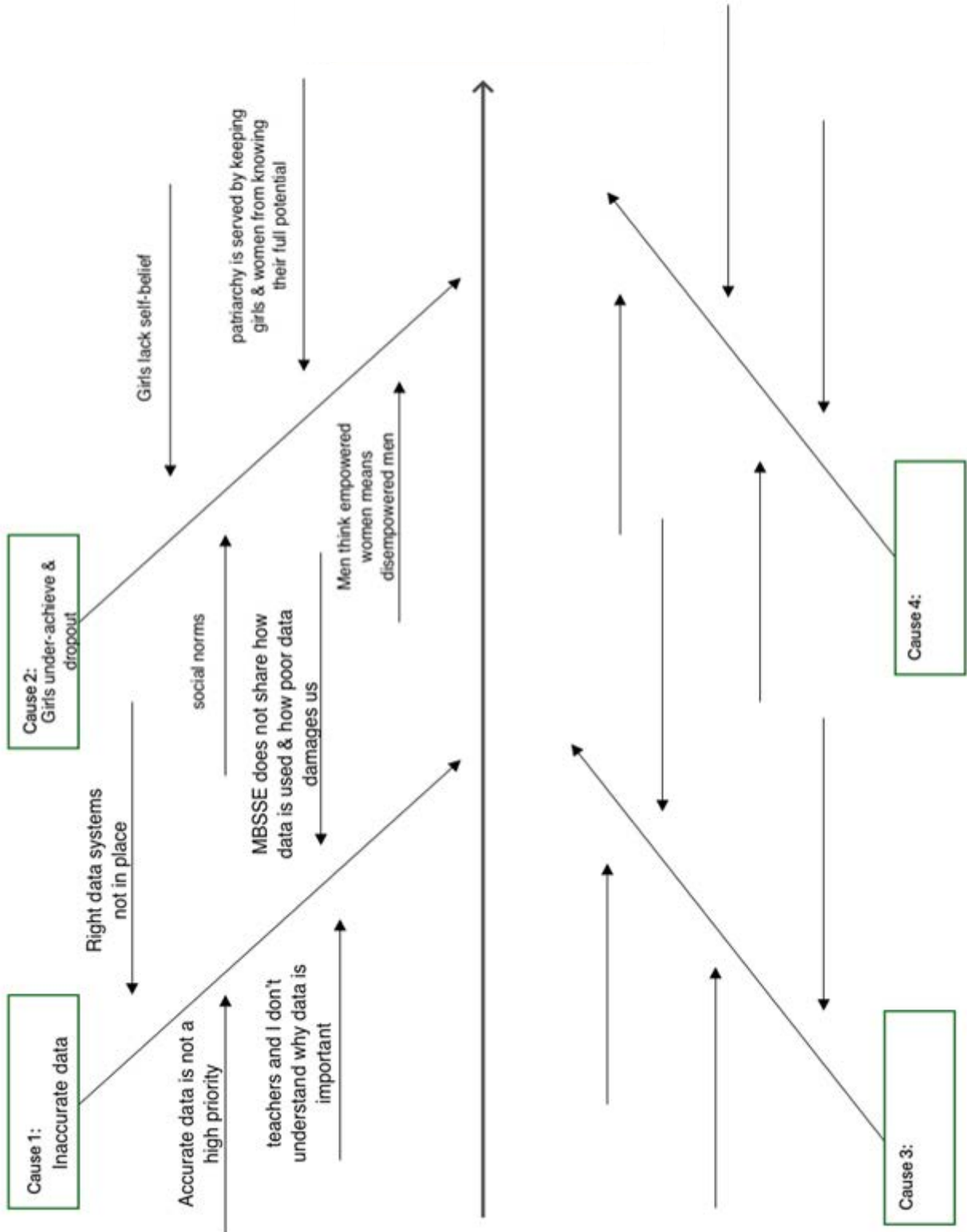
Your final diagram will show all the causes and sub-causes preventing your school from being as effective as it could be.

If you prefer, you can draw a bigger diagram on a separate piece of paper.

There is an example done for two causes in the diagram on page 75.



Problem:
Why is our school
not achieving full
effectiveness?



STEP 5: Communicate your findings

Old habits die hard and many of us have only seen school meetings where the school leaders talk, and the parents are allowed to ask a few questions at the end.

This is an invitation for you to engage the stakeholders across all parts of your community in a completely different way. When you take your Ishikawa diagram or the information and thinking behind the diagram to them, your task is to listen and ensure that you understand a range of perspectives and bring these different viewpoints into the picture you are building of what the issues really are. Be careful about being defensive and argumentative, if they say things that are hard to hear, e.g. if they blame you and your colleagues. Listen and try and understand the different viewpoints. N.b. this is additional, very important qualitative data.

By the end of this process, you will see that one group is not responsible for the whole problem but that all have a part to play: in the causes and therefore in the solutions too.

Show and explain your Ishikawa diagram to:

- Some students
- Some colleagues
- Some parents
- Some community members
- Members of the Board of Governors
- Your SQAQ and DD

1. Ask them if they agree with your analysis.
2. Ask them to add in anything they think you have missed, or to adjust elements that need nuancing.
3. Listen attentively and respectfully to really hear what their concerns are.
4. Don't be defensive and argue with them. You will lose their cooperation if you do.
5. Make a note of what you learnt when you shared your Ishikawa diagram with stakeholders.

By the time you have discussed with a range of interested people, you will have a rich understanding of the problems facing your school. You will need to draw out your Ishikawa diagram again on a separate piece of paper (or two) to add in all the different perspectives.

Be ready to take your LLL through your revised diagram and explain the inputs of the various contributors and how they enabled you to get a more complete picture of the issues at hand.

Notes from sharing your Ishikawa diagram with stakeholders



Task 3

Peer discussion on WhatsApp

Your LLL will ask some questions about Task 2 on WhatsApp. Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

N.b. the Ishikawa diagram and subsequent discussion with your LLL will be assessed.

Notes (use this space to make any notes during the conversation)

Learning outcomes

After completing this unit, you should be able to:

- Discuss issues relating to the gap between where the school could/should be and where it is now ☐
- Deconstruct the complex problems your school is facing using a methodical approach ☐
- Use different stakeholders' points of view to build up an enriched understanding of the causes contributing to the gaps between where the school could and should be in terms of full effectiveness and where it is now ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Turning problems into opportunities for improvement

Week 7 – 4 hours

Unit 7

Unit 7: Turning problems into opportunities for improvement

In this unit you will reflect on the situation in your school and where the opportunities for immediate action are, where there is a need to build acceptance, authority or ability before action can take place. In this way, you can start to sequence the opportunities and build your strategic plan.

Learning outcomes

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

- Analyse the authority, acceptance and ability you have to address the key issues affecting your school
- Identify opportunities where you can act now and those that require building authority, acceptance or ability first

Reading List:

This short brief offers three reasons why leadership teams are vital for school-based Teacher Professional Development

Available from:

<https://learninggeneration.org/3-reasons-why-leadership-teams-are-vital-for-school-based-teacher-professional-development/>

Tasks:

Task 1	Self-study: Triple-A analysis
Task 2	Self-reflection: analysing the opportunities for action
Task 3	Peer discussion on WhatsApp
Task 4	Discussion with LLL
Task 5	Self-reflection



Task 1

Self-study: Triple-A analysis

Read the following text:

When faced with a complex problem with multiple causes, the next concern is where to start and how. To solve the problem completely will require numerous different approaches and interventions which cannot necessarily all be addressed at once. The next tool in the PDIA process is the Triple-A Analysis¹.

The Triple-A analysis helps you decide if your school is ready to take action on a problem. It guides you to check three key areas:

Authority

- Who has the power to make decisions about this issue?
- Do you (or your team) have the official right to make changes?
- If not, who does, and how can you involve them?

Acceptance

- Who will be affected by the change?
- Do these people agree that change is needed?
- How much support or resistance is there among staff, students, parents, or the community?

Ability

- Do you have the resources (people, time, money, skills) needed to make the change?
- Is your team prepared and trained to take action?
- What extra support or resources might you need

Where one of these 'A's is missing, there is no space for change. There is no point starting to work on something where we can see from the beginning that it will not work. Before starting a particular action, we need to be sure we have the authority, acceptance and ability. If we do not, then we should focus on something else first, while building the authority, acceptance and ability where they are missing.

The goal is to make as good an estimate as possible, in as transparent a fashion as possible, so that we allow ourselves to progressively learn more about the context and turn uncertainty into clearer knowledge.

¹ The Triple A analysis is adapted from the Harvard University PDIA (Problem Driven Iterative Adaptation) toolkit which can be found in full at: <https://bit.ly/3ARRYo5>.

Triple-A Analysis Case Study

A school identifies the causes for their students' under-performance as:

1. Teachers need training
2. Curriculum needs updating
3. School needs to engage parents more.

The school leader conducts a Triple-A analysis with school stakeholders to agree how to intervene. The stakeholders look at each cause, one by one.

Cause 1: Teachers need training

- **Authority.** The school leader has authority to organise training.
- **Acceptance.** All teachers accept they require training and express interest in receiving more training.
- **Ability.** A couple of experts from the local college can provide free training. There is some time during holidays that can be used for training.

All 3 As are present. There is 'change space' and the training can go ahead.

