LEADING CHANGE FOR STUDENTS' ACHIEVEMENT: OPERATIONAL LEADERSHIP 1

Resources for School Leaders in Ghana

Leadership and Charisma

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LEADERSHIP RESOURCE HANDBOOK: MODULE TWO

LEADING CHANGE FOR STUDENTS' ACHIEVEMENT: OPERATIONS LEADERSHIP 1

Resources for School Leaders in Ghana

July 2022

Foreword

Welcome to the **Leadership Programme Resources for School Leaders in Ghana.** The role of school leaders including their boards in providing equitable quality teaching and learning and ensuring that all learners achieve their full potential is both a professional responsibility and a moral obligation. Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes; there is growing evidence on the positive relationship between effective leadership, continuing professional development and continuous school improvements. The Ghana Education Service will ensure that all Ghanaian children of school-going age, irrespective of tribe, geographic location, gender, disability, religious and political affiliations, are provided with an inclusive and equitable quality learning experience.

The Ghana Education Service in collaboration with the National Teaching Council with support from the Transforming Teaching, Education & Learning (T-TEL) through its Transforming Senior High School Education, Teaching and Learning (T-SHEL) programme funded by the Mastercard Foundation, is ensuring that the capacity of secondary school leaders is enhanced. In this way, such school leaders can create a positive environment in all educational institutions for learning because schools are effectively led, and teaching is inclusive and effective. Through this support, six practical school leadership capacity development handbooks would be developed considering six modules and eight quality indicators identified from a deep dive exercise undertaken by the Ghana Education Service in December 2020. Gender equity approaches and social inclusion practices have been integrated into the modules to ensure an all-inclusive programme delivery in schools considering the diverse needs of teachers, non-teachers, and students. Opportunities are provided for school leadership teams to work with their stakeholders to regularly undertake self-evaluation of their practices against the eight quality indicators and use the outcome for school improvement planning.

The six modules are:

Module 1: Leading and Managing a Learning-Focused School: Systems Leadership

Module 2: Leading Change for Students' Achievement: Operations Leadership 1

Module 3: Leading and Building Effective Community and Stakeholders' engagement: Operations Leadership 2

Module 4: Leading and Managing Curriculum Planning and Implementation, Teaching and Learning

Module 5: Leading and Managing Change for School Effectiveness

Module 6: Strategic Leadership (Leading Development Planning and Monitoring for Progress)

The eight quality indicators are:

1. leadership and management,
2. teaching and learning,
3. assessment,
4. monitoring and evaluation,
5. student support services
6. gender equality and social inclusion,
7. stakeholders' engagement
8. school infrastructure and environment.

The leadership resource training handbooks are intended t**o be used to enhance the capacity of school leaders (school management and board of governors) through structured training to improve the quality of leadership and management.** Through these trainings, leadership and management practices will be improved, leading to transformed schools with a culture that promotes:

- **robust internal quality assurance practices** to include continuous whole school self-evaluation and improvement planning through a participatory approach,
- **leading from the middle** with more attention given to efficiency and effectiveness of programmes and departmental heads,

- **practical approaches to teaching and learning** where schools can maximise available and potential resources by building a strong partnership with stakeholders, leveraging their resources and expertise,
- **prioritisation of learning needs of every student** through an institutionalised gender equality and social inclusion responsive practices,
- **the establishment of a network of relevant and supportive stakeholders** and adopting a periodic and continued engagement process to working with them,
- **the use of technology for effective teaching and learning** and for stakeholder engagement; and
- **the creation of a sense of responsible accountability** for learning systems that support continuous and sustainable school improvement as an internal quality assurance practice.

Module 2 of the **School Leadership Resource Training Handbook** is the second out of six handbooks as a practical leadership guide for improving management, leadership, and governance of schools so that the schools are transformed into centres of learning: a learning-focused enterprise (education institutions). The Ghana Education Service (GES) is ensuring that the capacity of all school heads, their leader teams and school boards are developed through structured cluster-based workshops and coaching support informed by this practical leadership guide.

I am optimistic that together we can make our schools more learning-focused by making the schools teacher-centred and classrooms more learner-centred.

Prof. Kwasi Opoku Amankwah

Director General, Ghana Education Service

Contents

Module Two: Leading Change for Students' Achievement: Operational Leadership 1

1.0 Introduction

This module focuses on the skills and knowledge required for school leaders and other stakeholders to provide operational leadership for leading change in the school system.

Leading change to improve student outcomes in senior high/technical schools is a critical part of the role that school leaders play and is made up of several key components. These include curriculum leadership and management, community or stakeholder engagement, and quality assurance and performance evaluation. The module is divided into four sections:

Diagram 1: Operational Leadership 1

Contextually, each of the four elements in the diagram is critical in operationalising leadership for the achievement of learning-focused schools.

