Module 2
Leading School Improvement
Part 1

Ministry of Education

and

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MINISTRY OF EDUCATION

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Disclaimer

Contents

Acronyms and Abbreviations

CPD	Continuous Professional Development
F2F	Face-to-Face
PTSA	Parent, Teacher, and Student Association
SEN	Special Educational Needs
SI	School Improvement
SSR	School Self-Review

A Guide to the Symbols

Use these symbols to guide you through the module.

	Individual learning /self-study
	Face-to-face support
	Reading /Notes
	Tasks
	Group work
	Peer/Mentor discussion
Portfolio	Prompt to add evidence and reflection into Portfolio

Definitions of Key Terms

Action: Doing something, typically to achieve specified goals.

Action Research: research that is conducted by practitioners themselves to improve their practice.

Assessment: Identifying strengths and weaknesses in school performance for further learning.

Evaluation: Judging the value or condition of someone/something in a careful and thoughtful way.

Feedback: Information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. This should aim towards (and be capable of producing) improvement in students' learning.

School Improvement Framework: Domains or elements that guide school improvement.

Performance Evaluation: A formal procedure to measure an employee's or an organisation's work and results based on identified job responsibilities and criteria.

Performance result: Measurement of outcomes and results which generates reliable data on the effectiveness and efficiency of programs.

Professional portfolio: An assessment technique that school leaders develop by collating their evidence of learning with reflection under each piece of evidence.

School-Review: Careful examination of the quality or condition of school performance.

Self-Assessment: Reflection by members of staff in a school on their practice, in order to identify areas for action by a specific process.

Self-improvement: Reviewing one's own school's performance to identify areas of strength, as well as to identify areas in which one could be more effective.

Self-Learning: A modern form of learning; note that this has largely replaced traditional instructional learning.

Self-Reflection: A process by which one grows one's understanding of oneself, one's values, and why things are the way they are.

Self-Review: The process or an occasion of assessing oneself and weighing up one's achievements

Module Introduction

You are now about to begin Module 2: Leading School Improvement (Part 1), which comes after Module 1 part II of the NSLT training programme.

i. Module Overview:

Module Two comprises three units. The Module aims to support school leaders in understanding the school context, identifying possible improvements, and planning to make improvements to teaching, learning, inclusion, and community engagement.

➢ **Expected Outcomes of the Module**

School leaders will be able to:

- Understand school improvement, the school improvement framework, and the cycle.

- Demonstrate the knowledge and skill of SI strategic and operational planning.

- Understand how to use a School Self-Review to improve learning.

- Demonstrate understanding of the role of data in the school improvement process and apply such data.

- Demonstrate understanding and skill in the use of data in planning for your own School Self-Review.

- Demonstrate your leadership and skill in applying your learning to conduct a School Self-Review in your school, in collaboration with your school community; and;

- Demonstrate insight into your strengths and areas for development in relation to the use of data and the implementation of a School-Self-Review as part of school improvement for learning.

ii. Module 2 Structure:

Module 2 has three units:

- Unit One: School Improvement

- Unit Two: SI Planning

- Unit Three: School –self Review

F2F Days

Face-to-face training for Module 2: Leading School Improvement (Part 1) and Module 3: Leading School Improvement (Part 2) will be delivered together at the same time.

The F2F training will help the school leaders to be familiarised with the contents, and expected individual and peer learning activities. In so doing, the LTs have to select some content and prepare presentations that will model individual and peer learning and support in and outside the schools.

iii.   Module Objectives:

School leaders will be able to:

- identify the focus of units 1, 2 and 3; and
- distinguish their roles and responsibilities in individual and peer learning and support in each unit.

iv.   Module Evaluation: Assignments and Assessments:

Participants should complete each assignment for each unit, using:

- Personal and recommended reading
- Tools/ formats provided
- Peer conversations
- School Supervisor support
- Lead Trainer support

v. NSLT Guidance for In-School Coaching Modules 2 and 3:

This guidance document is prepared for Lead Trainers and School Leaders in the TARGET National School Leadership Programme (NSLT). It maps the weekly tasks from Modules 2 and 3, for in-school coaching delivered by Lead Trainers to School Leaders and Aspire leaders in the NSLT programme. The Lead Trainers will in turn assign the weekly tasks for School Leaders to complete.

Lead trainers will provide in-school coaching support for Modules 2 and 3 for a total of sixteen (16) weeks. This will be made up of:

- Eight (8) weeks of face-to-face coaching in schools; face-to-face school-based support will be provided every other week for four hours.
- Every other week, for eight (8) weeks, school leaders in each school will receive up to one hour of remote coaching support from the lead trainer.
- Face-to-face coaching support and remote coaching support for modules 2 and 3 will be delivered alternately. See the table below:

Week 1	Face-to-Face Coaching	Module 2
Week 2	Remote Coaching	Module 2
Week 3	Face-to-Face Coaching	Module 2
Week 4	Remote Coaching	Module 2
Week 5	Face-to-Face Coaching	Module 2 & 3
Week 6	Remote Coaching	Module 2
Week 7	Face-to-Face Coaching	Module 3
Week 8	Remote Coaching	Module 3
Week 9	Face-to-Face Coaching	Module 3
Week 10	Remote Coaching	Module 3
Week 11	Face-to-Face Coaching	Module 2
Week 12	Remote Coaching	Module 2
Week 13	Face-to-Face Coaching	Module 2
Week 14	Remote Coaching	Module 2
Week 15	Face-to-Face Coaching	Module 2
Week 16	Remote Coaching	Module 2

The detailed guidance for 16 weeks of Modules 2 and 3 coaching is attached at the end of this module on Page 66. Both school leaders and trainers are expected to read each of the following weeks' coaching content and prepare themselves accordingly.

UNIT 1: SCHOOL IMPROVEMENT

1.1. Introduction

Unit 1 focuses on school self-improvement. In this regard, school leaders will understand the concepts of school improvement (SI), SI planning, and the purposes of SI planning. The unit also introduces to the school leaders about the characteristics of high-performing schools. To lead their schools to be high-performing schools, the unit will also introduce to school leaders school improvement leadership knowledge and skill to lead their school self- improvement. In doing, the school leaders have to evaluate their leadership competency and their school performance using surveys and self-evaluation tools in line with the SI framework. Finally, the unit will present the purposes, processes/steps, and components of SI strategic planning.

Expected Outcomes:

School leaders will be able to:

- Understand the concepts related to SI and SI planning.
- Differentiated the nature of high-performing schools.
- Design and use survey and self-evaluation tools in line with the SI framework.
- Evaluate their schools and their own performance in line with the SI framework.
- Understand how to develop a culture of continuous professional development for continued self-school improvement using self-reflection and self- assessment.

Unit Topics:

Topic 1: The concept of School Improvement

Topic 2: The purpose of SI Planning

Topic 3: Characteristics of high-performing schools

Topic 4: Leading School Improvement

Topic 5: Self-evaluation using SI Framework

1.2. The Concepts of School Improvement and School Improvement Planning

Group Activity (face-to-face training day)

School improvement is about raising student achievement through focusing on the teaching and learning process and the conditions which support this.

In groups discuss the following.

a) Why is school improvement important?
   a. To you as a school leader
   b. To the school?
   c. To the community
   d. To the pupils and parents?
   e. To the education system in Ethiopia?
b) How do you identify what needs improving?
c) What do you need in order to begin to plan for school improvement?

When you have discussed as a group make a list of your answers to share with the wider group, think about the list you have created as you listen to the other groups, what is similar between everyone, and what is different. Would you change your list?

How can this process support your thinking in school with your teachers and the community as you prepare for school improvement?

Activity:

1. How do you understand the concepts of school improvement and school improvement planning?

2. What are the expected qualities that make your school improvement plan is good?

School improvement is about raising student achievement through focusing on the teaching – learning process and the conditions which support it. It is a carefully planned and managed process that takes place over a period of several years. Continuous school improvement is about establishing a culture that is focused on improving the achievement levels of students and increasing the overall performance of the school through a planned set of processes and strategies. School improvement is about putting in place a set of well-tested processes for identifying and addressing the developmental needs of each school. Effective school improvement is about change that is driven by commitment to increase the learning outcomes of every student (Australian Capital Territory, 2009).

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made. School improvement plans are selective: they help principals, teachers, and school councils answer the questions "What will we focus on now?" and "What will we leave until later?" They encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents. A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first steps—a crucial one—in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyse information about the school and its students, so that they can determine what needs to be improved in their school (Education Improvement Commission, 2000).

In general, the best school improvement plan:
- Puts students first by focusing on improving the level of their academic achievement.
- Involves the school board, PTSA, parents, the community, school leaders and teachers as drafters, implementers, monitors and evaluators of the plan.
- Honours the unique nature and characteristics of the school community.
- Adheres to the MoE and REB standards for students' learning and achievement.
- Is based on reliable data.
- Follows research on what makes school effective.
- Is realistic yet aims high.
- is easy to understand by everyone in the school community.
- Remains flexible to change.

Group activity (face-to-face training)

Themes that build success and encourage School Improvement are

- Data
- Professional Development
- Role of leadership
- The importance of sustained support

Work in groups to think about, discuss and develop lists of what you already have in school to support each of these themes and what you need to do to ensure that you have these themes in place to support your planning and school improvement processes.

Data: What data is important to have, know, use and understand in school to inform your school improvement planning? How will to monitor and review data as you work through the process of school improvement? What will the data show/ tell you?

Task:

1. How do you find you understand that and now about the concepts of school improvement and school improvement planning?
2. One of the definitions of SI is "about putting in place a set of well-tested processes for identifying and addressing the developmental needs of each school". Is it actually happening in your school? Who do you think is responsible for testing and choosing if a process of your school improvement is practically working for your own school context?
3. You have read about some of the qualities of a good school improvement plan. Looking back to your SI plan experience, which of them are qualities of your plan, and which are not? Why?

1.3. The Purposes of SI Planning

Activity:

1. Does your SI plan have a clear purpose? If your answer is 'No', why?

2. If your answer to question number one is 'Yes', what are the purposes of your SI planning?

> 📖 The main purposes of SI planning are to:
>
> ▪ improve the quality of teaching and learning in the school and ensure continuous progress of students learning.
>
> ▪ provides a framework for analysing problems and addressing instructional issues in a school that has not made sufficient progress in students' achievement.
>
> ▪ improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in the home.

Task: By examing you're past three years' SI plan documents, reflect on the purposes of SI plans using the following guiding questions.

1. Which of the above purposes of SI planning are the purposes of your school? Why?

2. Does your SI plan have different purposes other than those mentioned above? Why? If one of them is not your purpose of SI planning, do you have the intention to make it a reality in your next planning?

1.4.   Characteristics of High-Performing Schools

Group Activity (face-to-face training)

Implementing change in a school is challenging. One of the characteristics that distinguish effective and less effective schools, in addition to what they implement, is how they put those new approaches into practice.

In groups think about the changes that could be made in school as part of a school improvement plan.

▪ Make a list of the changes that you come up with

- Rank these ideas in order of importance, those with the greatest impact on teaching and learning at the top of the list, those without at the bottom
- Are the ideas at the top of the list the easiest to implement or the hardest?
  - It is likely that the ideas for change and improvement that will have the greatest impact on teaching and learning will also be the hardest/ take the longest to implement – what can you do to support and ensure that barriers do not prevent change from occurring - discuss in your group.
- Individually which idea from your list is the most important for your school context?
  - Think about this individually, then share with the group to talk through your reasoning and listen to your peers' thoughts ideas and suggestions.

 Activity:

1. Is your school one of the high-performing schools in your district, zone, and region? Why?
2. What are the criteria that districts, zone, and regions use to select higher-performing schools? Is it based on their school's improvement performance?
3. What do you think are the qualities that characterise high-performing schools in the world?

 High performing schools have their own distinct qualities that make them different from other schools. The features that consistently characterise the quality of high performing schools are the following (Australian Capital Territory, 2009):
1. In relation to learning and teaching, high performing schools:
   - set high expectations for learning to challenge and engage their students and identify high standards for all students to achieve.
   - have a strong focus on quality teaching in every classroom and a commitment to professional learning.
   - deliver a curriculum that provides all students with a solid foundation in core knowledge, understandings, skills, and values while being responsive to individual needs.
2. In relation to leading and managing, high performing schools:
   - establish and publish a shared and clear vision of the school's values, goals, priorities and directions.
   - demonstrate strategic, purposeful and participative leadership, with a strong focus on student achievement through quality teaching
   - manage resources and risks in ways that support the school's vision and maintain operational integrity.

3. In relation to the student environment, high performing schools:
   - have structures and processes to identify, support and monitor the needs and performance of each individual student.
   - ensure all students can access and participate fully in the school's learning programs and promote the involvement of students in the life of the school.
   - are safe, supportive, inclusive, and welcoming places.
4. In relation to community involvement, high performing schools:
   - actively encourage and support parents to be involved in their children's learning.
   - foster a genuine collaborative relationship with the school community.
   - celebrate and promote their achievements.

Task:

1. Which qualities of the high-performing schools are qualities of your school? And which of them are not?

2. How do you evaluate the qualities of the top ten ranked schools by your region? Do they have similar or different qualities with the above qualities of higher-performing schools? Why?