Cause 2: Curriculum needs updating

- **Authority.** The curriculum is government-controlled and the school has no authority to make the changes.
- **Acceptance.** The teachers and students agree that the curriculum needs to change but the government curriculum department does not.
- **Ability.** The school does not have curriculum development specialists. It does not have time or resources for curriculum writing.

None of the 3 As are present. There is no 'change space'. No change to the curriculum is possible at the moment. The only possible action for now is to petition government in the hope that change will come in the future.

Cause 3: School needs to engage parents more.

- **Authority.** The school leader has the authority to change the way the school engages the parents.
- **Acceptance.** The school leader and teachers accept that parental engagement is necessary.
- **Ability.** The school leadership team has good relationships with the Board of Governors and with local community leaders. They can use those relationships to reach parents more effectively.

All 3 As are present. There is 'change space'. Work to achieve more and better engagement with parents can go ahead.



Task 2

Self-reflection: analysing the opportunities for action

You will now complete the Triple-A analysis for your own school, using the causes identified in your Ishikawa diagram.

Select just one cause of your school's problem to work on from your earlier Ishikawa diagram.

Now look at the sub-causes you identified. For each sub-cause complete the Triple-A table.

Start by writing the sub-cause at the top of the table.

Then answer questions on the left about authority, acceptance and ability.

Use real examples and data where possible. This will guide you to decide who has authority, how much acceptance there is, and what ability and/or resources are available.

Use the examples on pages 96 and 97 to help you.

Sub-clause 1

Triple-A Analysis	
Sub-cause 1:	
Authority to engage	
Consider the following: • Who has the authority to engage and take decisions? • Which of the authorisers² might support engagement now? • Which of them would probably not support engagement now?	Make notes in response to the questions here:
Acceptance	
Consider the following: • Who has an interest in this work? • For each person or organisation, on a scale of 1-10, think about how much they are likely to support your proposals? • On a scale of 1-10, think about how much influence each of them has over potential action? • What proportion of them have 'strong acceptance' (with above 5 on both estimates)? • What proportion of them have 'low acceptance' (with below 5 on both estimates)?	Make notes in response to the questions here:

2 An authoriser is someone who has the authority to take decisions on a particular issue. As a school leader, there are many things that you do have authority over (e.g. who teaches what class, how behaviour is managed etc) but there are also many things you do not have authority over (e.g. what exams the students will take and how the registration for those exams is done).

Ability	
• What is your personnel ability? - Who are the key (smallest group of) people you need to 'work' on any opening engagement? - How much time would you need from these agents? • What is your resource ability? - How much money would you need to take action? - What other resources do you need to engage?	Make notes in response to the questions here:

Now use your responses to these questions to help you decide on how much authority, acceptance and ability there is for each sub-cause. Complete your answers in the table below.

Triple-A Calculation	
Sub-cause 1:	Triple-A response
Overall, how much Authority do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Acceptance do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Ability do you think you have to engage?	Select one: High, medium, low, none

Sub-clause 2

Triple-A Analysis	
Sub-cause 2:	
Authority to engage	
Consider the following: • Who has the authority to engage and take decisions? • Which of the authorisers might support engagement now? • Which of them would probably not support engagement now?	Make notes in response to the questions here:
Acceptance	
Consider the following: • Who has an interest in this work? • For each person or organisation, on a scale of 1-10, think about how much they are likely to support your proposals? • On a scale of 1-10, think about how much influence each of them has over potential action? • What proportion of them have 'strong acceptance' (with above 5 on both estimates)? • What proportion of them have 'low acceptance' (with below 5 on both estimates)?	Make notes in response to the questions here:

Ability	
• What is your personnel ability? - Who are the key (smallest group of) people you need to 'work' on any opening engagement? - How much time would you need from these agents? • What is your resource ability? - How much money would you need to take action? - What other resources do you need to engage?	Make notes in response to the questions here:

Triple-A Calculation	
Sub-cause 2:	Triple-A response
Overall, how much Authority do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Acceptance do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Ability do you think you have to engage?	Select one: High, medium, low, none

Sub-clause 3

Triple-A Analysis	
Sub-cause 3:	
Authority to engage	
Consider the following: • Who has the authority to engage and take decisions? • Which of the authorisers² might support engagement now? • Which of them would probably not support engagement now?	Make notes in response to the questions here:
Acceptance	
Consider the following: • Who has an interest in this work? • For each person or organisation, on a scale of 1-10, think about how much they are likely to support your proposals? • On a scale of 1-10, think about how much influence each of them has over potential action? • What proportion of them have 'strong acceptance' (with above 5 on both estimates)? • What proportion of them have 'low acceptance' (with below 5 on both estimates)?	Make notes in response to the questions here:

Ability	
• What is your personnel ability? - Who are the key (smallest group of) people you need to 'work' on any opening engagement? - How much time would you need from these agents? • What is your resource ability? - How much money would you need to take action? - What other resources do you need to engage?	Make notes in response to the questions here:

Triple-A Calculation	
Sub-cause 3:	Triple-A response
Overall, how much Authority do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Acceptance do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Ability do you think you have to engage?	Select one: High, medium, low, none

Sub-clause 4

Triple-A Analysis	
Sub-cause 4:	
Authority to engage	
Consider the following: • Who has the authority to engage and take decisions? • Which of the authorisers² might support engagement now? • Which of them would probably not support engagement now?	Make notes in response to the questions here:
Acceptance	
Consider the following: • Who has an interest in this work? • For each person or organisation, on a scale of 1-10, think about how much they are likely to support your proposals? • On a scale of 1-10, think about how much influence each of them has over potential action? • What proportion of them have 'strong acceptance' (with above 5 on both estimates)? • What proportion of them have 'low acceptance' (with below 5 on both estimates)?	Make notes in response to the questions here:

Ability	
• What is your personnel ability? - Who are the key (smallest group of) people you need to 'work' on any opening engagement? - How much time would you need from these agents? • What is your resource ability? - How much money would you need to take action? - What other resources do you need to engage?	Make notes in response to the questions here:

Triple-A Calculation	
Sub-cause 4:	Triple-A response
Overall, how much Authority do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Acceptance do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Ability do you think you have to engage?	Select one: High, medium, low, none

Sub-clause 5

Triple-A Analysis	
Sub-cause 5:	
Authority to engage	
Consider the following: • Who has the authority to engage and take decisions? • Which of the authorisers² might support engagement now? • Which of them would probably not support engagement now?	Make notes in response to the questions here:
Acceptance	
Consider the following: • Who has an interest in this work? • For each person or organisation, on a scale of 1-10, think about how much they are likely to support your proposals? • On a scale of 1-10, think about how much influence each of them has over potential action? • What proportion of them have 'strong acceptance' (with above 5 on both estimates)? • What proportion of them have 'low acceptance' (with below 5 on both estimates)?	Make notes in response to the questions here:

Ability	
• What is your personnel ability? - Who are the key (smallest group of) people you need to 'work' on any opening engagement? - How much time would you need from these agents? • What is your resource ability? - How much money would you need to take action? - What other resources do you need to engage?	Make notes in response to the questions here:

Triple-A Calculation	
Sub-cause 4:	Triple-A response
Overall, how much Authority do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Acceptance do you think you have to engage?	Select one: High, medium, low, none
Overall, how much Ability do you think you have to engage?	Select one: High, medium, low, none

Calculating change space

How do you calculate change space?

- **Large change space:** All three A's are strong—you can act now.
- **Some change space:** One or two A's are weak—start building them up before acting.
- **No change space:** Most A's are weak—focus on building authority, acceptance, or ability first.

Calculate the change space for each of your sub-causes.

Cause	Size of change space (Large / some / none)
Sub-Cause 1	
Sub-Cause 2	
Sub-Cause 3	
Sub-Cause 4	
Sub-Cause 5	

Your analysis can now guide you on where to start making changes. Anything with a large change space can be started immediately. Others require work building up authority, acceptance and/or ability first before your school can take action.

To understand more about Triple-A analysis, watch the videos available via this link:

<http://vimeo.com/album/5477026>

EXAMPLE Triple-A Analysis

You can use the examples below to help you think about what this analysis might look like.

For example, the problem is low levels of learning.

Cause 1 is insufficient mathematics teachers at the school.

A sub-cause is not enough people are training to be mathematics teachers.

Questions for Reflection	Triple-A estimation	Assumptions
Overall, how much Authority do you think you have to engage?	Low	Authority is limited as teacher education and deployment is a matter for TSC and the TTIs
Overall, how much Acceptance do you think you have to engage?	High	Parents want mathematics teachers for their children and other teachers want them so they do not have to step in and teach a subject for which they are unqualified.
Overall, how much Ability do you think you have to engage?	Medium	Some ability to address the problem with through the DD TSC and with local politicians
What is the change space for this cause? Small change space.		

This means that we can start working but will need to build authority by engaging the MBSSE in the district and advocating for them to share data with the school regularly and tell us what they are doing with it. Although there is a small change space, if there are other aspects of the work that have a larger change space, it may be worth starting there while simultaneously trying to build authority, acceptance and ability for this area.

For example, the problem is low levels of learning.

A cause of this problem is students in JSS 9 are still struggling to read effectively in English.

A sub-cause is that there are no opportunities for JSS students to catch up on reading skills.