1.1 Learning Outcomes

After completing the training in this module, participants will be able to:

- provide curriculum leadership for achievement of all learners and continuing professional learning sessions for all teachers,
- creatively gather and use available resource at the school level for effective teaching and learning,
- create a learner-focused and GESI-responsive school; and
- put in place robust quality assurance system including whole school self-evaluation for improvement planning.

2.0 Curriculum Leadership

This topic explores the meaning of curriculum leadership, the role of school leaders in enabling curriculum changes to improve students' achievement, and why teachers' continuing professional development is important.

2.1 What is Curriculum Leadership?

Curriculum leadership is the process of providing direction and motivation for the comprehensive and inclusive delivery of teaching and learning in schools. It focuses on what is learned and how it is taught or delivered inside and outside the classroom.

'Curriculum' refers to the full range of experiences that a learner goes through to help them achieve their academic goals. Some of these experiences may relate to the interactions between students and teachers in the classroom, the dining hall, and during sports lessons.

'Leadership' in this context is the influence that an individual brings to bear on the achievement of curriculum objectives. It is the direction provided to ensure that the best school experiences can be delivered.

Curriculum leadership is therefore a process that involves:

- ensuring that all school activities enable teaching and learning for diverse learners,
- connecting curriculum, pedagogy, assessment, and evaluation in order to improve student achievement,
- focusing on what is learned, how it is taught, how learning is assessed, and how the overall school academic programme is evaluated,
- providing direction and support for curriculum development, implementation, and review,
- determining the outcomes that should be promoted and achieved by the 'official curriculum' and making transparent the interpretation and assumptions that are present in the 'hidden curriculum'; and
- providing the platform for school-level research (classroom action research) to improve curriculum delivery and students' achievement.

The key areas of curriculum leadership are summarised in Diagram 2 below:
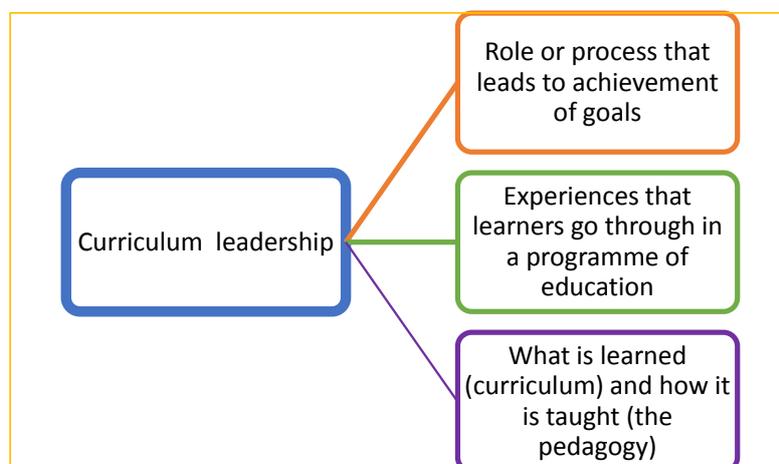
Diagram 2: Curriculum Leadership

> **Official curriculum:** This is the prescribed or intended curriculum to be adopted and followed by the senior high/technical schools.
>
> **Hidden curriculum:** This refers to the characteristics, understandings, assumptions, and values that teachers and students bring to teaching and learning processes.

2.1.1 Who is a Curriculum Leader?

A curriculum leader manages academic progress by overseeing and coordinating the curriculum, staff, budget, and resources. In a sense, all teaching staff could be considered curriculum leaders. However, in a typical school situation, one person is officially recognised as the ultimate curriculum leader. A curriculum leader manages academic progress by overseeing and coordinating the curriculum, staff, budget, and resources.

2.1.2 Roles/Functions of the Curriculum Leader

Whether assigned formally or informally, curriculum leaders assume a wide range of roles to support the school and student success. Thus, a curriculum leader:

- ensures that curriculum decisions facilitate the learning experiences of a diverse range of learners,
- supports the school community and empowers teachers to strive to achieve the intended learner outcomes,
- builds and shares a vision for the school based on the philosophy of the curriculum and the institutional mission,
- mobilises instructional resources, including Teaching Learning Resources (TLRs) to ensure effective teaching and learning,
- facilitates learning by introducing strategies that will enable the learner to access the curriculum content and improve learning outcomes,
- provides academic mentoring by meeting the instructional needs of both new and existing teachers,
- facilitates change by keeping learners, teachers, and support staff up to date with the demands of the school curriculum and by creating a culture of learning,
- promotes a culture of life-long learning among teachers and learners,
- promotes professional development by identifying the professional needs of the teachers and non-teaching staff and employing strategies to meet them; and
- communicates with stakeholders about how to meet the needs of the school and how to prepare the products required to meet the curriculum values and expectations of secondary education.