3. When do you think that your school will fulfil the above qualities of high-performing schools? How?

Group Task:

Visit one of the top-ranked schools, together with your vice-principal and supervisor, in your district or zone, and share its experience with the school leaders and the school community to draw lessons and fill your gaps and reach your school to be one of the high performing schools in your region and the country at large? Please attach the below - completed table to your **portfolio**.

Qualities of the high-performing school in my district / zone in relation to:	Lesson that I draw for my school	Our common challenges	Proposed strategies to respond to the common challenges
Teaching and learning:			
Leading and managing:			
conducive students' environment:			
Community involvement:			

1.5.   Leading School Improvement

Activity:

1. What do you think are school leadership qualities that are expected from school leaders to lead their school improvement?
2. Which leadership qualities do you have? Which one is not? Why?
3. What are the key principles that help you to guide the leadership of your school's improvement?

Leadership Competencies

School improvement leadership is an influence process through which leaders identify a direction for the school, motivate staff, and coordinate an evolving set of strategies toward improvements in teaching and learning. The relation between principal and school effectiveness will be best understood through the use of models that account for effects of the school context on principal's leadership. There are marked differences in leadership in effective and ineffective schools. Successful leadership influences teaching and learning both through face-to-face relationships and by structuring the way that teachers work. Effective school leaders establish a shared vision for their school, develop a positive learning culture within the school, build the commitment and capacity of their staff and manage and allocate resources effectively to improve student learning outcomes.

Best practices research identifies the following leadership qualities as essential for principals to effectively execute the improvement process (Hanover Research, 2014):

o   **Transformational**: ability to motivate and engage staff behind a strong organisational vision.
o   **Instructional**: knowledgeable about instructional issues and able to align school activity to improve instruction
o   **Strategic:** able to formulate strategy and translate that into concrete priorities

Generally, several key principles have been identified which underpin school effectiveness and continuous improvement. These include:

▪   Continuous improvement applies to all schools regardless of their level of performance. All schools have the potential to improve the learning outcomes of students.
▪   The principal is responsible for leading the development and implementation of improvement processes at the school.
▪   The process of annual improvement plans provides a cycle for continuous improvement.
▪   A whole school design approach to improvement that captures all elements of the learning environment is the most effective approach to school improvement.

- All schools are different and require different forms and levels of support.
- Successful school improvement combines strategies for early identification of areas for improvement and effective support for schools requiring assistance.
- Successful school improvement depends on the willingness and capacity of schools to take responsibility.
- The school improvement process must be transparent, open, frank, positive, and supportive.

Every school leader, irrespective of age or experience, will be more confident in some areas of leadership than others. It is important that we recognise our strengths (then we can offer support to others) and that we identify areas where we are less confident. This reflection will allow us to recognise the support we need and access it. One way of identifying our strengths and areas for development is by using a framework like the one below.

Activity:

Complete the table below. Be as honest as you can be so that you have a good measure of where you began, and how much progress you will have made as a participant in this programme.

Area of competency	Extremely confident	Mostly confident	Lack Confidence	No previous experience
1. Setting the strategic vision				
2. Creating an environment which supports learning				
3. Promoting inclusion				
4. Leadership of learning				
5. School management/administration				
6. Using data to inform decision-making				
7. Curriculum development				
8. Developing positive partnerships with parents/ carers				
9. Engaging with the wider community				

1. You have assessed your own leadership competencies using the above scale. Very good! Now analyse and interpret the data.

2. Prioritise one or two areas of competency that would like to improve most for your own personal learning.

    Competency area one chosen to be improved:

    _____

    Competency area one chosen to be improved:

    _____

3. Develop an action plan, implement your action plan, learn, and record your evidence of learning, reflect on your learning and assess and evaluate if there is change and improve in the areas of leadership competency identified for improvement above.

    What comes to your mind? I am sure that what you have just remembered is the teachers' continuous professional development (CPD) that you have been trying to lead at your school.

    Have you had your own CPD? Do you know how to practice it?

As you know continuous professional development (CPD) was introduced for primary and secondary school teachers, and it has been practised for more than a decade. In this respect, the intention at national level was that school leaders should have their own CPD. However, it has not been effectively practised.

As the pre-service, in-service, and short-term school leadership trainings do not make school leaders competent and successful, you have to learn by yourself and in collaboration with your colleagues continuously. In doing so, you have to follow the cycle of CPD/ assessment model as follows.
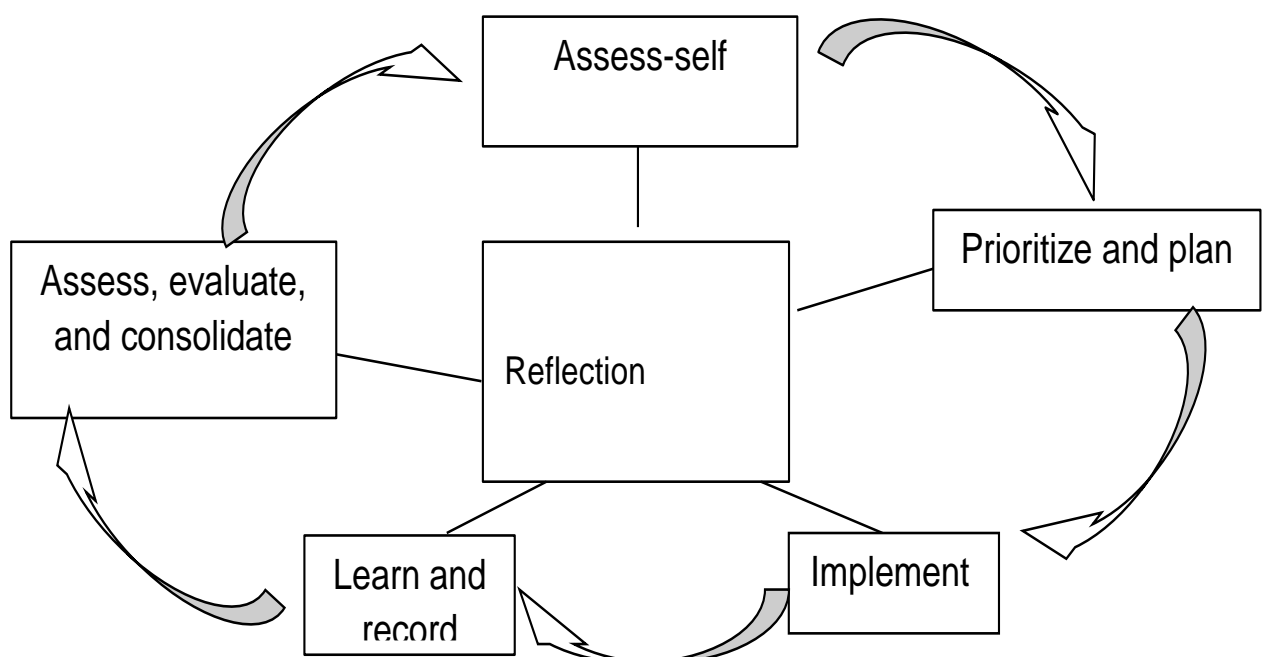
Figure 1: CPD cycle

Source: Wolde, 2021, retrived from https://doi.org/10.46743/2160-3715/ 2021.3650

- ✓ **Assess-self**: Based on the leadership competencies set by your employ and consulting the literature adopt or develop your own assessment criteria and assess yourself.
- ✓ Prioritise your gaps by giving rank like 1- the first priority; 2- the second priority and the like and choose the first one, two or three priorities competency areas that you would like to learn and improve.
- ✓ **Plan**: Develop your action plan for your CPD. In so doing, in addition to writing specific objectives, activities to be performed, resources required and deadlines, also include learning methods and success criteria against your present knowledge, skill, or values you have.
- ✓ **Implement the plan** as your scheduled.
- ✓ **Learn and record**: As per your action plan learn individually or in collaboration through your personal and school network, and record evidence of learning in different forms including videos and audios, sample work, diaries, case study and the like.
- ✓ **Assess, evaluate, and consolidate your CPD:**

  - ▪ Assesses your progress and performance in line with your action and annual plans.
  - ▪ Evaluate your performance against your success criteria in your CPD annual plan.
  - ▪ Consolidate your CPD: Based on your assessment and evaluation identify your successes and challenges, gaps that are not addressed, and lesson learned in your one-year CPD.
  - ▪ Overall reflection on what you have learned and developed from your CPD. Begin the next cycle of CPD planning.

NB:
Do not forget to reflect on each phase of your CPD cycle, as it is a means to examine your experience make judgement by your own self-critic and self-judgment.

Activity:

1. One of the cycles of your CPD is to learn and record your evidence of learning. How have been recording your evidence of learning? How have you managed your teachers to record their evidence of learning in their portfolios?

2. What is your practical experience in developing your professional development portfolio? Who has been assessing your portfolio?

3. How have you been facilitating the development and assessment of teachers' portfolios in your school?

Portfolio is an assessment strategy that can be used to assess school leaders', teachers', and students' improvement in their own learning. In doing so, a portfolio is developed by school leaders themselves, teachers themselves, students themselves, and assessed by concerned bodies. Portfolio has two key components: evidence of learning and reflection under each evidence of learning. Evidence of learning refers to sample work produced that can be recorded in hard copy, photographs, videos, and audios and the like that shows change and improvement in our work because of our learning. Reflection on each evidence of learning is describing the process of learning that the learn has gone through, the knowledge and skills developed, the beliefs and attitudes changed due to the learning, and an area that is not yet improved so that we would like to learn more. Of course, reflection is also the base to examine our experience to identify our strengths and gaps in our professional practice.

Although there are different types of portfolios, we focus on a portfolio that is related to our continuous professional development, professional development portfolio that has to phases: development and assessment:

- **Professional portfolio development**: You have to develop your portfolio by collecting, selecting, ordering, organising, and writing in a meaningful way. In this regard, it should contain two or more pieces of evidence for each prioritised area and reflection under each evidence of learning in line with your annual CPD plan.

- **Professional portfolio assessment**: It is assessing the improvement you have made in line with your annual CPD. However, your employer might request you to submit a portfolio for assessing your evidence of learning, the progress you have made, and your achievements for career development or licensing purposes.

Task:

1. Competency area one selected for improvement:

   _____

   ✓ Evidence of learning one (sample work, photographs, videos, or audios):

   _____

   ➤ Reflection on evidence of learning one
   ✓ Evidence of learning one: _____

   ➤ Reflection on evidence of learning two
   ✓ Evidence of learning two: _____

2. Competency area two selected for improvement

   ✓ Evidence of learning one (sample work, photographs, videos, or audios):

   _____

   ➤ Reflection on evidence of learning one

   ✓ Evidence of learning two: _____

   ➤ Reflection on evidence of learning two

1.6. Self-Evaluation Using SI Framework

Activity:

1. What are the domains and sub-domains of SI that you have been exercising in your schools?
2. How different and similar with the domains and sub-domains of SIP that have been practised in the world?

i.   Domains of SI

As a school leader, you were introduced and trained in Module One - that you are responsible to manage and lead your school for quality learning and teaching using resources effectively. In doing so, you should manage your school improvement in line with the school improvement framework. The framework will help your school to:

- make the best use of evidence-informed processes and tools to evaluate their performance.
- self-assess to identify school priorities.
- develop a three- or five-years school plan and an annual operating plan with a focus on improvement over time.
- establish accountability measures and targets that indicate their improvements and inform further planning, and
- report on their progress regularly.

➢ The main intent of the following activity is to examine your understanding of school improvement domains and their sub-domains. Please indicate your agreement or disagreement using the following rating scales by putting a check mark (✓) under your choice. Your response should be in the context of your school.

> **Portfolio:**
> 1. Identify specific area(s) in using the SI framework to be improved through self-reflection.
> 2. Collect evidence of learning (can be one or more than one evidence of learning)
> 3. Reflect under each evidence, and document it properly so that you can select and use when you prepare your portfolio to be assessed by the concerned body/institution.

S/N	Items	Rating scale			
		Strongly agree	Agree	Disagree	Strongly disagree
1	**Learning and teaching domain**				
In my school:					
1.1	Teachers apply their contemporary and professional knowledge to establish highly effective learning environments				
1.2	Teachers set expectations, plan for success, and assess learning outcomes.				
1.3	Curriculum design and delivery establish explicit and high standards for learning.				
2	**Leading and managing the domain**				
2.1	School vision is collaboratively developed to be realistic, challenging, and futures oriented				
2.2	I use reflective practices to appropriately manage people to achieve improvements				
2.3	Leadership team demonstrates effective resource management to achieve results.				
2.4	Teachers use inclusive and gender-responsive pedagogies				
3	**Student environment domain**				
3.1	Quality learning environments are created in my school focusing on different student needs and fostering potential skills and interests.				
3.2	My school creates opportunities for students to develop into self-regulating learners within and beyond the classroom				
3.3	My school values participation and supports student expression of new knowledge and understanding				
3.4	My school embraces diversity and ensures all students are participating and achieving their full potential				
4	**Community involvement domain**				
4.1	My school develops effective relationships with parents/carers to support student engagement with learning and ensuring inclusion				
4.2	My school enriches the curriculum through partnerships activities involving the local community and resources.				
4.3	My school celebrates successful learning and teaching outcomes and promotes its achievements across the wider community.				