Questions for Reflection	Triple-A estimation	Assumptions
Overall, how much Authority do you think you have to engage?	High	Strong authority to make the necessary changes and put in place opportunities for students to catch up on reading skills
Overall, how much Acceptance do you think you have to engage?	High	Acceptance is high because if students are better readers, exam results will improve.
Overall, how much Ability do you think you have to engage?	High	We have staff who are under-utilised and they can help provide daily catch-up classes during the school day for students who need them.
What is the change space for this cause? High change space.		

This means we can start working but will need to build acceptance and ability as the first step if we are to succeed. If there are other areas where we have a larger change space, we could think about starting there while building acceptance and ability in this area.



Task 3

Peer discussion on WhatsApp

Your LLL will ask some questions about Task 2 on WhatsApp. Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

N.b. the updated Ishikawa diagram, the Triple-A analysis and subsequent discussion with your LLL will be assessed.

Notes (use this space to make any notes during the conversation)



Task 4

Discussion with LLL

Share your updated and completed Ishikawa diagram with the Triple-A Analysis tables, showing the change space and assumptions, with your LLL and discuss your conclusions.

Review your self-assessment together and agree what you would like to learn and improve from studying this module on school improvement.

Make a note of the key discussion points below.

Notes



Task 5

Self-reflection

Make notes below about your experience using the Ishikawa diagram and the Triple-A analysis. What did you like? What did you not like? Will you use these tools again? Do you think others can make use of the tools? Why?

Notes

Learning outcomes

After completing this unit, you should be able to:

- Analyse the authority, acceptance and ability you have to address the key issues affecting your school. ☐
- Work out if there is an opportunity to act now in each case, or if you need to build authority, acceptance and ability first. ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Setting goals in your School Improvement Plan

Week 8 – 4 hours

Unit 8

Unit 8: Setting goals in your School Improvement Plan

This week, you will engage with colleagues and others with an interest in the school's success and drawing on all the thinking and learning from previous weeks, you will draft your school's improvement plan.

Learning outcomes

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

- Explain the characteristics of a SMART goal for a School Improvement Plan
- Draft SMART goals for a School Improvement Plan
- Work collaboratively with other stakeholders in your school (teachers, other school leaders, students, parents) to prepare SMART goals for a School Improvement Plan

Reading List:

The Ultimate Guide to School Improvement: Achieving SMART Goals

Available from:

<https://goalsetting.online/articles/school-improvement-goals-examples.html>

Tasks:

Task 1	Understanding SMART goal setting
Task 2	Re-writing non-SMART goals as SMART goals
Task 3	Setting SMART goals for your School Improvement Plan
Task 4	Peer discussion on WhatsApp
Task 5	Self-reflection



Task 1

Understanding SMART goal setting

Read the following text:

Now that you have worked as a team to identify your challenges and used the Triple-A analysis work with your team, you are going to set SMART goals for school improvement.

SMART goals for school improvement are:

Specific

Goals should be clear and specific, addressing a particular area of need. For example, instead of "improve student attendance," a specific goal would be "Increase student attendance to an average of at least 90% every week".

Measurable

Goals must have outcomes you can measure. You should be able to track progress and know when you have achieved them. For this, you will need data.

Achievable

Goals should be realistic and achievable with the resources available at your school and in the timeframe specified.

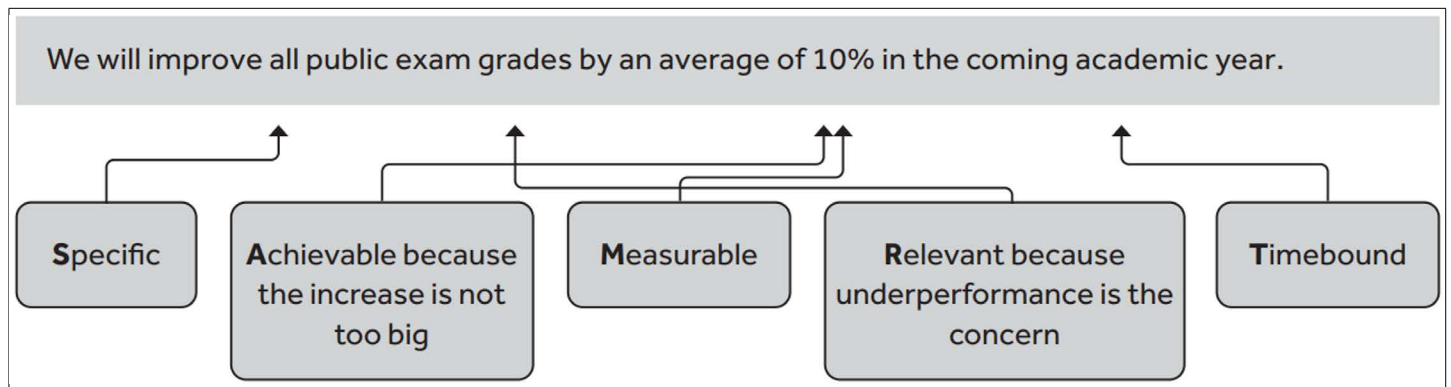
Relevant

Goals must align with the broader objectives of improving school quality outlined in the School Quality Assurance tool shared in Unit 5.

Time-bound

Goals need a specific timeframe for completion. For example, "by the end of the school year" or "within six months" or "by end September".

For instance, one smart goal might be:



The information you generated from your analyses in previous units (the 'Five why conversation' approach, the Ishikawa diagram, and the Triple-A analysis) will help you set SMART goals.

Now look at the following examples of goals in a School Improvement Plan and decide which ones are SMART. One example is done for you.

Goal	Specific	Measurable	Achievable	Relevant	Timebound
Example: Provide additional support to improve English reading comprehension by the end of the school year	X	✓	✓	✓	✓
We will get every teacher at school a pin-code by the end of this year					
We will ensure that at least 95% of JSS 3 students are completing homework on time					
Increase attendance rates					
We will ensure that all teachers have access to school-based professional development at least twice a term					
Every staff member in our school is trained on the TSC's Code of Conduct for Teachers and other Education Personnel					
Reduce the pupil:teacher ratio in our school from 53:1 to 30:1					
Improved school hygiene					



Task 2

Re-writing non-SMART goals as SMART goals

Below are four non-SMART goals from a School Improvement Plan.

Work out why they are not SMART and then re-write them as SMART goals.

1. Improve school cleanliness

SMART goal

2. Introduce monthly 'Gold stars' for students who demonstrate kindness

SMART goal

3. Increase opportunities for students to participate in sports activities

SMART goal

4. Ensure timely arrival at school

SMART goal

Share your re-written goals with colleagues and ask if they think you have improved them. Then share them with your LLL.



Task 3

Setting SMART goals for your School Improvement Plan

In this task, you will draft goals for your School Improvement Plan. It is important that you draft these goals with other school leaders, teachers, parents and students.

When you are drafting the goals, reflect on what you learned in previous units about problems and challenges at your schools and the underlying causes. Also reflect on the assessment of your school using the School Quality Assurance tool.

Remember that you will not come up with a perfect goal straightaway. You will need to write it, and rewrite it, and discuss it, then rewrite it again until you have a goal that is SMART.

Prepare 6 SMART goals and add them to the table below.

Note: If you are not a school principal, you should talk with your school principal about setting goals for your School's Improvement Plan. It is important for you to get their support and that you involve them in deciding on the goals. If you do this, there is a better chance of the plan being owned and implemented.

Your SMART School Improvement Goals

1	
2	
3	
4	
5	
6	

Be ready to talk about the goals and how you developed them in the next task.



Task 4

Peer discussion on WhatsApp

Your LLL will ask some questions about Task 3 on WhatsApp. Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded. You should be ready to talk about the goals you have written for your School Improvement Plan and the process you used to prepare them.

Notes (use this space to make any notes during the conversation)



Task 5

Self-reflection

SMART goals are used in a variety of settings, from national development plans such as the Education Sector Plan for Sierra Leone through to business. Reflecting on your experience at the end of this unit, why are SMART goals important? Did you find them easy to write? What was easy/not easy? Did other people you worked with understand the idea of a SMART goal?

Make a note of your reflections on this unit below.

Notes

Learning outcomes

After completing this unit, you should be able to:

- Explain the characteristics of a SMART goal for a School Improvement Plan ☐
- Draft SMART goals for a School Improvement Plan ☐
- Work collaboratively with other stakeholders in your school (teachers, other school leaders, students, parents) to prepare SMART goals for a School Improvement Plan ☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Deciding priority actions for your School Improvement Plan

Week 9 – 4 hours

Unit 9

Unit 9: Deciding priority actions for your School Improvement Plan

This week, you will be identifying a set of actions to achieve the goals you have set out for your School Improvement Plan. You will be thinking about all possible actions but then choosing the best ones for your school.

Learning outcomes

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

- Propose actions to achieve goals in a School Improvement Plan
- Identify actions that are achievable and most likely to achieve goals

Reading List:

A summary of research on evidence of effective school leadership at secondary level in a range of contexts.