Source: Adopted from Australian Capital Territory (2009)

Task:

Analyse the data from the above scale, interpret your experience and identify the strengths and gaps in your understanding of the domain and sub-domain of the SI framework, and write your summary below.

The framework has four domains: learning and teaching, leading and managing, student environment and community involvement and each domain has three sub-domains as shown in the following diagram.
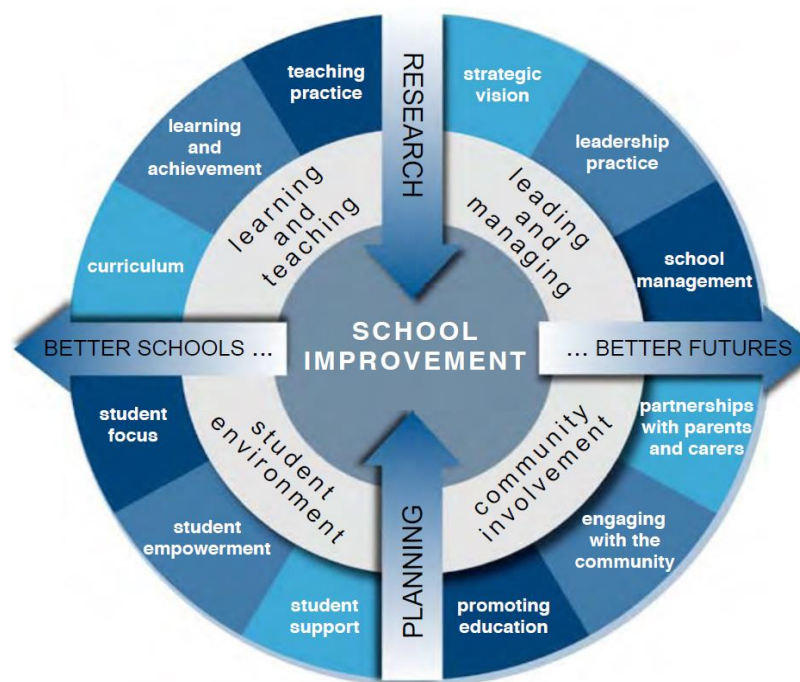
Figure 2: Framework for School Improvement

Source: Australian Capital Territory (2009)

Learning and teaching domain: The learning and teaching domain describes the context in which the curriculum is delivered. High quality learning occurs when teachers make appropriate decisions about what is taught, how to engage students in meaningful experiences, and how progress will be assessed to inform future actions. These elements describe how:

➤ teachers apply their contemporary and professional knowledge to establish highly effective learning environments.
➤ teachers set expectations, plan for success, and assess learning outcomes.
➤ school curriculum design and delivery establish explicit and high standards for learning.

Leading and managing domain: The leading and managing domain is concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school is collegial, student centred, and teacher focused, promoting a collective responsibility for improvement. These elements describe how:

➢ school vision is collaboratively developed to be realistic, challenging, and futures oriented.
➢ leaders use reflective practices to appropriately manage people to achieve improvements.
➢ the school's leadership team demonstrates effective resource management to achieve results.

Student environment domain: The student environment domain describes the promotion of positive and respectful relationships which are stable, welcoming, and inclusive. In safe and productive learning environments students willingly engage and participate in the broad range of learning opportunities. They contribute to decisions about their learning and their contributions are valued. These elements describe how:

➢ quality learning environments are created to focus on student needs and foster potential skills and interests.
➢ schools create opportunities for students to develop into self-regulating learners within and beyond the classroom.
➢ schools value participation, and support student expression of new knowledge and understanding.

Community involvement domain: The community involvement domain describes the development of quality on-going community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes. These elements describe how:

➢ schools develop effective relationships with parents/carers to support student engagement with learning.
➢ the school enriches the curriculum through partnerships activities involving the local community and resources, and
➢ the school celebrates successful learning and teaching outcomes and promotes its achievements across the wider community.

Group Task: - With a reflective meeting, sit with your school improvement committee including vice-principals, supervisors, department heads, selected teachers, and students, and examine your SI practice so far if all the domains and sub-domains of SI are properly addressed in your school.

1. Which domain and sub-domain have been given priority in your school in the present and the past strategic years? Why?

2. Which domain and sub-domain have not been given priority in your school in the present and the past strategic years? Why?

3. Which domain and sub-domains of SI have not been given emphasis at all, and why?

Portfolio

You were introduced about community of practice (CoP) in module one. You can establish and coordinate a CoP to exercise reflective dialogue in your school improvement practice and to create practical knowledge that works in your school context.

1. Identify areas form each domain and sub-domains of SI that need further learning collaboratively by producing practical knowledge.
2. Announce to your community by posting in your school notice board that invite volunteers to come together, learn, experiment, and produce working knowledge and solution(s) to address each problem of their interest.
3. Coordinate and manage the CoP in each group by providing the required support, resources and platform for their learning and reflection.
4. Implement the solutions/ knowledge produced…. acknowledge their contributions.

Activity:

1. Draw the cycle of SI that you have been using in your annual and in your strategic year below.
2. How have been exercising your SI annually and in your SI strategic years?
3. Why have you been using the SI cycle in school?

Portfolio:
1. Identify the specific area(s) in using the SI cycle to be improved through self-reflection.
2. Collect evidence of learning (can be one or more than one evidence of learning)
3. Reflect under each evidence, and document it properly so that you can select and use it when you prepare your portfolio to be assessed by the concerned body/institution.

1.6.2 Cycle of SI

The key component of school improvement is planning. As a result, you have to plan your school improvement to bring maximum impact in your school performance. As an effective plan alone cannot bring the required change and improvement, you should implement and monitor your school improvement plan, and assess and evaluate the achievements continuously. In doing so, as shown in the following figure, you have to follow SI cycle in your strategic years and annually.

Year one
confirm school plan
system surveys
annual self-assessment
reviewing and planning
reporting

Year two
system surveys
annual self-assessment
monitoring
reviewing and planning
reporting

Four year cycle of school improvement

Year four
system surveys
annual self-assessment
evaluating
validation
reporting
strategic planning

Year three
system surveys
annual self-assessment
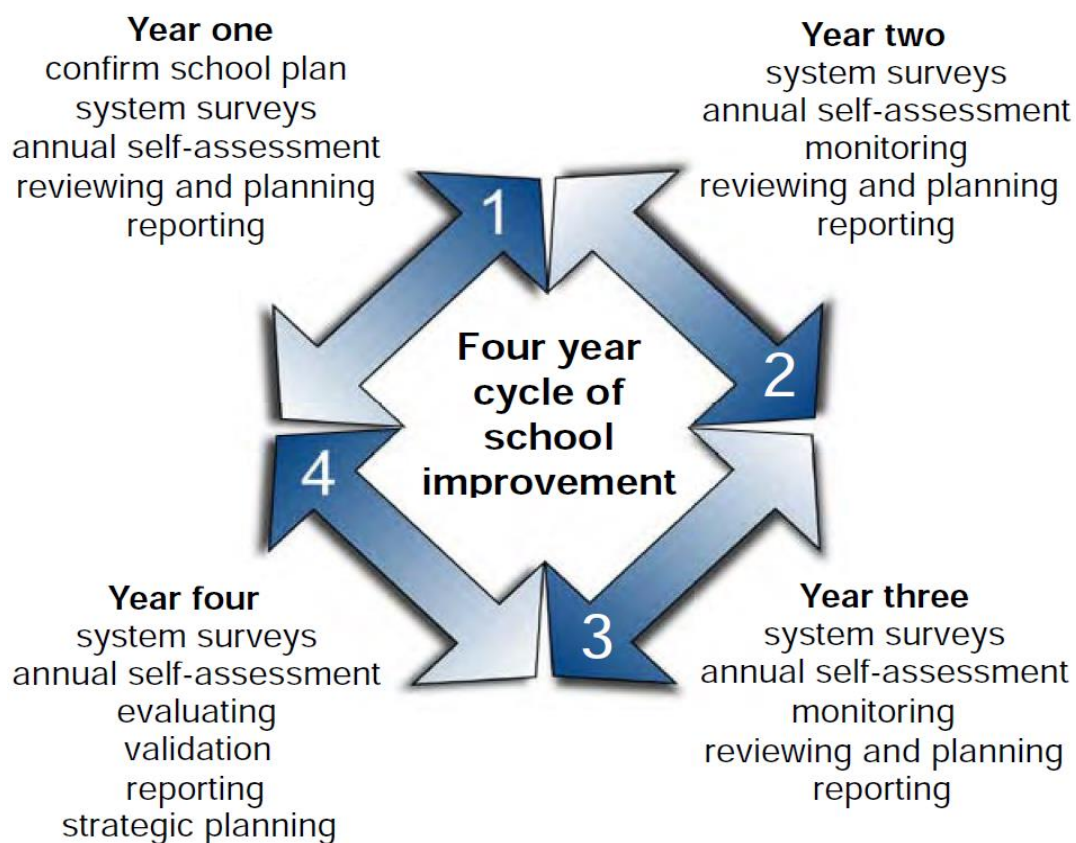monitoring
reviewing and planning
reporting

.

Figure 2: Strategic years' school improvement cycle

The key components of the school improvement cycle sit alongside an action research and planning continuum. The action-oriented continuum is the core component of reflective practice and a feature of improvement models promoting school review, school effectiveness and school development.

The key components of the school improvement cycle are:

1. **Gathering**

    ➢ annual self-assessment against the four domains of school improvement.

    ➢ annual conduct of satisfaction surveys and other surveys.

    ➢ annual analysis of student achievement data.

    ➢ on-going collection and analysis of school-based student performance data

2. **Planning**

    ➢ development of a three- or five-year strategic school plan and an annual operational plan

    ➢ annual review and update of operational aspects of the school plan

    ➢ on-going alignment of school plan to system policies and priorities

3. **Reporting**

    ➢ regular reporting to the school board on key achievements

    ➢ on-going reporting to staff on progress towards achieving performance measures and targets.

    ➢ annual reporting against the school plan.

4. **Validating**

    ➢ preparation of summative presentation for external validation panel briefing.

    ➢ incorporation of external validation recommendations into planning processes.

Group Task:

Examining your experience of practising the SI Cycle by performing the following tasks with your school improvement committee.

1. What makes different the key components of the SI cycle stated in the literature above and in your school's actual practice?

2. Do you have practical experience in using different data-gathering tools? Why?

3. Is an annual self-assessment one of the tools that you have used in your school? Whose self-assessment? Is it your school or your own, teachers' own, or students' self-assessment of their performance? How?

4. Is validating your school performance, change, and improvement at the end of your SI strategic year by external bodies like district and zone education experts become a culture in your school?

5. Alternatively, is it your school that validates and reports the change and improvement in your school in the middle and at the end of the strategic year? Why?

UNIT TWO: SCHOOL IMPROVEMENT PLANNING

2.1. Introduction

Unit 2 refreshes your knowledge and skill of school improvement strategic and operational planning. Consequently, the unit introduces you to the major components and processes of SI strategic planning. The unit leads you to develop your school ST strategic plan following the processes/steps practically with your planning/ SI committee. Moreover, it also introduces you to SI operational plan and leads you to produce and coordinate heads, units, and vice principals to develop their annual, quarterly and weekly action plans.

Expected outcomes:

School leaders will be able to:

- Understand the major components and processes of developing an SI strategic plan.
- Undertake comprehensive need/gap assessment to formulate SI plans.
- Develop their SI strategic and operational plans.

UNIT TOPICS:

Topic 1: SI Strategic Planning

Topic 2: SI Operational Planning

2.2. Purpose, Processes and Components of SI Strategic Planning

Group activity (face-to-face training)

In the collective 'haste' to do better for pupils, new ideas are often introduced with too little consideration for how changes will be manged and what steps are needed to maximise the chances of success. Too often the who, why, when, where and how are overlooked meaning implementation risks become an 'add-on' task expected to be tackled on top of the day-to-day work. As a result, projects implemented with the best intentions can often fade away as schools struggle to manage competing priorities.

Leaders need to treat implementation as a process, not an event.

In your groups, you will model the thinking that a school improvement team in school would do to ensure that your plan is effective and does not fade away.

- Pick a theme/issue to focus on for your SI - attendance/SEND/literacy/ inclusion
- Identify what you want to improve and what success will look like
- Identify the barriers that may be faced
- Discuss what support is needed, and where you can get support from
- Think about who needs to be involved, how people will be involved, how you will manage the process, when things will happen and how you will know that you are making progress towards your improvement focus.

when you have completed this process, join another group to discuss your thinking, and listen to their feedback, this is a technique and process that you can then use in school as you begin your school improvement planning with your teaching team and the community.

 Activity:

Read the following short school two leaders' SI Strategic Planning Scenarios and reflect on your SI strategic planning.

> **School Leader A**:
>
> In my school, I prepare SI strategic plan to fulfil the requirement during inspection and supervision. I sit in my office, adopt my previous years SI strategic plans, and get ready to show for education experts that come from different level of the education as they do not see it and give me feedback whether the plan is good or not, and do not support me how to plan and implement it properly. Consequently, I prepare, put in my shelf, and submit a copy to the concerned offices only to fulfil the requirements that are asked by education office and department at different level.

School Leader B:

Every three years, I have tried to prepare SI strategic plan by evaluating my school performance in the past three years, and collecting data using questionnaire from teachers, students, and parents. However, what is very difficult for me and make very boring is to match the finding of the analysis with each SI standard and indicator of achievement. Above all, as I focus on the data from the questionnaire, it does not help me to clearly identify the real improvement need and gaps of my school so that I have failed to use it practically.

1. What is the purpose of your SI strategic planning?

2. Which school leaders' SI strategic planning is your experience? Or do you have different experience form the above two school leaders? Why?

3. What do you think are the major components of your SI strategic plan?

Portfolio:

1. Identify specific area(s) in the topic to be improved through self-reflection.
2. Collect evidence of learning (can be one or more than one evidence of learning)
3. Reflect under each evidence, and document it properly so that you can select and use when you prepare your portfolio to be assessed by the concerned body/institution.

A Strategic Improvement Plan (SIP) is a working document that details the steps your school will take to improve learning outcomes, and the achievement and growth of all students. The main purpose of a SI strategic plan is to guide the school problem-solving and planning process throughout the strategic years and help identify and organise strategies and resources that will lead to increased student achievement at the school.

Effective SI strategic planning begins with a question, 'why are we planning in the first place?' Therefore, leaders/school leaders must be clear about why they are planning. "Because I was told I had to" is not a good reason. Simply updating last years (strategic) plan is not a good reason either. The leaders must find out exactly why the old plan is out-dated before they develop a new one. Hence, the reason for SI strategic planning must be targeted, specific, and achievable to ensure the right decisions are made during the process.

The three main components of (SI) strategic plan are the following:

➢ plan development,

➢ plan implementation and

➢ plan review

NB:

The SI strategic plan development will be presented next while the plan review will be discussed in unit three of this module whereas the plan implementation is treated in module three.

Task:

1. What have you learnt about the purpose / the reason why develop SI strategic plan?

2. What have you learnt something new about the processes/steps of SI strategic planning?

3. Can you apply your learning while preparing SI strategic plan from now on? How? Why?

2.3. Developing SI Strategic Plan

Activity:

1. What are the processes/steps that you have been following while developing your SI strategic plan?

Steps	Activities to be performed
1.	
2.	
3	

2. What were your main challenges in developing your SI strategic plan? How have you responded to the challenges?

Portfolio:
  1. Identify specific area(s) in the topic to be improved through self-reflection.
  2. Collect evidence of learning (can be one or more than one evidence of learning)
  3. Reflect under each evidence, and document it properly so that you can select and use when you prepare your portfolio to be assessed by the concerned body/institution.

SI Strategic Planning Process/Steps: In order to produce quality SI strategic plan, a school leader has to follow the process of developing good strategic plan. The processes are the filling:

- Planning the plan including forming planning team

- Develop the mission and vision statements. It is important to first know and articulate the mission and vision of the school and revisit its core values.

- Assess the need and gaps of a school. This step requires an intensive self-study of the school and involves data gathering by members of the school improvement planning committee from different sources using different tools.

- Review the data and analyse the situation. Once a narrative description has been written for each area, members are asked to review and analyse the information, in its totality. This is done with a SWOT analysis that identifies strengths and weaknesses, opportunities, and threats. And set priorities.

- Develop goals, objectives, strategies, and action steps. Based on the results of the SWOT analysis, members of the school improvement planning committee will establish goals (realistic and broad), objectives (specific and measurable), strategies are then taken by principals, teachers, supervisors, PTSA, parents, other community members, and students to help the schoolwork towards achieving its goal, and action steps (the who, when and how of the objective).
- Consult the community. The plan is then shared with the community, parents, teachers, and staff for their ownership of the plan.
- Monitor the plan. The school board is responsible for implementing and monitoring the plan. On at least a quarterly basis, the board should prepare a written report on the status of the objectives.
- Evaluate and update the plan. At the end of the year, the board should review the plan and determine additional objectives and action plans for the up-coming year where necessary.

Group Task:

1. How do you form a planning team or SI committee in your school?
2. Based on your selection criteria, form the SI planning team/committee as follows.

Team/Committee members	Expected qualities/requirements	Responsibility
1.		
2.		
3.		

Group task:

Together with your SI strategic planning team, in the Ethiopian context, called, the SI committee, plan the SI strategic planning.

Action Plan for developing _____ School SI Strategic Plan (2022-2024)

S/N	Activity	Responsibility	Required resources	Deadline	Remark
1	Crafting/revising the vision, mission, and core values of the school	The team/committee	-	February 2022	
2	Conducting comprehensive need/gap assessment		Stationery	Feb-March 2022	

Group Task

In line with your plan,

3. Craft/revise the vision, missions, and core values of your school.

   The old vision of the school:

   The new vision of the school:

   The missions of the school:

   The core values of the school:

   - ▪

   - ▪

You were experienced how to craft/revise your school vision, mission, and core values. A vision is a goal that the school aims to fulfil in the future. It is a short declaration that exemplifies the shared beliefs and values of its founders and staff. A mission is an explanatory declaration of the actions the school is taking to reach its long-term goals, i.e., its vision. A school's core values are terms of practice that clearly define how everyone will work together to achieve the school's vision and carry out its mission.

NB: An excellent school vision should be accurate, concise, memorable, inspirational, future-oriented and in time horizon.

Group Task: Making comprehensive need/ gap assessment

1. How do you carry out the need/gap assessment in your school?

2. What are the main tools of data collection for the need/gap assessment?

3. How do you use other data available in your school?

4. How do you analyse and interpret the findings of the analysis

Once your planning team/committee has crafted/revised the vision, revisit the mission statement and core values of the school, it has to carried out comprehensive need / gap assessment so that the successes and gaps in each domain will be clearly identified for further action. While the team/ committee is making need/gap assessment, it should focus on (Hanover Research, 2014):

- Students' learning and achievement: all aspects of the review should ultimately relate back to student learning and the impact of instruction, rather than the mechanics of teachers' practices and actions.
- Collecting both quantitative and qualitative data using different tools like system survey, self-evaluation, and document analysis so that the team/committee can triangulate and ensure accuracy.
- Using both quantitative and qualitative data analysis.

Group Task:

➤ In order to have a general overview of your school's improved performance, conduct a system survey. In doing so, your team/committee should use a survey questionnaire. There are survey questionnaires developed for teachers, students, and parents in the Ethiopian school improvement program framework (Ministry of Education [MoE], 2004/2012). Before your team/committee is going to uses the survey questionnaires, read, examine, and improve their quality and comprehensiveness in line with the four domains and sub-domains of SI, and the international school system survey tools for school improvement. Do not forget to include some open-ended questions in the middle or at the end of each survey so that respondents can get a room to write their responses that are not treated by the survey.

NB: Do not forget to reorganise the survey questionnaire in line with the domain and sub-domains of SI so that data collection, analysis and interpretation become very easy unlike what was developed in appendix 2 of data collection tools by MoE (2004/2012) that made data analyses and putting the finding under each standard of Ethiopian SI.

Survey questionnaire for	Original Total Survey Items	Revised Survey Items	Items deleted or modified or changed and your justification
1. Teachers			
2. Students			
3. Parents			

- ➤ Your team/committee has to administer and collect the survey questionnaires face to face by telling the purpose of the survey so that reliable data can be collected.
- ➤ Analyse the quantitative data from the survey questionnaire in line with each SI domain and sub-domains using simple descriptive statistics, and percentages like this:

Items	Responses		Remark
	n	%	
1. Teaching and learning domain			
1.1			
1.2			
2. Leading and managing			
2.1			
2.2			
3. Student environment			
3.1			
3.2			
4. Community involvement			
4.1			
4.2			

Group Task:

Analyse the qualitative data from the open-ended questions in the questionnaires, and put the summary of the findings as follows:

SI Domains	Summary of the results of the qualitative data	Remark
1. Teaching and learning		
2. Leading and managing		
3. Student environment		
4. Community involvement		

Group task:

Document analysis: Collect quantitative data on students 'achievement in the past strategic year, analyse and summarise the findings using the following table so that the team/committee can have some pictures of students' achievement.

Grade level	Subject	Students' achievement in number and percentages in the past three years									Remark
		Year 1			Year 2			Year 3			
		<50	>50 <75	>75	<50	>50 <75	>75	<50	>50 <75	>75	
9	Amharic	5(...%)	30(…%)	15(…%)							
	English										
	Math										
	.										
	.										
10	Amharic										
	English										
	Math										
	.										
	.										
11	Amharic										
	English										
	Math										
	.										
	.										
12	Amharic										
	English										
	Math										
	.										

Now the SIP strategic planning team/committee has conducted a survey and analysed the achievement of the students at different grade levels. Congratulations! However, what the team has done so far might help to understand the comprehensive picture of your school's performance, and the performance of the school leaders, teachers, and students. Therefore, you have to collect data from school leaders, teachers, students, parents, and supportive staff through self- evaluation tools.

- ✓ As a teacher, school leader, student, or parent, do you have the experience of evaluating your practice, competency and performance using a self-evaluation tool? How? Why?
- ✓ Which one is a true evaluation for you? Peers', students' parents' evaluation, or your self-evaluation? Why?

School self-evaluation is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning (Christopher & Sammons, 2013). This explicitly shows that school leaders, teachers, students, and supportive staff have to evaluate themselves. If there are no developed self-evaluation tools, the school leaders have to develop self-evaluation tool for their own, teachers own, students own, and supportive staff self-evaluation based on expected competencies and standards developed for each group. As true evaluation is self-evaluation, school leaders, teachers, students, and supportive staff can genuinely identify their own strengths and gaps to be filled to improve their capacity to improve students' learning and achievement in particular, a whole school improvement.

Group Task:

Produce, revisit and contextualised to your school the self-evaluation tools for teachers, school leaders, students, supportive staff, and parents (Sample self-evaluation tools developed by Haile Mariam Mamo High School are put in appendix A). Do not forget to include open-ended questions in tools so that respondents can get the opportunity to write their own strengths and gaps that are not entertained by the closed-ended items.

Self-evaluation tools of:	Prepared/revised or modified in line with their expected competencies and national and international standard	Open-ended questions included	Remark
1. Teachers			
2. School leaders			
3. Students			
4. Supportive staff			
5. Parents			

Group Task:

Collect data from using self-evaluation tools, analyse and summarise the finding as follows:

Summary of the findings from _____self-evaluation

Quantitative data (close-ended questions)		Qualitative Data (open-ended questions)	
Strengths	Gaps	Strengths	Gaps

Group Task:

Collect and analyse data from minutes, inspection and supervision reports, performance evaluation, and from other relevant recorded documents in your school, and categorise the findings according to the SI domains and teachers, school leaders, students, supportive staff, and parent/community.

Group Task:

Synthesise all the findings of the need/gap assessment of your school collected by different tools using a matrix, do a SWOT analysis, and identify priority areas from each domain of SI as follows:

✓ _____ School SWOT analysis form the comprehensive need/ gap assessment.

Domains	Strengths	Weaknesses	Opportunities	Threats
1. Teaching and learning				
2. Leading and managing				
3. Student environment				
4. Community involvement				

NB: Strengths and weaknesses are internal (school), and opportunities and threats are external (outside the school)

✓ Set priority areas for the strategic years using the following table.

SI Domain	Major gaps identified in the SWOT analysis	Priority selected for the strategic year	Justification of why the priority is selected	Remark
1, Teaching and learning				
2. Leading and managing				
3. Student environment				
4. Community involvement				

NB: Research suggests that including extensive lists of priority areas within a school improvement plan can weaken the energy of the school. Consequently, experts recommend that schools set a maximum of five priorities within a school improvement plan.

Group Task:

Develop goals, objectives, strategies, and action steps: Based on the results of the above SWOT analysis and priorities identified, the planning team/ committee set goals (realistic and broad) and objectives (specific and measurable) and develop strategies and action plans.

✓ Set goals and objectives for each domain of SI in line with the priorities selected above:

✓ Develop strategies for each priority set under each SI domain:

✓ Develop an action plan for the SI strategic years (Your action plan should include the standard(s) of each SI domain, activities to be performed, performance indictor (the baseline and the target set that can either quantitative or qualitative indicator or both), budget/ resources required, timeline (Year 1,2 or 3), responsibility (responsible body, monitoring and evaluation, etc. Use your own SI strategic planning template or refer the annexed one in this module).

2.3.1 Teaching learning domain

Standard:									
S/N	Activity	Performance indicator		Budget/Resource Required	Responsibility	…	…	..	..
		Baseline	Target						

NB: Budget/resource: Without having the required resources, it is impossible for a school leader to implement the SI strategic plan, so the leader has to plan the type of resources (human, financial, material, time, and information), and their sources ahead. You remember in module one about resource mobilisation. Resource mobilisation is the process of undertaking planned action for the identification, collection, and utilisation of local resources for the achievement of organisational mission and goal/s. It refers to all activities involved in securing new and additional resources for your organisation. This implies that as a school leader/ SI committee, you should have a plan for mobilising the required resources to implement your school SI strategic plan successfully. The plan may include and look like the following:

School Resource Mobilisation Plan

S/N	Type of resource	Potential sources	Mobilisation strategy	Responsibility	Time the resource required	Remark
1	Trained and qualified teachers	MoE/Regional Education Bureau, Zone, and district education department	Teachers' demand plan and request	School leader	Sep. 2022	
2	Finance (Money)			Fundraising/ community contributions/grants etc.	2022/ 2023	
3.	Materials					

Group task:

Write up your SI strategic plan by including the major outputs of the planning processes/steps that the team/committee has gone through using your school-planning template and consult the community so that both the school community and the community own the plan. In the end, accommodating the concerns and suggestions of the communities, approve by and communicate to the concerned body, offices, and institutions for implementation.