Available from:

https://learninggeneration.org/wp-content/uploads/2024/12/LiT-Research-Note-Evidence-on-secondary-school-leadership_29.03.23.pdf

Tasks:

Task 1	Deciding on priority actions for the School Improvement Plan
Task 2	Brainstorming
Task 3	Agreeing priority actions for your School Improvement Plan
Task 4	Peer discussion on WhatsApp. Brainstorming Priority Actions
Task 5	Self-reflection



Task 1

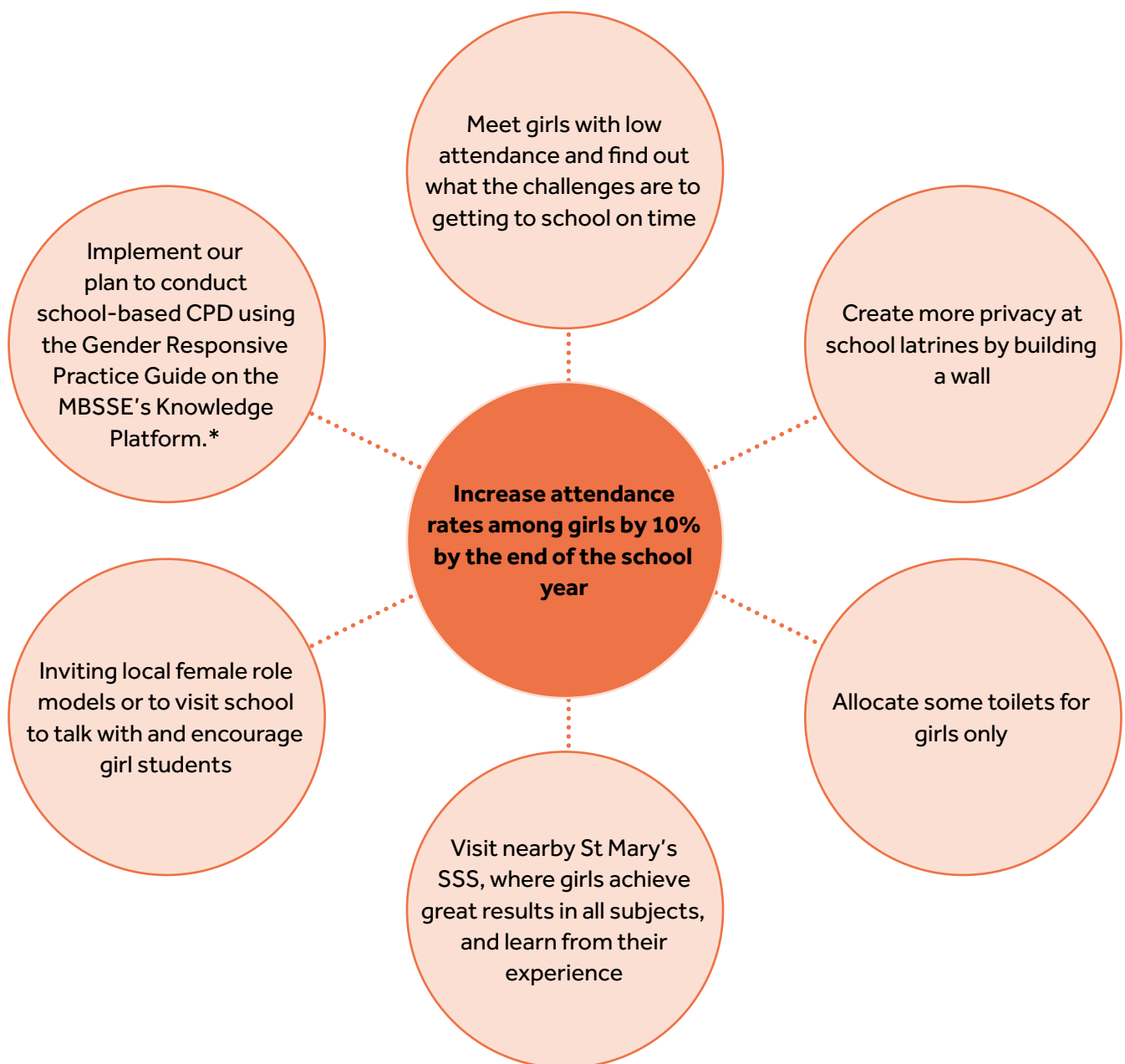
Deciding on priority actions for the School Improvement Plan

Read the following text:

When you have set your goals, you need to decide how you will achieve them. Avoid doing the first thing that comes to mind.

Consider the following goal: **Increase attendance rates among girls by 10% by the end of the school year.**

There are many different actions that a school could take to achieve this goal as illustrated in the figure below.



*Available at: <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2023/03/gender-responsive-practice-guide.pdf>



Task 2

Brainstorming

Brainstorming is a collaborative ideation method where teams generate, develop, and evaluate ideas to achieve goals, solve specific problems or explore new opportunities. The practice combines individual thinking with group interaction to surface diverse perspectives and push past obvious solutions and action.

Organise a meeting with your colleagues to brainstorm how you could achieve the goals you identified for your School Improvement Plan.

At this stage, do not discount any ideas, or think too hard about them. Simply make a note of the actions proposed – including your own.

Aim to come up with several proposed actions for each goal.

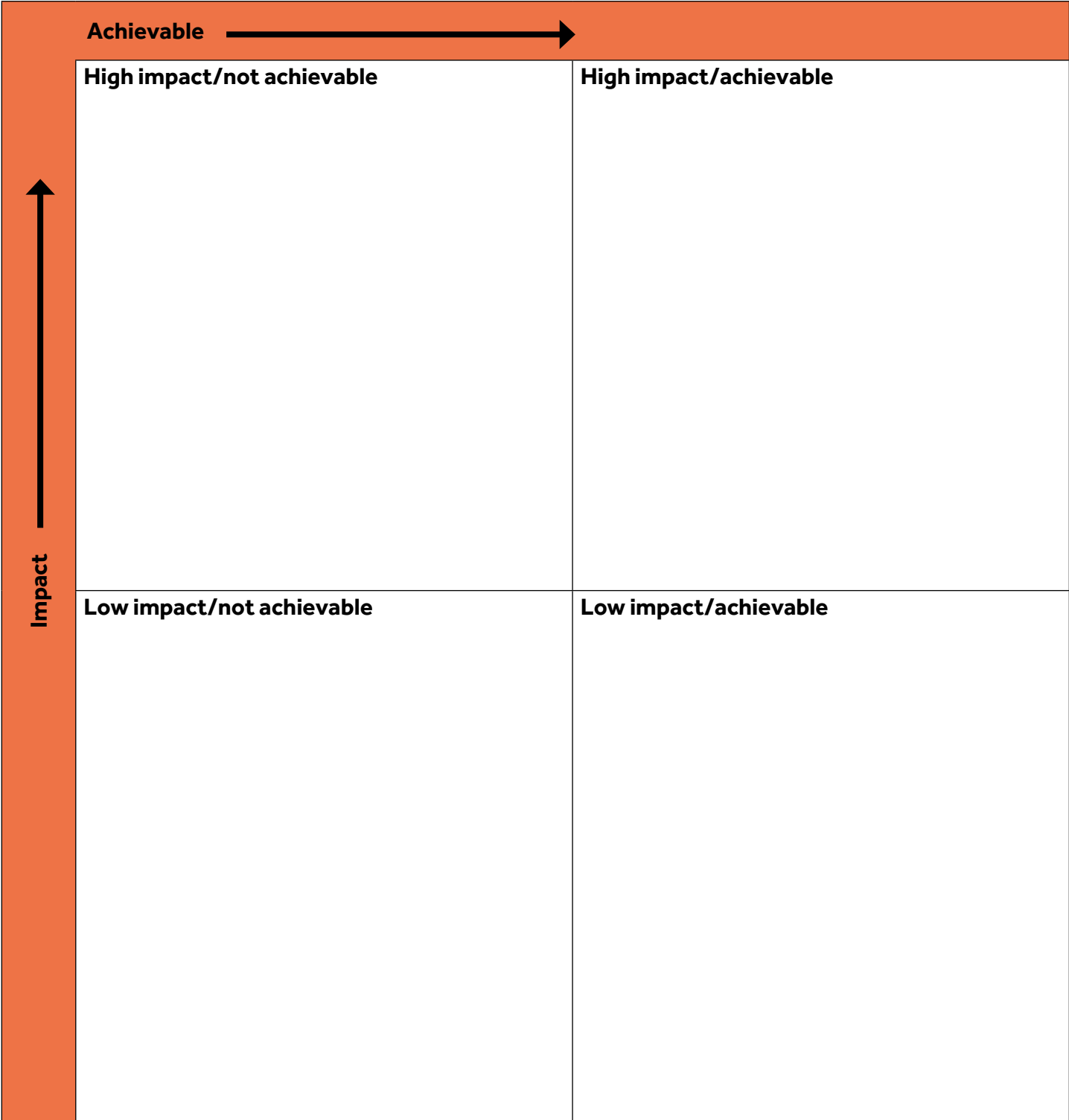
	Goal	Proposed actions
1		
2		

3		
4		
5		
6		

When you have finished the brainstorm, look at the list of proposed actions. You will see that:

- Some of the proposed actions are very likely to help achieve the goal (they will have high impact) but they are not achievable because you do not have the power or resources to achieve them (see the Triple-A analysis).
- Some of the proposed actions are likely to be achievable i.e., you have the power and resources to implement them, but they are unlikely to help achieve the goal – they are likely to be low impact.

Go through each of the proposed actions and add them to one of the four quadrants (squares) in the figure below.



Most of the priority actions in your School Improvement Plan should be the actions that appear in the 'high impact/achievable quadrant'.



Task 3

Agreeing priority actions for your School Improvement Plan

Hold a meeting with your colleagues and any parents and members of the Board of Governors that you are able to engage, to agree your priorities for the School Improvement Plan.

Share your thought process. You can draw on all the discussions and thinking that you have done during the previous weeks to think about where your attention should be focused, what are the key areas needing attention and where you know that you have sufficient 'change space' to start taking action.

Notes (use this space to make any notes during the conversation)



Task 4

Peer discussion on WhatsApp. Brainstorming Priority Actions

Your LLL will ask some questions about Task 1 on WhatsApp. Remember that active participation in the WhatsApp discussions is a requirement for passing the course, your contributions to the discussion will be graded.

N.b. the school improvement plan and subsequent discussion with your LLL will be assessed.

Notes (use this space to make any notes during the conversation)



Task 5

Self-reflection

Deciding on the best way – actions - to achieve a goal is not easy. You must make choices based on your context and what is possible, and you must prioritise actions that are going to have the biggest impact on your goal.

What challenges did you have when selecting priority actions? Was the initial brainstorm helpful? Why? Was there any disagreement with others about the priority actions? How did you resolve this?

Make a note of your reflections on this unit below.

Notes

Learning outcomes

After completing this unit, you should be able to:

- Propose actions to achieve goals in a School Improvement Plan
- Identify actions that are achievable and most likely to achieve goals

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Developing your School Improvement Plan

Week 10 – 4 hours

Unit 10

Unit 10: Developing your School Improvement Plan

In this unit, you will pull together all your learning and work in this module to finally develop your complete School Improvement Plan. You will do this with other stakeholders in your school.

Learning outcomes

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

- Use what you have learnt about school improvement planning, school effectiveness and problem analysis to make a relevant School Improvement Plan.

Tasks:

Task 1	Creating your School Improvement Plan
Task 2	Self-reflection



Task 1

Creating your School Improvement Plan

You have assessed your school using the School Quality Assurance tool.

You have new knowledge and skills to help you investigate the problems and challenges and opportunities facing your school using the 'Five why' conversation approach and Ishikawa diagrams.

You have learnt how to assess the amount of 'change space' using the Triple-A analysis.

You have drafted SMART goals for your School Improvement Plan and identified priority actions to achieve these goals.

You are now ready to make your School Improvement Plan.

A format for the plan is shown below.

Area for improvement	Problem or opportunity	Goal(s)	Priority actions required to achieve the goal	Responsible for the action	Resources required	Deadline
Add one of the 6 areas in the SQA tool	Describe the situation you are trying to change	Add the goal here	List the priority actions to achieve the goal.	Add the name of the person who is responsible for completing the priority action	List here the resources needed (if any) to implement the priority action	Add the date by which the priority action is to be achieved

Instructions:

- Complete columns 2 and 3 first, then complete column 1.
- Add the priority actions to achieve the goal (identified in the previous unit) to column 4. Make sure that you have broken the actions into smaller sub-actions.
- Add the name of the person responsible for completing each priority action in column 5.
- Make a note of any resources required in column 5.
- Add the deadline for completing the action to column 6.

A blank template is provided in this Toolkit (see pages 126-131) but if you prefer, you can make a plan on separate paper and attach it to this Toolkit.

Share the plan with your LLL and ask for feedback.

Share the plan with your colleagues in school and ask for feedback.

When you are happy with the plan, make it into a poster where everyone can see it or fix copies onto the school notice board.

Agree a date for the following week to present the School Improvement Plan to your colleagues and the BoG/PTA and to students. Add the date to the table below and tick when completed.

Stakeholder group	Planned date/event	Completed
BoG/PTA		
Students		
Colleagues		

School Improvement Plan

Area for improvement	Problem or opportunity	Goal(s)	Priority actions required to achieve the goal	Responsible for the action	Resources required	Deadline

Area for improvement	Problem or opportunity	Goal(s)	Priority actions required to achieve the goal	Responsible for the action	Resources required	Deadline

Area for improvement	Problem or opportunity	Goal(s)	Priority actions required to achieve the goal	Responsible for the action	Resources required	Deadline

Area for improvement	Problem or opportunity	Goal(s)	Priority actions required to achieve the goal	Responsible for the action	Resources required	Deadline

Area for improvement	Problem or opportunity	Goal(s)	Priority actions required to achieve the goal	Responsible for the action	Resources required	Deadline

Area for improvement	Problem or opportunity	Goal(s)	Priority actions required to achieve the goal	Responsible for the action	Resources required	Deadline



Task 2

Self-reflection

Congratulations! You have made a School Improvement Plan.

If you were making the plan again, what would you do differently? Have you learnt anything new about your school from going through the process to make your plan? Are you feeling optimistic about implementing the plan? Why?

Make a note of your reflections on this unit below.

Notes

Learning outcomes

After completing this unit, you should be able to:

- Use what you have learnt about school improvement planning, school effectiveness and problem analysis to make a relevant School Improvement Plan.

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Implementing and monitoring the School Improvement Plan

Week 11 – 4 hours

Unit 11

Unit 11: Implementing and monitoring the School Improvement Plan

In this unit, you will make a plan to monitor the implementation of your School Improvement Plan. As with the process of making the School Improvement Plan, you should involve as many people as possible in preparing the monitoring plan.

Learning outcomes

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

- Explain what monitoring is and why it is important for a School Improvement Plan
- Suggest ways of monitoring the implementation of a School Improvement Plan
- Develop a plan to monitor the implementation of your School Improvement Plan

Reading List:

OpenLearn Create is an innovative leading open educational platform where individuals and organisations can publish their open content, open courses and resources. They have a resource called 'Monitoring of School Improvement Plans: Training for School Leaders'.

Go to: <https://www.open.edu/openlearncreate/> and use the search button to search for the document.

Tasks:

Task 1	Monitoring the School Improvement Plan implementation
Task 2	Case Study
Task 3	Developing your School Improvement Monitoring Plan
Task 4	Self-reflection

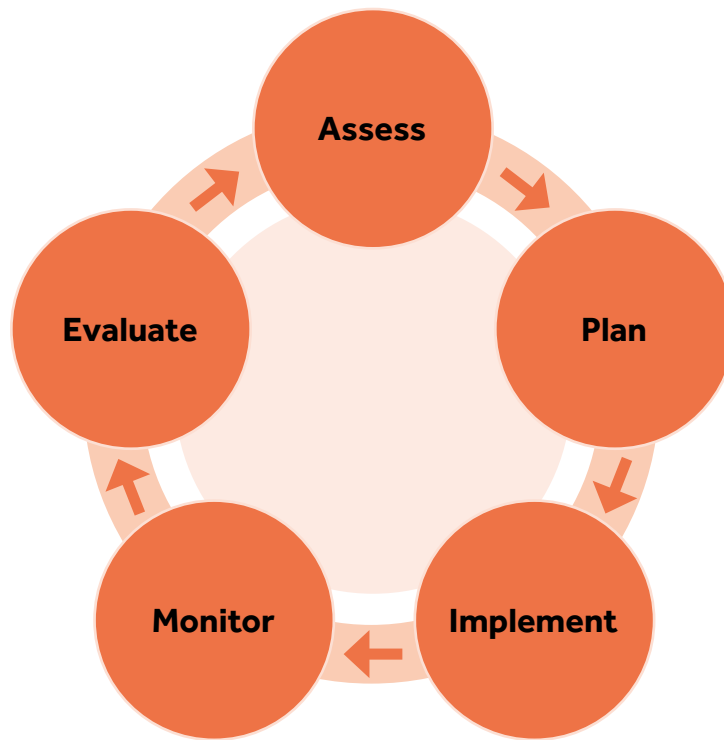


Task 1

Monitoring the School Improvement Plan implementation

Read the following text:

The diagram below illustrates the five stages in the School Improvement Cycle.



You have completed steps 1 and 2 in previous units - the assessment and planning. You and your colleagues will begin step 3 shortly, which is implementation. You now need to develop a plan so that you can do step 4: monitor implementation.

A monitoring plan sets out points of progress or milestones on the journey to achieve the goals set out in your implementation plan. The benefit of having a monitoring plan is that it helps you establish what is working and what you need to do differently if you are not making progress. It also helps you identify bottlenecks and challenges to implementation so that you can resolve them quickly.

There are a variety of no-cost ways to monitor progress. You could:

- Hold meetings with teachers, members of the BOG, students or PTA members to find out if something in the plan is happening
- Conduct learning walks within school to observe progress
- Analyse data, for example, from attendance registers
- Check artefacts – for example, lesson plans
- Observe teaching
- Conduct surveys using a suggestion box.

Based on the above, what might happen if you do not monitor the implementation of your School Improvement Plan. Write your response in the box below.

Now look at the excerpt below from a School Improvement Plan. How would you monitor implementation of this plan?

Area for improvement	Problem or opportunity	Goal(s)	Action required to achieve the goal	Responsible for the action	Resources required	Deadline
Teaching and Learning	Students in Class 9 are not completing homework on time, and we are worried they will not do well in the BECE	100% of students are completing homework on time	Request volunteers from the community to support an after-school homework club	BoG	N/A	End November
			Orient the volunteers to their role in the homework club	HoDs	Refreshments during the orientation	End December
			Prepare a rota for volunteers to open and close the homework club	HoDs and volunteers	N/A	End December
			Announce the start of homework club in assembly	Principal	N/A	End December

Record your ideas below and share them with your LLL for feedback.