2.3.2 Develop a monitoring and evaluation Plan

Your SI strategic plan should include the following key components:

1. **Introduction:** Need for a strategic plan and how plan was developed.

2. **Your school mission, vision, core values.**

3. **SWOT analysis and priorities set.**

4. **Goals, objectives and planned strategies.**

5. **Action plan for the strategic years.**

6. **Resource mobilisation plan(optional)**

7. **Monitoring and evaluation plan.**

8. **Appendices (need/gap assessment tools, detailed data analysis, etc.)**

S/N	Activity	Participants	Required resources	Timeline	Expected outputs	Remark
1	Monitoring					
1.1				In the middle of the Year, I		
2	Evaluation					
2.1						
2.2						

Task: What knowledge and skills have you learnt something new about SI strategic planning as a team/ committee, and as an individual school leader?

Monitoring and evaluation plan: In order to achieve the goals and objectives set and implement the SI strategic plan successfully, the concerned stakeholders should have monitoring and evaluation plan so that they can collect data, review, and revise accordingly. A clear monitoring and evaluation plan agreed among the key stakeholders at the end of the planning stage, is essential in order to carry out monitoring and evaluation systematically. The plan should clarify:

✓ What is to be monitored and evaluated?

✓ Who is responsible for monitoring and evaluation?

✓ When monitoring and evaluation activities are planned?

✓ How are monitoring and evaluation carried out?

✓ What resources are required?

✓ What are the potential risks and assumptions in carrying out planned monitoring and evaluation activities?

Based on the findings of periodic monitoring and evaluation, your SI strategic and operational plan should be reviewed and updated. This will be treated in the third unit of this module.

Now the SI strategic planning team/ committee have finalised its mission. Congratulations on your hard work and successes! What is next is producing the first year SI operational plan.

2.4. SI Operational Plan: Preparation for SI Plan Implementation

Group Task (face-to-face training)

"Ultimately it doesn't matter how great the educational idea or intervention is in principle, what really matters is how it manifests itself in the daily work of the people in school."

In groups - read through the following 4 steps and then discuss the following within the context of the school improvement theme that you selected in the group activity earlier in this section.

- What needs to be "tight" (high-level control)?
- What needs to be "flexible"?
- Do you need multiple layers?
- Who will monitor what?
- How are you defining your outcomes?

Operational planning steps:

1) Treat implementation as a process, not an event. Allow enough time for effective implementation. Develop a staged stepped approach to the whole process:
   a. Preparation
   b. Launch
   c. Monitor
   d. Evaluate
   e. Review/re-do

2) Create a leadership environment and school climate that is conducive to good implementation. Set the climate through policies, routines, and practices. Identify and cultivate leaders at all levels and build capacity by empowering teams.

3) Define the problem you want to solve and identify appropriate programmes.

4) Ensure that you're your daily operations, and implementation is clear, and check how ready the school is for the next step before moving ahead. Spend more time in areas that need more attention, its ok not to move on if the step isn't complete/strong enough/hasn't taken effect yet.

Activity:

1. What are the necessary preparations that your school make to implement SI strategic plan?

2. Do you have experience generating operational plans from SI strategic plans? How?

3. What are the different operational plans that your school has? Why?

SI plan implementation begins with developing operational annul plan generated from the three years strategic plan. The school leaders/school improvement committee is responsible for producing SI annual plan using the school's operational annual plan template (refer to appendix B). The annual plan includes specific objectives, activities/actions to be performed, resources/budget required, responsibility, follow-up and support, and timeline that is divided in four quarters (1st, 2nd, 3rd, and 4th).

The main components annual SI plan is the following:

- **Introduction**: The successes and challenges of the SI practice in the past three years including the brief summary of the need/gap assessment carried out for SI strategic planning and the priorities selected emphasising on the priorities that addressed in this strategic year.

- **Specific objectives and strategies to achieve the objectives.**

- **Action plan**: Activities/actions to be performed in the coming twelve months, specific targets to be achieved, budget/resource required, responsibility, support and follow-up mechanisms, timeline, etc.

NB: At the beginning of the year, please share your school SI annual, quarterly, and weekly action plan and reporting format for the concerned units, committee, department head, and vice principals.

Task - What knowledge and skills have you learnt something new about SI operational planning?

2.4.1 Cycles of SI Annual Implementation

Activity:

1. How do you implement the annual SI plan? Is it a one-shot or a continuous activity that your school improvement does not have an end to?

2. If your answer is that it is an on-going activity that does not have an end, how do you perform it?

Like the SI strategic years, the annual SI plan implementation is cyclical, and school leaders should be familiar with the cycle and exercise accordingly. The cycles are generated from the strategic years and presented in the following figure.
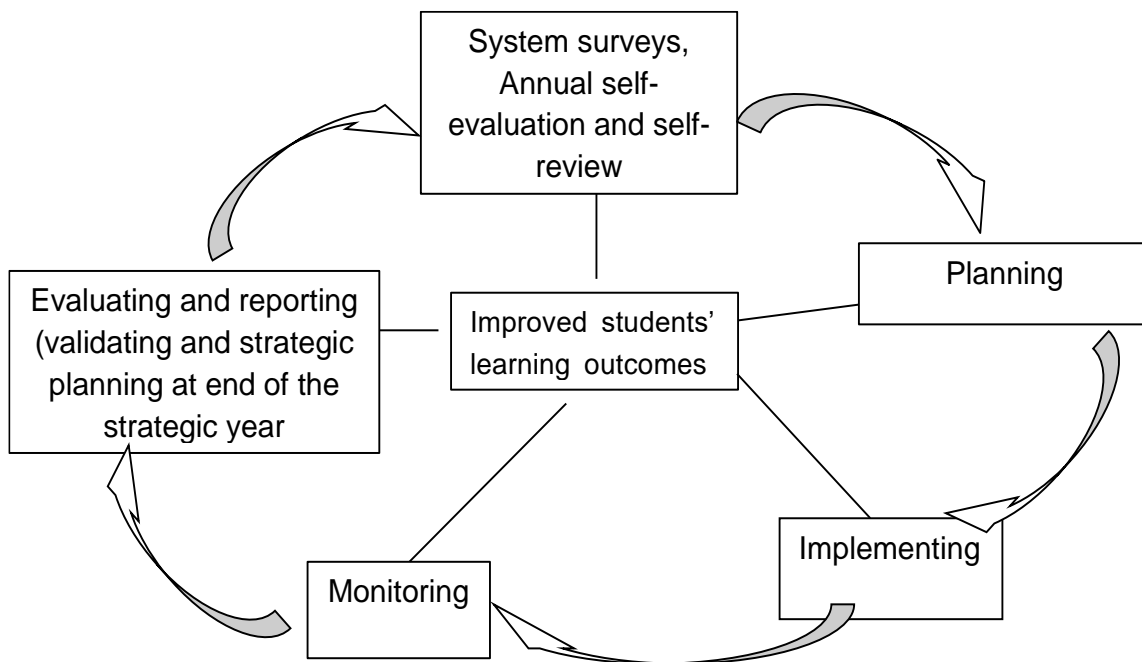

Figure 4: SI Annual Cycles adopted from Australian Capital Territory (2009)

NB:

- Do not forget to validate the changes and improvements made by external body at the end of your SI strategic year.

- In the middle of the third year SI strategic year, you have to begin developing new strategic plan for your school improvements as you did section 1.1, strategic planning in this unit.

- (School) self-review, one of the key components of strategic planning (plan review) usually comes after year one implementation of the strategic plan unless we use it as self- assessment because they are used in the literature interchangeably. Otherwise, self- review follows annual system surveys and self-evaluation in the rest SI strategic years implementation.

Compare and contrast your SI implementation practice following its cycles before and what have you learnt.

Knowledge, I had about annual SI cycles	Knowledge, I have learnt about annual SI cycles	Annual SI implementation practice I had using SI cycles	Annual SI implementation practice I will have using SI cycles

2.4.2 Action Research

Activity:

Read the following scenarios and reflect on the questions that follow.

X School Principal: An X school principal has not observed what works well and what does not. S/he does focus only whether the activities are performed as they were planned rather than to examine the changes and improvements. When s/he faces problems, s/he looks for solutions from education experts at district and zone levels. In addition, s/he believes that s/he has to be trained to solve problems related SI implementation.

Y School Principal: Y school principal has faced different problems while implementing the SI plan. He/she has always tried to read different literature and research findings in the problem areas he has faced and practiced in the light of his/her reading. When he/she finds that it is not working, he/she looks for another insight from the literature to finding working solutions from scholars and researchers in the field.

Z School Principal: Z school principal has always looked back to expreince of his/her SI implementation, and examine if the strategies used are working or not. If one of the implemention stratgy does not work, s/he suggests another strategy, try it and look if there is change and improvement. If the theoretical knowedge s/he learnt and skilled trained does not work for her/his schoolcontext, S/he belives that s/he can poduce/create practical knowledge to address his/he schoo context problems, and to improve stduents' learning and achievement.

1. Under which scenario do you categorise yourself as a principal that has been implementing SI in your school? Why?

2. Which qualities of the school leaders that you would like to adapt? Why?

3. Do you have the experience of conducting action research (individual/collaborative) in your school to solve the problem you have faced while implementing the SI plan by producing practical knowledge? Why?

📖 Australian Capital Territory (2009, p.11), "Self-assessment is a form of reflection on practice, and as such is a critical component of action research and planning. As a school reflects on its practice it will examine existing practices, research possible alternatives, and refine or change its future targets, goals and plans for action". However, one can argue that non-living things like school cannot reflect on their practice. Rather school leaders, teachers and students do reflect on their day-to-day experience of leadership, teaching and learning respectively. Self-reflection/assessment on our practice is a base for identifying an area for self-improvement, and reflection is key element in the process/cycle of action. This implies that action research is one of the key components as indicated Figure 2, SI framework, in the planning research continuum.

Different scholars define action research in different ways. Action research a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practice, their understanding of these practice, and the situations in which the practice are carried out(Carrr & Kemmis, 1986). It is also an inquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice (Bassey, 1998). Generally, action research is research that is conducted by the practitioners themselves to improve their practice by creating practical knowledge that works in their specific context.

Based on the nature of the nature of action researchers, there are two types of action research: individual and collaborative/participatory. Action research has its own characteristics. It is practical, persuasive, participative, and cyclical process of planning, acting, observing/developing, and reflecting. McNiff's (2002) cycles of action research is the following.
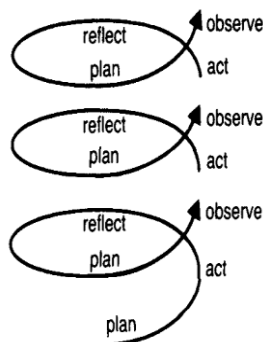

Figure 5: Action research cycle

Examining the action research literature, there are two different steps/ processes of conducting action research. According to McNiff, Lomax and Whitehead (1996), the basic steps of an action research process constitute an action plan and follow these steps. We review our current practice, identify an aspect that we want to investigate, imagine a way forward, try it out, and take stock of what happens. We modify what we are doing in the light of what we have found, and continue working in this new way (try another option if the new way of working is not right), monitor what we do, review and evaluate the modified action, and so on until we are satisfied with that aspect of our work.

On the other hand, according to Ferrance (2000), Koshy (2005) and Mertler (2009), the steps in doing AR are different from the above scholars. It is nearly the same as the traditional educational research except the presence of reflection on our action after implementing the findings of our research. For these scholars, the main steps are identifying and limiting the topic, gathering information, reviewing the related literature, developing a research plan, implementing the plan, and collecting data, analysing the data, developing an action plan, and implementing, sharing and communicating the results and reflecting on the process though three of them do not strictly follow all these.

However, it is very important to note that we should ask ourselves when and why we do follow the above two different steps of doing AR.

Questions amenable to AR are, 'How can I-------', 'How can we----, etc.' and some of the questions those are not amenable to AR are, 'Does gender affect achievement in math?' and 'Is there any significant difference between urban and rural students in their English language reading skills? etc.'

Words of advice: McNiff (2002: 85–91) provides useful advice for novice action researchers:

➢ Stay small, stay focused.

➢ Identify a clear research question.

➢ Be realistic about what you can do; be aware that wider change begins with you.

➢ Plan carefully.

➢ Set a realistic time scale.

➢ Involve others (as participants, observers, validators – including critical friends – potential researchers).

➢ Ensure good ethical practice.

➢ Concentrate on learning, not on the outcomes of action.

➢ The focus of the research is you, in company with others.

➢ Beware of happy endings.

➢ Be aware of political issues.

Task

1. What knowledge of action research has been refreshed from the above short literature?

2. Have you conceived yourself that action research is one of the good strategies to solve your school improvement-related problems creatively and in an innovative way? Why?