Task 2

Case Study

Read the following case study:

Mrs Sannoh is the headteacher of Bright Futures Junior Secondary School in Kailahun district. At the start of the academic year, she arranged several meetings with different school stakeholders - teachers, parents and students and the Board of Governors. The purpose of the meeting was to develop a robust School Improvement Plan for the 2026-27 school year. In the meeting, she explained the SMART goals that she hoped to achieve that year. She wanted to:

- A.** improve on-time attendance by teachers from an average of 70% a month to at least 90%
- B.** ensure that English and mathematics teachers were using and following the lesson plans provided by the MBSSE
- C.** improve access to toilets and washrooms for students with disabilities.

What methods would you recommend to Mrs. Sannoh to monitor implementation and achievement of the three goals listed?

Methods to monitor progress to achieving **Goal A**

Methods to monitor progress to achieving **Goal B**

Methods to monitor progress to achieving **Goal C**



Task 3

Developing your School Improvement Monitoring Plan

You are now ready to prepare a plan to monitor the implementation of your School Improvement Plan.

For each goal in your School Improvement Plan, complete a table like the example on the next page. There are six blank tables for you to use in this Toolkit. They are at the end of this Task, on pages 144-149.

Add the goal first. Then look at the priority actions to achieve this goal and decide on milestones (five milestones maximum). Add them to the table. Then decide who should be responsible to achieve the milestones. Before you decide who will be responsible, check with them first that they are happy to do this.

Goal 1: Improve student perceptions of school safety by 20%, especially among girls and learners with disabilities, by the end of the school year			
Milestones	Method for monitoring the achievement of the milestone	Expected date for achievement of the milestone	Responsible for monitoring
Milestone 1: Girls and Boys Clubs meet every week	Artefact check – is there a timetable for GBCs? Observation at GBCs Analysis of attendance data	End of first Term	4-person team of students selected for this task
Milestone 2: First meeting of the newly established School Safety Committee conducted	Artefact check - Meeting records Participation in the meeting	End of October	BoG representative + Principal
Milestone 3: Two school-based CPD sessions completed with 100% attendance	Attendance records Artefact check of the plan for school-based CPD session (does it focus on safety for girls and learners with disabilities)	By end of Term 2	School Principal + Inclusion Champion + Guidance Counsellor
Milestone 4: Undergrowth on the way to and around the toilet block is cleared away	Observation/walk to and around the toilet block (repeated every month)	Repeated every month	Vice-Principal + Inclusion Champion
Milestone 5: Conduct perception surveys	Complete survey with students about how safe they feel at the start of the school year	End September	
	Complete survey with students about how safe they feel at the end of the school year.	End May	

When you have completed the monitoring plan, share it with others in your school for feedback. Ask if anyone has suggestions.

Also agree a schedule for reviewing progress implementing the School Improvement Plan every month and write it in the box below. For example, you might add 'Monthly Staff meetings' or 'The last Thursday of every month'.

Schedule for meetings to review progress on implementing the School Improvement Plan

If you are not the school Principal, make sure you have shared the School Improvement Plan you have made with your school Principal, and that they are happy to support its implementation. Ask them to sign below.

I have discussed the School Improvement Plan and the plan for monitoring its implementation. I am happy to give my support to ensuring that both plans are implemented.

Name:

Signature:

Date:

Plan for Monitoring the implementation of the annual School Improvement Plan

Name of school:	
School year (for example 2026/27):	

Goal 1:			
Milestones	Method for monitoring the achievement of the milestone	Expected date for achievement of the milestone	Responsible for monitoring
Milestone 1:			
Milestone 2:			
Milestone 3:			
Milestone 4:			
Milestone 5:			

Plan for Monitoring the implementation of the annual School Improvement Plan

Name of school:	
School year (for example 2026/27):	

Goal 2:			
Milestones	Method for monitoring the achievement of the milestone	Expected date for achievement of the milestone	Responsible for monitoring
Milestone 1:			
Milestone 2:			
Milestone 3:			
Milestone 4:			
Milestone 5:			

Plan for Monitoring the implementation of the annual School Improvement Plan

Name of school:	
School year (for example 2026/27):	

Goal 3:			
Milestones	Method for monitoring the achievement of the milestone	Expected date for achievement of the milestone	Responsible for monitoring
Milestone 1:			
Milestone 2:			
Milestone 3:			
Milestone 4:			
Milestone 5:			

Plan for Monitoring the implementation of the annual School Improvement Plan

Name of school:	
School year (for example 2026/27):	

Goal 4:			
Milestones	Method for monitoring the achievement of the milestone	Expected date for achievement of the milestone	Responsible for monitoring
Milestone 1:			
Milestone 2:			
Milestone 3:			
Milestone 4:			
Milestone 5:			

Plan for Monitoring the implementation of the annual School Improvement Plan

Name of school:	
School year (for example 2026/27):	

Goal 5:			
Milestones	Method for monitoring the achievement of the milestone	Expected date for achievement of the milestone	Responsible for monitoring
Milestone 1:			
Milestone 2:			
Milestone 3:			
Milestone 4:			
Milestone 5:			

Plan for Monitoring the implementation of the annual School Improvement Plan

Name of school:	
School year (for example 2026/27):	

Goal 6:			
Milestones	Method for monitoring the achievement of the milestone	Expected date for achievement of the milestone	Responsible for monitoring
Milestone 1:			
Milestone 2:			
Milestone 3:			
Milestone 4:			
Milestone 5:			



Task 4

Self-reflection

Reflecting on your experience at the end of this unit, was it easy to develop a plan for monitoring the implementation of your School Improvement Plan? What were some of the challenges? How did you engage with others in your school to make the monitoring plan?

Make a note of your reflections on this unit below.

Notes

Learning outcomes

After completing this unit, you should be able to:

- Explain what monitoring is and why it is important for a School Improvement Plan
- Suggest ways of monitoring the implementation of a School Improvement Plan
- Develop a plan to monitor the implementation of your School Improvement Plan

☐
☐
☐

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

Local Leader of Learning's feedback

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



School Leadership Programme

Leading School Improvement

Summary and post-assessment

Week 12 - 4 hours

Unit 12

Unit 12: Summary and post-assessment

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

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

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

✓	Understand the purpose of school and education
✓	Assess your school's effectiveness in the light of this understanding
✓	Deconstruct and reconstruct the problems that are detracting from the school's effectiveness in achieving its purpose
✓	Listen to stakeholders to better understand their views and how they can contribute to the school's success
✓	Understand the role of the Board of Governors and how to engage them
✓	Co-create a school improvement plan that addresses problems affecting the school's effectiveness
✓	Take action to keep stakeholders engaged in the implementation of the plan
✓	Ensure effective monitoring of the implementation of the plan

Tasks:

Task 1	Self-reflection
Task 2	Self-assessment



Task 1

Self-reflection

Ensuring our schools are improving and becoming increasingly effective may not be quick or easy. We need to reflect carefully and honestly on the issues affecting our schools. We need to gather data and check our assumptions. We need to recruit the right people to work with us. By taking this on, we are leaders of change.

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



Task 2

Self-assessment

At the start of this module, you assessed the extent to which you and your school community are able to manage the school's effectiveness and improvement. Now you have finished 12 weeks of study on school improvement we will revisit the same matrix. Complete the table below and compare back to where you were 12 weeks ago.

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

1. I/we need major support to understand and put this into practice.
2. I/we have some understanding as to what constitutes a good strategic improvement plan.
3. I/we have a good understanding of this but need further support to strengthen our practice.
4. I/we have excellent understanding and role model good practice, and can show others how to changes ways of working to be more inclusive.

	1	2	3	4
Example: Our school has a strategic improvement plan		✓		
Our school has a strategic improvement plan				
I understand the purpose of education and how this can inform my strategic improvement plan				
I understand how to set up SMART goals or targets for our school				
We have regular meetings with key stakeholders to monitor the implementation of our strategic improvement plan				
My colleagues all understand and engage with implementing the strategic improvement plan for our school				
My pupils all understand and engage with implementing the strategic improvement plan for our school				
My wider school community (parents, caregivers and community leaders, etc.) understand and engage with implementing the strategic improvement plan for our school.				

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

Remember, there is always more we can be learning to deepen our understanding on school effectiveness and improvement so don't expect to master everything in one day. Your school improvement journey has begun and now you have many skills and a lot of knowledge that will help you be a strong leader of an improving and effective school. Good luck!

School Leadership Competencies expected of school leaders in Sierra Leone

These competencies were developed by TSC for Sierra Leone. They describe what a school leader should be able to do.

Competency 1	
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	
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	
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	
4.1	Collecting, analysing and using data to inform planning and drive improvement.

Competency 5	
5.1	Engaging stakeholders to improve teaching and learning and inclusion.
5.2	Developing respectful relationships across the whole school community.