3. Is there anything that you would like to learn more about in action research? Read more in the area as there are a lot of books and articles available online and discuss with colleagues and coaches.

4. Reflect on your school improvement leadership practice so far, identify an area that you want to improve, and state in terms of the question:
   - How can I improve my instructional leadership…...?
   - Propose a solution(s), and develop an action plan.
   - Implement the solutions, collect, and analyse the data,
   - Reflect and look for if there is change and improvement, and an area that needs further improvement, plan the next cycle of your action research…
   - Repeat the cycle until you are fully satisfied because of the improvement in your instructional leadership.

Yes, you can create your own knowledge and improve your SI leadership practice!

So always:

Reflect….

Review….

Plan….

Act….

Observe….

Reflect…….

As reflection is a base to review our practice to identify gaps to undertake action research and improve our practice, plan review is a base for improving our planning that in turn improves our practice. The next unit presents about school self-review which is a base for our strategic plan review.

UNIT THREE: SCHOOL SELF−REVIEW

3.1   Introduction

Unit three introduces the concepts and the rationales of why school principals conduct school self-review (SSR). The unit also introduces school principals to the different phases of SSR. Alignment of school plan review with school context and the application of SSR are also discussed in this unit.

Expected Outcomes:

School leaders will be able to:

- Conduct a contextualised school review.
- Align school review with their school's real context.
- Establish a feedback system, follow up on the implementation, and take action to address the gaps observed.

Unit Topics:

Topic 1: The concept and rationale of school self-review

Topic 2: Phases of SSR

Topic 3: Alignment of school plan review with school context

Topic 4: Exploring the Application of School Self-Review

Topic 5: Self-reflection/assessment

3.2   The Concept and Rationale of School Self-Review

Activity:

1. How have you understood school self-review?

2. What do you think are the main reasons that school leaders like you have to undertake school self-review?

School self-review is a *strategic* process of inquiry. It enables schools to systematically find out about successes and challenges in teaching, learning, and school operations. A regular, planned review process is about fostering a sustainable culture of professional reflection that is focused on student achievement and school improvement. Effective self-review should link into the school's annual review, planning, and reporting cycles.

Why it matters: For principals an effective process of self-review helps to address these questions:

- Are we ensuring the best possible learning outcomes for all students?

- Are we meeting our obligations?

- Are the school's resources being used effectively to meet the needs of students?

- How well do the school's strategic goals and targets promote ongoing improvement?

What it achieves: The process helps schools to:

Systematically find out about successes and challenges in teaching and learning

Monitor progress in relation to strategic goals.

Demonstrate effectiveness of teaching and learning through improved achievement outcomes

Work collaboratively towards improved learning outcomes.

Identify professional development and resourcing priorities.

Ensure that a safe physical and emotional learning environment is provided.

Find out about the effectiveness of school operations.

Identify priority areas for improvement.

Task: Reflect on what you have learnt about the meaning and justification to conduct school self-review.

3.3 Phases of Self-School Review

 Activity:

What do you think are the different phases of school self-review? Write your answer before your read the text.

The major role of the school leader is to provide professional leadership and management fora school to achieve high standards in all areas of the school's work. The school leader, in collaboration with stakeholders, is responsible for reviewing the school's performance to identify the priorities for continuous improvement.

We need to collect information about what we are doing in our schools before we can think about and decide on the next actions to take. We also need to collect data in relation to wherewe are heading and what it is we are aiming to achieve. Moreover, data provides us with newinsights into our challenges and directs us towards new solutions that are relevant and feasible (Centre for Comprehensive School Reform and Improvement, 2008).

According to the Centre for Comprehensive School Reform and Improvement (2008), the school review process begins by asking school improvement team members to evaluate theirschool's strengths and weaknesses. School improvement team members gather and analyse key data that they then use to develop and implement school improvement practices. These activities are organised into four phases:

Phase 1: Planning for School Review. The school review process begins with project planning (which includes selecting a school improvement team), and then defining or revisitinga vision and mission for the school, planning tasks and deadlines to review the current schoolprogram, involving staff and community members, and designing a plan for implementation.

Phase 2: Collecting Data. The second part of the process involves gathering relevant data that can reveal strengths and areas for improvement in the school.

Phase 3: Summarising the Data. The third part of the process involves summarising the

data. The findings are reported in a form that can be interpreted readily by all school community members. The findings form the basis of an action or implementation plan.

Phase 4: Planning for Implementation. The final step is the development of an action or implementation plan developed by the school improvement team and approved by school and/or district personnel. School improvement requires the commitment of the entire school community to implement the plan. The implementation plan includes a process for ongoingevaluation and improvement.

Task:

Reflect on what you knew and what you have learnt about the different phases of school self-review.

3.4 Alignment of School Plan Review with School Context

Activity

Read the following two scenarios.

School leader A

School leader A has a three-year strategic School Improvement Plan. In addition, the leader has developed a Balanced Scorecard and Community Mobilisation plan. The leader tries to implement the different plans in combination and separately. He does not check whether the plans work. The plans are not reviewed to identify strengths and weaknesses. The plans are copied from year to year with minor modifications.

> **School leader B**
>
> School leader B has a five-year school improvement plan and an annual operational plan derived from the strategic plan. The leader organises teams to periodically review the strategicplan and annual plans, focusing on the learning of all students' (including those with SEN).
>
> Teams including stakeholders review the strengths and weaknesses of the plan in relation to school leadership and management, the inclusiveness of teaching and learning process, school to community relations, and the conduciveness of learning environment. Based on thefindings of the review, the leader reviews the plan so that it fits into the reality of the school.

Discuss with your group

How would you support leader A to improve the strategic and school improvement plans?

NB. As a school leader, you must:

- Know and clearly articulate the purpose of your school review.
- Plan the timing of your review with your school team.
- Collect and analyse data; and,
- Create a plan (informed by the data) to address areas for improvement.
    - Your trainer will now walk you through expectations for your 8-week activities in school andwith your peers.

3.5   Exploring the Application of School Self-Review

Discuss the following questions in the group:

- Which areas of learning and teaching would you prioritise?
- Which people must be involved?
- Which are the relevant data sources and how will these be collected?
- How will you analyse the data?
- How will the data inform your priorities and planning?

Work together to complete the table below.

Purpose of your school review: To improve the quality of teaching and learning so that learning outcomes improve for all.			
Area of focus—priority (why)	Time of the review (when)	Participants (who)	How data is gathered (what)
Learning outcomes in every/some classes/ standards. (As foundational skills in literacy and numeracy are critical to future success, many leaders begin with standards 1 & 2.)			
Learning outcomes of pupils with SEN and girls. (This will show any issues /areas for development around gender and inclusion.)			
Standard of teaching (Using a framework like the EDT Teacher Tool will allow you to assess current levels of practice, identify strengths, areas for improvement and plan CPD for all teachers/ specific teachers.)			
*			
*			
* Your planning sessions with your school improvement team will identify these priorities based on your specificschool context. See Phase One—Planning for School Review.			

Learning activity: Linking data with School Self-Review, planning for impactfulschool leadership.

In many of the top-performing school systems, schools set priorities and targets based on honest and robust self-evaluation. In these schools, this leads to the development of a schoolimprovement plan (SIP). When the SIP is effectively implemented, real change and improvement can be observed and measured. Integral to this approach is ongoing review and evaluation so that improvement can happen continuously in a cycle of activities.

Key SIP activities

Data: collection and analysis.

Planning: Identifying the activities, resources, and time needed.

Implementation: Make sure your plan is being implemented—that it is not just words on apage.

Review: Check—has the change you wanted happened? Perhaps a small change, orsomething different from what was expected?

Revisit: Collection of fresh data and review.

Continue with this cycle of activities each year.

Draft a simple school improvement plan that reflects what you have learned about School Self-Review and planning.

Task: Building an understanding of SSR in your school community

Even if we taught every class for every minute of the day in our schools, we would not be ableto improve teaching and learning purely on our own. We need our teaching teams and our stakeholders to understand and be involved with the improvement journey of the school. Theywill need to be engaged in the writing of the SIP and must take responsibility for carrying out the activities. They will need to understand what the data tells us about our strengths and areas for improvement and be engaged in making the improvements necessary to improve teaching and learning.

Task: Develop a joint action plan for the SSR
Plan a series of staff/stakeholder meetings to go through the process with them one stage ata time.

- Identify which area of the SIP you will discuss at each meeting.
- Encourage questions and interaction.
- Create a handout or 2-page flyer to cover the points below—pass this around at theEND of the meeting.
- Share the draft of the School Improvement Plan.
- Explain why you have chosen this structure, what the aims, activities, etc. are for, andhow they will help everyone to implement the plan.

- Share the need to collect and analyse data as a starting point.

- Emphasise the need to ensure that vulnerable groups are learning and makingprogress.

- Explain the timeframes for data collection and the next steps.

- Provide slips of paper so questions can be asked anonymously and privately.

- Arrange a time to share the data with the team.

- Explain that once the data has been analysed it will help you and the team to askquestions about learning and how it can be improved; and

- Ask who would like to be involved in the process and give them a role.

With your peers and your School Supervisor, identify what went well in the meetings and whatyou would/will do differently next time.

3.6   Evaluation and Feedback Systems and Processes

Implementing the action plan and monitoring the progress

School leaders should properly implement their School Improvement Plan and monitor the progress of the implementation within a certain time interval. (Refer to 'Designing a School Improvement Plan—Using a Framework for Effective School Improvement', Robert Marshal, Australian Council for Educational Research, 2015.)

Discuss with your group

To monitor the implementation of your plan—
- Who will monitor it?
- When will this happen?
- What will be monitored?
- Which tools/ technologies will be used?
- How will the information be analysed?
- How will the information be shared?
- When will the information be shared?

Continuous monitoring and feedback

Draft a monitoring and feedback plan to discuss with your school supervisor/peer.

In your peer group discuss:

- The action plans they have developed and their monitoring and evaluation plans; and,

- The gaps and challenges leaders faced while monitoring and providing feedback on the progress of the implementation of the action plan.

3.7   Self-Reflection and Self-Assessment

Reflection on leadership skills for School Self-Review

Leadership skills are very important for School Self-Review. List the leadership skills you understand are required for SSR.

Task: Reflecting on your School Self-Review expertise

What are the key ideas you will take with you to school as you plan your School Self-Review?

Task: Reflecting on your leadership practice

Self-reflection is a process by which you grow your understanding of your achievements; this can be by assessing your way of working through critical thinking and asking crucial questions about how you formulate your plan and, the challenges, you face in the workplace.

As a professional, you should reflect on your leadership practice so that you can identify yourstrengths and gaps.

In this module, you have had the opportunity to assess your leadership strengths and identifythe areas you would like to develop.

Your next steps are:
- identify who will support you in your areas for development; and,
- how you will use your strengths to support others.

Discuss these two points with your school supervisor/peer.

3.8   Preparation for the Teacher Practice Tool in Module 3

The Module 3 coaching days will use actual classroom experience as a basis for exploring issues of teaching practice, and specifically to familiarise ourselves with the use of the EDT Teacher Practice Tool. As it is not possible for us to disrupt school and lessons by practising live in the classroom, we will use video clips of lessons. In preparation for the session on the EDT Teacher Tool in Module 3, you are asked to bring a 10-minute video clip of a lesson as part of module 3 coaching days. This film could be taken on a phone.

For the purposes of confidentiality, you should ensure that the teacher you filmed has given explicit agreement to the video being taken. Explain to the teacher that the film is beingtaken under the following conditions:

- The teacher is not identified by name/description in the video or in conversation afterwards.
- Children are not identified by name and as far as possible the faces of children are not captured.
- The video is only to be used as a training aid, and no part of it can be used in the appraisal/ evaluation of the teacher.
- The video will be deleted immediately after the training session. We will be watching the video clips and then reading and using the EDT tool.

3.9   Concluding Remarks

As a school leader, you have to use self-review to improve learning and increase inclusion in your school. In so doing, you should assess and evaluate your school performance in line with the framework for school improvement, so that you can integrate your plan for school improvement with the context of your school. Based on the findings of your School Self- Review, you should prioritise areas for improvement by setting clear self-improvement goals so that you can develop your self-improvement strategic and annual plans effectively. In order to successfully implement your self-improvement plan, you should monitor the implementation with the continuous follow-up and feedback by taking the right action. All these require you to be competent at leading and managing, so as to bring significant impact on your school's improvement by reflecting on your leadership practice and assessing your own leadership skills and expertise—rather than waiting for prescribed solutions from scholars and experts.

Assignment

Assess your leadership skills and expertise in SSR.

Reflect on your individual, peer, or group experience in sharing and learning, taking into account your solo and group professional development, as well as your experience of face-to-face training.

Identify areas for development in relation to SSR and school improvement.

Assessment

You will be assessed based on:

- Your professional portfolio; and
- Individual and group action learning reflections and reports.