School Leader Competencies covered in Module 3 of the School Leadership Programme

Unit	Unit Title	Key leadership competencies developed in this unit
1	Introduction to school improvement planning and self-assessment	1.3 Developing a relevant school improvement plan 2.1 Developing effective school self-review systems and processes
2	School Improvement Plans	1.3 Developing a relevant school improvement plan 2.1 Developing effective school self-review systems and processes 4.1 Collecting, analysing and using data to inform planning and drive improvement
3	Community engagement for school improvement	5.1. Engaging stakeholders to improve teaching, learning and inclusion 5.2 Developing respectful relationships across the whole school community
4	Understanding school effectiveness	1.1 Development and communication of a school vision and mission that fits the context 2.2 Establishing Communities of Practice (CoP) within the school, to support improvements to the quality of teaching and learning
5	Assessing the effectiveness of your school	1.1 Development and communication of a school vision and mission that fits the context 1.3 Developing a relevant school improvement plan (SIP) 2.1 Developing effective school self-review systems and processes
6	Understanding barriers to school effectiveness	4.1 Collecting, analysing and using data to inform planning and drive improvement 5.1. Engaging stakeholders to improve teaching, learning and inclusion
7	Turning problems into opportunities for improvement	4.1 Collecting, analysing and using data to inform planning and drive improvement
8	Setting goals for your school improvement plan	1.3 Developing a relevant school improvement plan (SIP)
9	Deciding priority actions for your School Improvement Plan	1.3 Developing a relevant school improvement plan (SIP)
10	Developing your School Improvement Plan	1.3 Developing a relevant school improvement plan (SIP)
11	Implementing and monitoring your School Improvement Plan	1.3 Developing a relevant school improvement plan (SIP) 1.5 Carrying out effective monitoring of teaching and learning
12	Summary and post-assessment	

School Quality Assurance Framework

Identification of School Quality Assurance Officer (SQAQO)	
Name of SQAQO Officer	
SQAQO ID	

Identification of school	
Name of school	
EMIS code	
WAEC code	
District	
Ward	
Town	
Chieftdom	
Address	
Education level (PPS, PS, JSS, SSS)	
Type of school (Gov, Gov Assisted, Community, Private)	
Approval status (Not approved, approved without financial assistance, approved with financial assistance)	

School management	
Name of Head Teacher	
Head Teacher contact number	
Name of SMC/BoG Chair	
SMC/BoG Chair contact number	

Date of inspection:		Start time of inspection:		End time of inspection:	
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School Administration and Management

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school has a clear improvement plan and effective processes to support its implementation and monitoring.	No plan	Has a current school improvement plan	Has a current plan + The plan is clear and based on a self-assessment	Has a current plan The plan is clear and based on a self-assessment + There is evidence of plan implementation.	Has a current plan The plan is clear and based on a self-assessment There is evidence of plan implementation. + There is evidence of a monitoring and review process to assess progress and make required updates
The school effectively records and manages teacher attendance.	No teacher attendance register	Has a teacher attendance register	Has a teacher attendance register + Register is completed most/every day	Has a teacher attendance register Register is completed most/every day + Reasons for absence are recorded	Has a teacher attendance register Register is completed most/every day Reasons for absence are provided + Reasons for absence are followed up on and teachers are supported to minimise absence
Teacher attendance is routinely high.	No teacher attendance record or incomplete/partial records	Routinely below 80%	Routinely over 80%	Routinely over 90%	Routinely over 95%

Teacher attendance on the day of the visit is broadly in line with attendance records.	Yes/no				
The school has an appropriate school timetable that is transparently communicated and well enforced.	No timetable	Has a school timetable	Has a school timetable + The timetable indicates when lessons start and where teachers need to be at what time.	Has a school timetable The timetable indicates when lessons start and where teachers need to be at what time. + The timetable is clearly communicated to teachers, pupils and parents	Has a school timetable The timetable indicates when lessons start and where teachers need to be at what time. The timetable is clearly communicated to teachers, students and parents + The timetable is consistently followed
Overall assessment for School Administration and Management	Calculated automatically				
Priority area for improvement in School Administration and Management					

Health and Hygiene					
Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school has effective health and hygiene management plan and/or practices that are well implemented.	No plan or health/hygiene management practices	Has a health and hygiene management plan/practices	Has a health and hygiene management plan/practices + Plan/practices are clear with allocation of responsibilities	Has a health and hygiene management plan/practices Plan/practices are clear with allocation of responsibilities + Evidence of plan/practices being implemented	Has a health and hygiene management plan/practices Plan/practices are clear with allocation of responsibilities Evidence of plan/practices being implemented + There is evidence of a monitoring and review process to assess progress and make required updates
The school has appropriate emergency prevention and response plans in place.	No plan	Has an emergency prevention and response plan	Has an emergency prevention and response plan + The plan is clear and based on a review of risks at the school	Has an emergency prevention and response plan The plan is clear and based on a review of risks at the school + There is evidence of plan implementation.	Has an emergency prevention and response plan The plan is clear and based on a review of risks at the school There is evidence of plan implementation. + There is evidence of a monitoring and review process to assess progress and make required updates
Are the number of toilets available in line with the Approval/SICAP policy (25:1 for females and 30:1 for males?)	Yes/no				

All toilets are well maintained (select all answers that apply) disability-inclusive, accessible toilet	☐ Male or mixed toilets are well maintained: The toilet facilities are clean and well maintained. ☐ Female-only well maintained: There are clean and well-maintained toilets designated for female only. ☐ Staff only toilets are well maintained: There are clean and well-maintained toilets designated for staff only. ☐ Disability inclusive toilets are well maintained: There is at least one clean and well-maintained
Number of handwashing facilities available (sinks or taps)	
All handwashing facilities are well maintained and used (select all answers that apply)	☐ Handwashing facilities are well-maintained: All handwashing facilities are well maintained ☐ Soap and water are available: All handwashing have water and soap available. ☐ Handwashing facilities are accessible: All staff and students have access to handwashing facilities, including staff and students with disabilities ☐ Good hygiene practices: Good hygiene practices are adhered to by all staff and students.
Pupils have access to a safe source of drinking water	Yes/No
School premises (inside and outside) are clean, hygienic and well-maintained	☐ No serious/major health and hygiene risks with the school premises ☐ The majority of the school premises (over 90%) are clean ☐ There is effective waste disposal facilities, located in isolated, safe locations ☐ The premises are a smoke-free zone
Overall assessment for Health and Hygiene	Calculated automatically
Priority area for improvement in Health and Hygiene	

Well-being and School Safety

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school premises (inside and outside) are physically safe	No safety risk assessment has been done.	Safety risk assessment has identified safety risks	Safety risk assessment has identified safety risks + Has plans and processes in place to manage the identified safety risks	Safety risk assessment has identified safety risks Has plans and processes in place to manage the identified safety risks + Evidence that processes are implemented effectively	Safety risk assessment has identified safety risks Has plans and processes in place to manage the identified safety risks Evidence that processes are implemented effectively + Conducts regular reviews to identify and address new and emerging safety risks
The school ensures that teachers and other education personnel behave in accordance with the Teacher Code of Conduct	The Teacher Code of Conduct is not displayed at the school.	The Teacher Code of Conduct is displayed for teachers and students to read	The Teacher Code of Conduct is displayed for teachers and students to read + The school actively explains the Teacher Code of Conduct to students and teachers	The Teacher Code of Conduct is displayed for teachers and students to read The school actively explains the Teacher Code of Conduct to students and teachers + The school has records showing that all teachers and other education personnel in the school have signed the Teacher Code of Conduct this academic year	The Teacher Code of Conduct is displayed for teachers and students to read The school actively explains the Teacher Code of Conduct to students and teachers The school has records showing that all teachers and other education personnel in the school have signed the Teacher Code of conduct this academic year + Evidence that teachers and other education personnel are held to account for breaking the Code of Conduct

The school has no processes in place to prevent and manage physical/socio-emotional harm	The school has no processes in place to prevent physical/ socio-emotional/ sexual violence	The school demonstrates having at least one process in place to prevent violence	The school demonstrates having a comprehensive plan to prevent violence	The school demonstrates having a comprehensive plan to prevent violence + Communicated to all staff and students	The school demonstrates having a comprehensive plan to prevent violence Communicated to all staff and students + Evidence of these policies being implemented
The school uses mechanisms for reporting and referring abuse or violence issues to address and improve safety	No awareness of reporting and referral mechanisms related to abuse, violence and safety	Awareness of reporting and referral mechanisms related to abuse, violence and safety	Awareness of reporting and referral mechanisms related to abuse, violence and safety + Actively explains the reporting and referral mechanisms related to safety to teachers and students	Awareness of reporting and referral mechanisms related to abuse, violence and safety Actively explains the reporting and referral mechanisms related to safety to teachers and students + Evidence that students and teachers are comfortable using reporting and referral systems	Awareness of reporting and referral mechanisms related to abuse, violence and safety Actively explains the reporting and referral mechanisms related to safety to teachers and students Evidence that students and teachers are comfortable using reporting and referral systems + Evidence of school making improvements based on reports to improve safety
How many safety cases have been reported in the last 12 months					

The school understands and manages environmental and climate-related risks	No action on environmental and climate-related risks	Has identified climate and environmental risks	Has identified climate and environmental risks + Has plans and processes in place to mitigate the impact of identified climate and environment risks on children's learning	Has identified climate and environmental risks Has plans and processes in place to mitigate the impact of identified climate and environment risks on children's learning + School staff, parents and students are aware of the plans	Has identified climate and environmental risks Has plans and processes in place to mitigate the impact of identified climate and environment risks on children's learning School staff, parents and students are aware of the plans + Conducts regular reviews to identify new and potential future climate and environment risks and takes action to mitigate or eliminate these risks
Additional safety mechanisms in place at the school	☐ An active School Safety Committee - secondary only ☐ The school has a Girls' and Boys' Club (or more than one) - secondary only ☐ Evacuation maps posted at key locations throughout the facility ☐ The school has a trained guidance counsellor - secondary schools only				
Overall assessment for Well-being and School Safety	Calculated automatically				
Priority area for improvement in Well-being and School Safety					