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Appendices

Appendix 1: Evidence to Be Added into Portfolio Module 2 Part 1

Name of the School Leader _____

Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. ticked boxes	Sign. of LT
10	Which qualities of the high-performing schools are qualities of your school? And which of them are not? When do you think that your school will fulfil the above qualities of high-performing schools? How?	Group	List of qualities your school you have and have not? ☐ Minutes of the second question ☐ Evidence of efforts made to acquire the qualities ☐		
10	Visit one of the top-ranked schools or together with your vice-principal and supervisor and share its experience with the school leaders and the school community to…? Use the table on page 10 and attach it to your portfolio.	Group	Completed table ☐ Evidence of putting into the action the lessons learnt and implementing the strategies to respond to the challenges ☐		
11	1. What do you think are school leadership qualities that are expected …? 2. Which leadership qualities do you have? Which one is not? Why? 3. What are the key principles …?	Group	List of qualities expected ☐ List of Schools acquired and or not ☐ List of Principles ☐		
12-13	Complete the table on page 12. Respond to the questions from 1 up to 3 on pages 13	Group	Completed table ☐ Evidence of response to questions from 1-3 on pages 12 and 13 ☐		
	From the 5 SL competencies which ones, you do not fulfil? How do you think you fulfil them? Complete the activity on page 18		Evidence of activity completion ☐		

Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. ticked boxes	Sign. of LT
18	1. Identify the specific area(s)…? 2. Collect evidence of learning? 3. Reflect under each piece of evidence	Individual	Notes of Identified specific areas ☐ Evidence of learning ☐ Reflection on each piece of evidence ☐		
22	You were introduced to a community of practice (CoP)… 1. Identify areas from each domain and sub-domains of SI…? 2. Announce to your community …? 3. Coordinate and manage the CoP..? 4. Implement the solutions/knowledge produced…. acknowledge their contributions.	Group	Notes of identified areas from each domain and sub domain ☐ Evidence of an announcement of the notice board (photo of the post) ☐ Minute of the discussion, with date ad signature of participants ☐		
22	1. Identify the specific area(s) in using the SI cycle…? 2. Collect evidence of learning 3. Reflect under each piece of evidence	Individual	Notes of identified areas using SI Cycle ☐ Evidence of learning ☐ Reflection under evidence ☐		
28	1. Identify the specific area(s) in the topic to be improved through self-reflection. 2. Collect evidence of learning (can be one or more than one evidence of learning) 3. Reflect under each evidence, and document it properly so that you can select and use it when you prepare your portfolio to be assessed by the concerned body/institution.	Individual	Noes of identified specific areas in the topic ☐ Evidence of learning ☐ Reflection on each piece of evidence ☐		

Page No.	Prompt to add evidence into Portfolio	Group/ Individual activity	Source of Evidence	No. ticked boxes	Sign. of LT
30	1. Identify the specific area(s) in the topic to be improved through self-reflection. 2. Collect evidence of learning (can be one or more than one evidence of learning) 3. Reflect under each evidence, and document it properly so that you can select and use it when you prepare your portfolio to be assessed by the concerned body/institution.	Group	Noes of identified specific areas in the topic ☐ Evidence of learning ☐ Reflection under each piece of evidence ☐		
55	Work together to complete the table on page 55	Group	Completed table ☐ Evidence of putting into action ☐		
Other Portfolio Inserts (Evidence to be added in the Portfolio)					
N/A	Adaptation of 8 weeks roadmap (individual and peer learning schedule)	Group (SL, SS & LT)	Adapted 8 weeks roadmap with timeline ☐		
N/A	Professional Learning Community meeting (Module 2)	Group	Minutes of the meeting ☐		
N/A	LT weekly face-to-face visit reports (not the ones used for finance purposes)	LT and SL	4 LT weekly F2F visit reports dated & signed by the school and woreda office ☐		

Lead trainer's overall comment

Total Ticked boxes _____

_____

_____

_____

Name and Signature of LT_____ **Date** _____

Key trainer's overall comment

Confirmed total ticked boxes_____

_____

_____

_____

Name and Signature of KT_____ **Date** _____

Approval and seal from school and Woreda_____

Appendix 2: Map of Weekly In-School Coaching for Modules 2 and 3

Week 1	Face-to-Face Coaching	Additional Notes
Task 1: Following input from module 2, a face-to-face training session on school improvement, follow up with the school leader on: 1. How has your understanding developed now about the concepts of school improvement and school improvement planning? 2. One of the definitions of SI is "about putting in place a set of well-tested processes for identifying and addressing the developmental needs of each school". Is it happening in your school? Who do you think is responsible for testing and choosing if a process of your school improvement is practically working for your own school context? 3. You have read about some of the qualities of a good school improvement plan. Looking back to your SI plan experience, which of them are qualities of your plan, and which are not? Why? **Task 2:** After examining the past three years' SI planning documents, reflect on the purposes of SI plans with the school leader using the following guiding questions and after reading the extract: <table><tr><td>The main purposes of SI planning are to: ▪ improve the quality of teaching and learning in the school and ensure continuous progress of students learning. ▪ provides a framework for analysing problems and addressing instructional issues in a school that has not made sufficient progress in students' achievement. ▪ improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in the home.</td></tr></table> 3. Which of the above purposes of SI planning are the purposes of your school? Why? 4. Does your SI plan have different purposes other than those mentioned above? Why? If one of them is not your purpose of SI planning, do you have the intention to make it a reality in your next planning?	**Aim:** ▪ Lead Trainer to familiarise themselves with the school, leaders, pupils, and staff. ▪ SLs to understand the concepts and purpose of school improvement (SI) planning. **Prepare for:** ▪ Encourage school leaders to start to think about and plan who will be in their SI planning/committee team in school. ▪ Organise a visit to a high-performing school in the region for week 3 for SLs and LT.

Task 3:

School leaders must understand the characteristics of high-performing schools so they can implement changes and improvements to their own schools. After reading the extract on the qualities of high-performing schools on page 10 of module 2, discuss the following questions with the school leader:

1. Which qualities of the high-performing schools are qualities of your school? And which of them are not?

2. How do you evaluate the qualities of the top ten ranked schools by your region? Do they have similar or different qualities with the above qualities of higher-performing schools? Why?

3. When do you think that your school will fulfil the above qualities of high-performing schools? How?

Preparation for week 3:

▪   With the school leader, vice-principal, and supervisor, organise a visit to a top-ranked school in the same district or zone, so that you can all agree on what quality teaching and learning, and effective leadership looks like.

Preparation for week 5:
▪   Encourage the school leader to start to think about how they may form an SI planning/ committee team and who may be in it. Start to engage the relevant people in this planning/ committee team in readiness for tasks in week 5. Encourage SLs to carefully consider their selection criteria – what are the expected qualities and requirements of these members and consider what responsibility they will have in the planning/committee team.

Portfolio reminder – encourage/remind school leaders to record their evidence of learning and reflections in their portfolios.

Week 2	Remote Coaching	Additional Notes
Task: Engage in discussion and encourage the school leader to reflect on their leadership qualities for leading school improvement, using the following questions: **1.** What do you think are the school leadership qualities that are expected from school leaders to lead their school improvement? **2.** Which leadership qualities do you have? Which one is not? Why? **3.** What are the key principles that help you to guide the leadership of your school's improvement? **Follow-up:** Follow-up on the progress of the SI planning/committee team. Identify any barriers or challenges and support them with suggestions/solutions using examples from other schools.	**Aim:** ▪ Review the leadership qualities of the school leaders in the school. ▪ Follow-up on the progress of the SI planning/committee team.

Week 3	Face-to-Face Coaching	Additional Notes
Task 1: Visit one of the top-ranked schools, together with your vice-principal and supervisor, in your district or zone, and share the experience with the school leaders and the school community to draw lessons to fill your gaps and to reach your school to be one of the high performing schools in your region and the country at large. Complete the table on page 9-10 of module 2 to reflect on the learning from the school visit. **Task 2:** Focusing on the school improvement framework presented in module 2, encourage school leaders to reflect on how they rate themselves on the school improvement domains (see table of domains on pages 10 of module 2) following their visit to the top-ranked school. Ask them to: Analyse the data from the scale on the table, interpret your experience and identify the strengths and gaps in your understanding of the domain and sub-domain of the SI framework, and write your summary. **Portfolio reminder** – encourage/remind school leaders to record their evidence of learning and reflections in their portfolios.	**Aim:** ▪ Visit a top-ranked school and discuss learning ▪ Self-assess/ reflect on the SI table of domains **Prepare:** ▪ SLs complete the table on leadership competencies in preparation for week 4. (Table of competencies on page 10)

Week 4	Remote Coaching	Additional Notes
Task 1: Review how the school leader has rated themselves on the leadership competencies (table on page 12) from week 3. Then work with them to: ▪ prioritise one or two areas of competency that they would like to improve on the most. ▪ Identify specific actions they need to take to make these improvements to their leadership competencies. Would this be CPD for themselves or for the teachers? Make sure they record this in their portfolios. **Task 2:** <u>Refer the school leader to diagram of the school improvement cycle on page 23 of module 2.</u> Ask them to read the extract and discuss the school improvement cycle they have used in their school. Ask the following questions and ask them to record them in their portfolios: • What specific areas in their school improvement cycle need to be improved? • What evidence of learning can they offer? **Follow-up:** Follow-up on the progress of the SI planning/committee team. Identify any barriers or challenges and support them with suggestions/solutions using examples from other schools. **Portfolio reminder** – encourage/remind school leaders to record their evidence of learning and reflections in their portfolios.		**Aim:** ▪ Review and discuss the SL's ratings on the leadership competencies, identify priorities and plan actions for improvement. ▪ Reflect on the school improvement cycle that the SL has used in their school, identify areas for improvement, cite evidence of learning and record in their portfolio.
Week 5	Face-to-Face Coaching	Additional Notes
Task 1: Use the diagram of the school improvement framework (page 20-21, module 2) to explain the four domains of the framework. Organise a meeting with the school planning/committee team, vice-principals, supervisor, department heads and selected teachers to examine the practice in the school in relation to the domains and sub-domains of the school improvement framework. Use the following questions: 1. Which domain and sub-domain have been given priority in your school in the present and the past strategic years? Why?		**Aim:** ▪ Reflect on the annual school improvement plan with the planning/committee team. ▪ Review the school vision/mission. ▪ Consider the purpose and what type of needs/gap

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2. Which domain and sub-domain have not been given priority in your school in the present and the past strategic years? Why?

3. Which domain and sub-domains of SI have not been given emphasis at all so far? Why?

Task 2:

Together with the school planning/committee team, reflect on the school improvement planning cycle (refer to pages 23-24, module 2) and discuss the following:

1. What is the difference between the key components of the SI cycle stated in the literature extract (in module 2) and your school's actual practice?
2. Do you have practical experience in using different data-gathering tools? Why?
3. Is an annual self-assessment one of the tools that you have been using in your school? Whose self-assessment? Is it your school or your own, teachers' own, or students' own self-assessment of their performance? How?
4. Is validating your school performance, change, and improvement at the end of your SI strategic year by external bodies like district and zone education experts become a culture in your school?
5. Alternatively, is it your school that validates and reports the change and improvement in your school in the middle and at the end of the strategic year? Why?

Task 3:

In preparation for writing the school improvement plan, ask SLs and the school planning/committee to:

▪ Craft/revise the vision, mission, and core values of the school. State:

The old vision of the school: _____

The new vision of the school: _____

The mission of the school: _____

The core values of the school: _____

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assessment should be carried out.

Prepare:
▪ Review and prepare survey questionnaires for teachers, students, and parents.
▪ LT and SL read the key texts on effective teaching recommended in Module 3, unit 1, session 4 for the week 6 remote coaching session.

(N.B. Use the extract below to support)

> You were experienced how to craft/revise your school vision, mission, and core values. A
> vision is a goal that the school aims to fulfil in the future. It is a short declaration that
> exemplifies the shared beliefs and values of its founders and staff. A mission is an
> explanatory declaration of the actions the school is taking to reach its long-term goals, i.e.,
> its vision. A school's core values are terms of practice that clearly define how everyone will
> work together to achieve the school's vision and carry out its mission.
> **N.B**: An excellent school vision should be accurate, concise, memorable, inspirational,
> future-oriented and in time horizon.

Task 4:

Once the vision, mission and core values have been agreed upon, then a comprehensive needs/gap
assessment needs to be carried out for each SI domain so that actions and next steps can be identified. It
should focus on the following (Hanover Research, 2014):

- Student learning and achievement: all aspects of the review should ultimately relate back to
  student learning and the impact of instruction, rather than the mechanics of teachers'
  practices and actions.
- Collecting both quantitative and qualitative data using different tools like system surveys, self-
  evaluation, and document analysis so that the team/committee can triangulate and ensure
  accuracy.
- Using both quantitative and qualitative data analysis.

Ask the school planning/committee team and SLs to consider and respond to the following questions:

1. How do you carry out the need/gap assessment in your school?

2. What are the main tools of data collection for the need/gap assessment?

3. How do you use other data available in your school?

4. How do you analyse and interpret the findings of the analysis?

Preparation:

In order to gather an overview of the school improvement performance and to support the writing of the school improvement strategic plan, school leaders and the school planning/committee team need to conduct a systematic survey. To do this, remind the team that they need to review and prepare survey questionnaires in line with the domains of the school improvement framework for teachers, students, and parents to identify gaps/ needs for improvement.

Refer the school planning/committee team and school leaders to the tables on pages 34 to 35 in module 2.

Preparation for week 6:

Remind the SL to read the key texts on effective teaching recommended in Module 3, unit 1, session 4 for the week 6 remote coaching session. The texts are:
Rosenshine 2012; Ko, Sammons, and Bakkum, 2013; and Coe, Rauch, Kime, and Singleton 2020.

Portfolio reminder – encourage/remind school leaders to record their evidence of learning and reflections in their portfolios.

Preparation for week 7

Ask SLs to bring a **10-minute video clip of a lesson to** the next face-to-face coaching day (week 7). This film could be taken on a phone.

For the purposes of confidentiality, they should ensure that the teacher they filmed has given explicit agreement to the video being taken. Explain to the teacher that the film is being taken under the following conditions:

- The teacher is not identified by name/description in the video or in conversation afterwards.
- Children are not identified by name and as far as possible the faces of children are not captured.
- The video is only to be used as a training aid, and no part of it can be used in the appraisal/evaluation of the teacher.
- The video will be deleted immediately after the coaching session. We will be watching the video clips and then reading and using the EDT tool.

Week 6	Remote Coaching	Additional Notes
Task 1: Refer to module 3, page 09, unit 1, session 5: Features of effective teaching. The LT and SL should have read key texts on effective teaching: Rosenshine 2012; Ko, Sammons, and Bakkum, 2013; and Coe, Rauch, Kime, and Singleton 2020. ▪ LT, SL and SS - Engage in discussion of this reading and share insights from these texts. **Task 2:** Refer to module 3, page 12-13, unit 1, session 7: Leading effective learning in our schools. Discuss that by getting people to work with us, we need to influence them to share our vision for change. For some individuals in school, change can be a difficult and worrying time for them. • Briefly go through the eight reasons why people fear change and explain the most important thing is to build trust with them. ▪ Share and reflect on the behaviours that build trust in others. Remind the school leader to make notes in their portfolio on how they will build trust with teachers so that they can work with them to improve teaching and learning. Keep coming back to this over the coaching sessions as the school leader needs to bring everyone on the same journey on the road to improved teaching and learning.	**Aim:** ▪ Discuss and share insights from key texts on effective teaching. ▪ Reflect on the behaviours that build trust and what the SL will do to build trust in teachers.
Week 7	Face-to-Face Coaching	Additional Notes
The focus in week 7 of the face-to-face coaching is on improving teaching and learning. Most importantly, creating a cycle of continuous improvement so that it becomes a part of the school improvement process. **This coaching session is to prepare the SLs for lesson observations, using the Teacher Practice Tool and discussing what they will learn from the videos they capture in week 6.** **Task 1:** Refer to module 3, page 16-17, session 10: Creating a beneficial cycle. Remind the SLs that in the face-to-face training session for module 3, they did an activity where they developed a cycle that looked at the stages and processes of observing teaching and learning. Ask the SLs	**Aim:** ▪ Focus on improving teaching and learning by creating a timetable of continuous cycle improvement. ▪ Becoming familiar with the Teacher Practice Tool. ▪ Share insights and learning from watching video clips. **Prepare:**

to: ▪ Discuss with you, the cycle, and insights they gained from thinking about it. **Task 2:** Refer to module 3, page 18-19, unit 1, session 9: Preparing to lead effective learning in our schools. Remind SLs that in this session, they looked at developing a continuous cycle of improvement as a group with other SLs. This is about involving teachers in the process of improving teaching and learning. ▪ Remind SLs about the questions they will need to consider before, during, and after creating a timetable for each stage of the continuous cycle of improvement. ▪ With the SL, support them to create a draft timetable and share insights/ reflections. ▪ Record the draft timetable in their portfolio. **Task 3:** Refer to module 3, page 27-31, unit 2, session 3: Using observation tools. Remind SLs of the protocols of lesson observations – the **why, when** and **what** should be observed. Explain that you will be looking at the **how** of observing learning. In particular, understanding how to use the EDT Teacher Practice Tool. ▪ With the SL, look at the Teacher Practice Tool, clarifying each of the sections in detail, so that they become familiar with the tool's structure, language, and vocabulary used. Discuss and share any insights. ▪ Look at the headings labelled: 'underdeveloped', 'basics in place', 'embedded', 'proficient', and 'exceptional'. Together highlight and discuss the examples that would help inclusion and equity. **Task 4:** Watch a video clip, then briefly discuss: ▪ What insights did they gain from watching the video? ▪ What does it tell you about working with the tool? ▪ What challenges does it raise? Clarify any misconceptions or misunderstandings and emphasise that observation of a lesson is focused on student learning.	▪ Set a timetable for observing teachers in week 9.

Preparation for week 9:	
Ask the SLs to inform some of the teachers they will be observed in week 9. Ask the SL to create a timetable for these observations and feedback. **Portfolio reminder** – encourage/remind school leaders to record their evidence of learning and reflections in their portfolios.	

Week 8	Remote Coaching	Additional Notes
Task: Discuss how SLs plan to use the Teacher Practice Tool in school: ▪ **How** will you introduce the Teacher Practice Tool to the staff team? ▪ **When** will you introduce the Teacher Practice Tool to the staff team? ▪ **What** CPD will you provide so they understand each of the sections? ▪ How will you keep and build trust? Ensure that any decisions that have been agreed upon are rolled out straightaway in the school so that teachers are prepared for lesson observations in week 9.		**Aim:** ▪ Think about how SLs will introduce the Teacher Practice Tool in their school. ▪ Carry out actions that have been agreed upon. **Prepare:** ▪ Remind SLs to set a timetable for observing teachers in week 9.

Week 9	Face-to-Face Coaching	Additional Notes

Task 1:
 	
Refer to module 3, page 32-33, unit 2, session 9: Becoming more confident in using the Teacher Practice Tool.
▪ Remind the SLs of the key points mentioned in the face-to-face training session about observing lessons using the tool.
▪ Conduct some lesson observations with the SLs in the school using the tool.
▪ Then discuss what happened in the lesson:
  ➢ What did you see/hear?
  ➢ Do you have /enough evidence to say whether the practice is underdeveloped/basics in place/ embedded, etc?
  ➢ Which Quality Indicator did each of you feel was the best match?
 	
Task 2:
 	
Refer to module 3, page 34-35 unit 2, session 11: Giving feedback to the teacher following lesson observation.
▪ Remind SLs about the importance of giving effective, constructive, and immediate feedback to teachers.
		Aim:
		▪ Carry out lesson observations with the SLs using the Teacher Practice Tool
		▪ Plan and give effective feedback to teachers.

▪ Plan the feedback for the teachers together. ▪ Give feedback to teachers together. **Follow-up:** Follow-up on the progress of the survey questionnaires for teachers, students, and parents for week 11. **Portfolio reminder** – encourage/remind school leaders to record their evidence of learning, observations/feedback, and reflections in their portfolios.	

Week 10	Remote Coaching	Additional Notes

Task:
Following the lesson observations conducted in week 9 and drawing on other knowledge the SL has of teaching and learning in the school, encourage the SL to reflect on the following:
▪ What do they see as the strengths in teaching and learning now in their school? (Identify at least three strengths.)
  ➢ Strength 1:
  ➢ Strength 2:
  ➢ Strength 3:
  ➢ Together, draft an action plan that will help to check out their understanding.
 	
▪ What do they see as the areas for development in teaching and learning in the school? (Identify at least three areas for development.)
  ➢ Development Area 1:
  ➢ Development Area 2:
  ➢ Development Area 3:
  ➢ Add this to the action plan, so that it will help to check out their understanding.
	Aim:
	▪ Reflect on the strengths and areas for development in the school following the lesson observations.
	▪ Develop an action plan.

Week 11	Face-to-Face Coaching	Additional Notes

Support and guide the SL to collect, organise and analyse qualitative and quantitative data. You may not complete all these tasks with the SL and the planning/committee team in this face-to-face coaching session, but you should at least have started to collaborate and model the process of each one to the SL so that they can continue this process on their own.	**Aim:** ▪ Support the SL and the school planning/committee team to collate, record and analyse the qualitative and quantitative data in the school.

Task 1:
- Collate and check the survey questionnaires are in line with the domains and sub-domains of the school improvement framework.
  ➢ Ask the school planning/committee team to administer the survey questionnaires face-to-face by informing others of the purpose of the survey so that reliable data can be collected.
  ➢ Analyse the quantitative data from the survey questionnaires in line with each SI domain and sub-domain using sample tables given in module 2, pages 34, and 35.
  ➢ Record and analyse the open-ended questions in the self-evaluation tools for teachers, students, and parents.

Task 2:
- With the SL and school planning/committee team, collect quantitative data on students 'achievement in the past strategic year, analyse and summarise the findings using the table on page 35 (module 2) so that the planning/committee team can develop a picture of students' achievement.

Task 3:
- Together with the SL, collect data from the self-evaluation tools, analyse and summarise the finding as outlined in the table below:

Quantitative data (close-ended questions)		Qualitative Data (open-ended questions)	
Strengths	Gaps	Strengths	Gaps

Task 4:
- Together with the SL, collect and analyse data from minutes, inspection and supervision reports, performance evaluation, and from other relevant recorded documents in the school, categorise the findings according to the SI domains and teachers, school leaders, students, supportive staff, and parent/community.

Week 12	Remote Coaching	Additional Notes
Task: ▪ Review the progress of the data collection from week 11. ▪ Support the SL on recording and data analysis from week 11. ▪ Ensure that a range of quantitative and qualitative data is used.		**Aim:** ▪ Review the progress of quantitative and qualitative data collection, recording and analysis.

Week 13	Face-to-Face Coaching	Additional Notes
Support and guide the SL to gather analyse and set priorities that can be incorporated into a school improvement strategic plan. You may not complete all these tasks with the SL and the planning/committee team in this face-to-face coaching session, but you should at least have started to collaborate and model the process of each one to the SL so that they can continue this process on their own. **Task 1:** Support the School Leader to: ▪ Synthesise all the findings of the need/gap assessment of the school collected by different tools using a matrix. Carry out a SWOT analysis and identify priority areas from each domain of school improvement. Use the example below:		**Aim:** ▪ Carry out a SWOT analysis ▪ Set priorities for the strategic year ▪ Set goals, and objectives, develop strategies and develop an action plan. ▪ Draft a monitoring and evaluation plan.

Domains	Strengths	Weaknesses	Opportunities	Threats
Teaching and Learning				
Leading and managing				
Student environment				
Community involvement				

▪ Set priority areas for the strategic years using the following table:

Domains	Major gaps identified in the SWOT analysis	Priority selected for the strategic year	Justification for the priority	Remarks
Teaching and Learning				
Leading and managing				
Student environment				

Community involvement				

Task 2: Support the School Leader to:

Set goals (realistic and broad) and objectives (specific and measurable), develop strategies and an action plan based on the results of the SWOT analysis and priorities identified by the planning/committee team and the SL.

- Set goals and objectives for each domain of SI in line with the priorities selected above.
- Develop strategies for each priority set under each SI domain.
- Develop an action plan for the SI strategic years.

Task 3:

Start the process and support the School Leader to:
- Write up an SI strategic plan by including the major outputs of the planning processes/steps that the planning/committee team and SL have gone through using the school-planning template and consult the community so that both the school community and the community own the plan.

Task 4:
- Draft a monitoring and evaluation plan with the SL.

Portfolio reminder – encourage/remind school leaders to record their evidence of learning, analysis, plans, and reflections in their portfolios.

Week 14	Remote Coaching	Additional Notes
Task: Reflect on the following with the school leader: - What knowledge and skills have you learnt about SI strategic planning as a team/ committee, and as an individual school leader? - What knowledge and skills have you learnt about SI operational planning? **Follow-up:** - Review the progress of the tasks from week 13 – what has been achieved so far? What further support is required? What other information is required?		**Aim:** - Reflect on the skills learnt about school improvement planning
Week 15	Face-to-Face Coaching	Additional Notes

	Aim:
Task 1: Refer to module 2, page 51, unit 3, topic 1 Remind SLs that this unit looks at school self-review. After reading the extract on page 51 about school self-review, ask SLs to: • Reflect on what you have learnt about the meaning and justification to conduct school self-review. **Task 2:** Refer to module 2, pages 52- 53, unit 3, topic 2 After reading the extract on pages 72 - 73 about the different phases of school self-review, ask SLs to: • Reflect on what you knew and what you have learnt about the different phases of school self-review. **Task 3:** Refer to module 2, page 53-54, unit 3, topic 4 • Support the SL to draft a simple school improvement plan that reflects what you have learned about School Self- Review and planning. **Task 4:** Refer to module 2, page 53-54, unit 3, topic 4 • Support the SL to develop a joint action plan for the school self-review, by planning a series of staff/stakeholder meetings to go through the process with them one stage at a time.	• Understand the concept and purpose of School self-review • Draft a simple school improvement plan • Develop a joint action plan for school self-review.
Week 16 Remote Coaching	Additional Notes
Task: Refer to module 2, page 54-55 unit 3, topic 5 With the SL, reflect on their school leadership skills for school self-review, by asking: • What are the key ideas you will take with you to school as you plan your own School Self- Review? In terms of their next steps, ask the SL: • Identify who will support you in your areas for development; and, • How will you use your strengths to support others?	Aim: • Reflect on SL's leadership skills in terms of school self-review

F2F Coaching support and remote coaching support will be delivered alternately for module 2 & 3. For more information read page 3.