Teaching and Learning					
Standard	Level 0	Level 1	Level 2	Level 3	Level 4
Instructional time	In lessons, the following was generally observed:				
	☐ All/nearly all students arrive on time ☐ The teacher arrives on time ☐ The lesson starts promptly ☐ The lesson concludes promptly				
Teachers with relevant qualifications are teaching key subjects offered.	Complete data on teacher qualifications is not available	Three or more key subjects are being taught by a teacher without relevant qualifications.	Two key subjects are being taught by a teacher without relevant qualifications.	One key subject is being taught by a teacher without relevant qualifications.	All subjects are being taught by teachers with relevant qualifications.
The school implements school-based teacher professional development.	No school based CPD	Offers school-based CPD	Offers school-based CPD + School-based CPD is offered every month to all teachers	Offers school-based CPD School-based CPD is offered every month to all teachers + CPD includes Teacher Learning Circles and Coaching by school leaders.	Offers school-based CPD School-based CPD is offered every month to all teachers CPD includes Teacher Learning Circles and Coaching by school leaders. + School analyses and prioritises teacher development needs and uses CPD to improve performance in these areas
All pin-coded teachers take part in school-based professional development.	No records on CPD participation	Less than 50% of teachers regularly take part in school-based professional development.	Between 50 and 75% regularly take part in school-based professional development.	Most teachers (75-90%) regularly take part in school-based professional development.	Almost all (90%+) teachers regularly participate in school-based professional development.

In general in classes/ lessons visited:	☐ Teachers are using an appropriate lesson plan ☐ The lesson plan clearly address what children will learn and how ☐ The majority/almost all students are engaged in learning activities during the lesson ☐ Students can explain the purpose of the lesson ☐ Teachers give feedback to students on their responses to questions or on their classwork ☐ Teachers check what students are learning ☐ Teachers provide appropriate support for learners, including learners with disabilities				
In general in classrooms/lessons visited:	☐ Almost all students had a textbook or other similar resources ☐ Almost all students had basic resources (pen/pencil and a notebook). ☐ The blackboard or whiteboard is big enough and in good condition and chalk and/or pens are available. ☐ Resources and furniture (if any) are well maintained				
The school offers extra-curricular activities that are accessible to all students	The school does not offer extra-curricular activities	The school offers at least two extra-curricular activities	The school offers at least two extra-curricular activities +A range of extra-curricular activities are offered	The school offers at least two extra-curricular activities A range of extra-curricular activities are offered +The range of extra-curricular activities suits the interests of boys and girls and young people with disabilities	The school offers at least two extra-curricular activities A range of extra-curricular activities are offered The range of extra-curricular activities suits the interests of boys and girls and young people with disabilities + Students help decide what extra-curricular activities are available at their school
The school is connected to the internet and using ICT for learning	☐ The school receives a strong and reliable mobile phone signal ☐ There is working ICT equipment in the school for use by teachers ☐ There is ICT equipment in the school for use by students and it is functional. ☐ All students have access to ICT equipment when needed				

The school takes action to meet the learning needs of all its students, including students with disabilities and pregnant/nursing students.	No identification of students who have additional or special learning needs.	School has process in place to identify which students have additional or special learning needs.	School has process in place to identify which students have additional or special learning needs + The school has identified what extra support needs to be provided for each student identified	School has process in place to identify which children have additional or special learning needs The school has identified what extra support needs to be provided for each pupil identified + The school provides the identified extra support to	School has process in place to identify which children have additional or special learning needs The school has identified what extra support needs to be provided for each pupil identified The school provides the identified extra support to students + The school has a system in place to regularly assess the effectiveness of measures in place
What is the school's submission rate for Continuous Assessment Grades across all subjects?	No continuous assessment data submitted	Less than 50%	51-75%	76-90%	More than 90%
Terminal examination results in the previous academic year	NPSE BECE WASSCE				
The school provides opportunities for students to catch up on learning.	☐ The school tracks student learning to identify students who need extra help. ☐ The school provides free of cost support to students who need extra help to catch up on learning. ☐ The school has a trained inclusion champion				
Overall assessment for Teaching and Learning	Calculated automatically				
Priority area for improvement in Teaching and Learning					

Pupil Attendance and Access

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
Pupil attendance is routinely high	No pupil attendance record or incomplete or partial records	Routinely below 80%	Routinely over 80%	Routinely over 90%	Routinely over 95%
Pupil attendance on the day of the visit is broadly in line with attendance records.	Yes/No				
The school has appropriate practices in place to effectively record and manage teacher attendance.	No pupil attendance register	Has a pupil attendance register	Has a pupil attendance register + Registers are completed on time, every day	Has a pupil attendance register Register is completed most/every day + Reasons for absence are provided	Has a pupil attendance register Register is completed most/every day Reasons for absence are provided + Reasons for absence are analysed regularly to identify trends
The school follows up if students are absent regularly or for long periods of time.	No pupil absence follow up process	Process for reporting of concerns about student attendance to the school leadership	Process for ad hoc reporting of concerns about student attendance to the school leadership + Clear process in place to follow up on reports of students of concern	Process for ad hoc reporting of concerns about student attendance to the school leadership Clear process in place to follow up on students of concern + Regular reviews of attendance/absence data is done to proactively identify at risk students	Process for ad hoc reporting of concerns about student attendance to the school leadership Clear process in place to follow up on students of concern Regular reviews of attendance/absence data is done to proactively identify at risk students + School uses absence data to identify and mitigate or eliminate common causes of pupil absences within its control

School supports all learners to attend regularly	☐ Physical modifications have been made to support students with disabilities access more easily ☐ There are pregnant learners among those enrolled at this school ☐ Pregnant learners attend school regularly ☐ Children and young people with disabilities attend school regularly ☐ School keeps an up-to-date register of learners with disabilities
Overall assessment for Attendance and Access	Calculated automatically
Priority area for improvement in Attendance and access	

School Community

Standard	Level 0	Level 1	Level 2	Level 3	Level 4
The school communicates with parents/caregivers about the learning progress and well-being of their children	The school does not communicate with parents about learning and well-being of students.	The school communicates with parents about student progress in general (not individually)	The school communicates with parents about student progress in general (not individually) + The school contacts individual parents when there are concerns about their child's behaviour or well-being.	The school communicates with parents about student progress in general (not individually) The school contacts individual parents when there are concerns about their child's behaviour or well-being. + The school communicates at least once a year via a report card or similar about their children's learning and well-being.	The school communicates with parents about student progress in general (not individually) The school contacts individual parents when there are concerns about their child's being. The school communicates at least once a year via a report card or similar about their children's learning and well-being. + The school provides information, at least annually, to parents about how they can support their children's learning and well-being.
Schools respond constructively to suggestions, concerns and/or complaints from parents and other community members.	School cannot give any examples of suggestions, concerns, complaints from parents and other community members	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members.	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members. + School can explain how they responded to suggestions, concerns, complaints from parents and other community members	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members. School can give examples of suggestions, concerns, complaints from parents and other community members. + School keeps a record of suggestions, concerns and/or complaints from parents and other community members	School can give at least 3 recent examples of suggestions, concerns, complaints from parents and other community members. School can give examples of suggestions, concerns, complaints from parents and other community members. School keeps a record of suggestions, concerns and/or complaints from parents and other community members + Records are up to date and shared with the BoG/ SMC.

The school has an active BoG/SMC that contributes to school development.	There is no BoG/SMC at the school.	The school has a BoG/SMC constituted as per MBSSE requirements.	The school has a BoG/SMC constituted as per MBSSE requirements. + The BoG/SMC meets as frequently as required by the MBSSE	The school has a BoG/SMC constituted as per MBSSE requirements. The BoG/SMC meets as frequently as required by the MBSSE + BoG/SMC meetings are recorded, and records of their meetings are maintained.	The school has a BoG/SMC constituted as per MBSSE requirements. The BoG/SMC meets as frequently as required by the MBSSE BoG/SMC meetings are recorded, and records of their meetings are maintained. + The BoG/SMC can give recent examples, with evidence, of how they have supported improvements in student learning and well-being.
Overall assessment for School Community	Calculated automatically				
Priority area for improvement in School Community					

School Leadership Programme Module 3: Score Sheet

Participant's Name:					
Participant's PIN Code:					
Participant's School:					
District:					
Name of LLL:					
Module 3 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		____/12	15%	[] ÷ 12 × 15 = []%
	U3/T4				
	U4/T3				
	U6/T3				
	U7/T3				
	U8/T3				
Written answers – assessed (0-3)	U2/T3		____/24	25%	[] ÷ 24 × 25 = []%
	U4/T4				
	U5/T3				
	U6/T2				
	U7/T2				
	U8/T3				
	U9/T2				
	U11/T2				
In-school project answer – assessed (0-3)	U10/T1		____/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					%



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



School Leadership Programme

Toolkit 3: Leading School Improvement