2.2 Curriculum Leadership and Student Learning

Effective curriculum leadership makes a difference by improving learning. More specifically, by focusing on teaching, learning, and monitoring progress, curriculum leaders help teachers improve their instructional practices and ensure that learner outcomes improve because of meaningful and supportive decisions about who to teach, what to teach, how to teach, and the resources to be used in teaching.

2.2.1 Strategies for improving student learning

Strategies for improving students' learning should be data driven. The entry characteristics of students must first be assessed to determine the strategies and support needed for effective learning.

The most notable strategies for improving student learning can be categorised into the use of appropriate pedagogies and teaching and learning materials, adoption of appropriate assessment methods, learning management and continuous professional development of teachers.

Examples of appropriate pedagogies include:

- Visualisation
- Inquiry-based instruction
- Differentiation
- Scaffolding
- Role play
- Technology-informed methods

Examples of teaching and learning resources include:

- Information communication technologies in teaching and learning
- Age appropriate and culturally relevant textbooks
- Resource persons from industry and academia

Examples of Assessment includes:

- Assessment for learning
- Assessment as learning
- Assessment of learning

Examples of leaning management:

- Behaviour management
- Data informed teaching and learning
- Teacher welfare and academic guidance for students

Examples of continuous professional development

- Professional learning communities
- Research to inform teaching and learning
- Peer or collaborative lesson planning and teaching

2.3 Curriculum Leadership and Teachers' Continuing Professional Development

Effective curriculum leaders are focused on enhancing teacher quality at all stages of the staff development process, including hiring, mentoring, and evaluating staff. They do so by establishing clear criteria for professional growth and applying differentiated approaches to support and assess staff members.

Teachers are encouraged to participate in professional development programmes, rethink their practice and bring fresh perspectives to their professional expertise. High-quality professional development affords teachers unique opportunities to access knowledge for content instruction, rethink their practice, and experience learning among a community of peers. When teachers, individually or as a team, develop new knowledge from professional development programmes, their ability to contribute to the learning and improvement efforts of learners is enhanced.

2.3.1 Strategies for Improving Teachers' Professional Development (PD)

The strategies may include the following:

- **Identify the gaps:** A needs assessment should be conducted to help identify the gaps that the professional learning community sessions should focus on.
- **Professional Learning Community (PLC) sessions:** Organise PLC sessions for teachers to share best practices and improve their pedagogical competencies and experiences.
- **Focus on content:** Provide PLC that supports specific instructional strategies in specific subjects. Teachers should be assisted to employ specific pedagogical content skills when teaching different subject content in the classroom. For example, a social studies lesson that focuses on understanding student metacognition as applied to environmental studies will have a more significant impact on helping teachers structure lessons accordingly.
- **Create opportunities for active learning:** Research on adult learning suggests it is better to allow learners to direct themselves, use prior experience, solve real-world problems, and immediately apply new knowledge to current job responsibilities. This must be promoted in professional development sessions.
- **Support work-embedded collaboration:** Good professional development helps educators develop strategies for collaboration. By doing so, teachers can create a culture of learning. Such collaboration could be at the peer-to-peer, professional, or school-wide levels.
- **Model best practices:** Curricular models and modelling of instructions provide teachers with a clear vision of what best practices look like. Models such as lesson notes, unit plans, observations of peer teachers, and video or written cases of accomplished teaching can provide effective support for content delivery.

- **Coaching and expert support:** The provision of instructional coaching and expert support is a positive way to create opportunities for ongoing observation, feedback, reflection, and improved practice. Such interventions, whether provided by experienced colleagues or external consultants, enhance professional practice.
- **Incorporate feedback and reflective practice:** Providing teachers with substantive, specific, and timely feedback, including adequate time to reflect and act upon that feedback, is best for pedagogical improvement.
- **Deliver the professional development over a period:** Professional development should be ingrained in the school's culture. PD sessions will not achieve the desired result if these sessions are not regular and sufficiently engaging.

3.0 Resource Management for a Learning-Focused School

3.1 What is Resource Management?

In the school system, resource management refers to the process of planning, organising, utilising, and maintaining the available resources of the school for effective teaching and learning towards the attainment of the school's mission and vision. In other words, it is the conscious effort to mobilise the necessary material, financial, and human resources towards the enhancement of learners' outcomes.

For resource management to be effective, it must be inclusive, holistic, and participatory to ensure that the right resources are matched with the right project or tasks. This will help the school to achieve the desired results in an effective and efficient manner, thereby leaving no learner behind.

3.1.1 What resources are available in a learning-focused school?

In a learning-focused school, resources can be classified into three broad categories:

- Human resources
- Material resources
- Financial resources

Each of these categories of resources would be discussed in detail and the specific resources in each category would also be identified.

- **Human resources**: These are the people or personnel who work in the institution and use the other available resources to work towards the success of the school. It is the workforce equipped with the requisite knowledge and skills to help in the attainment of the vision and mission of the school. Human resources are the most valuable and important resource that the school has because, without them, all the other available resources cannot be put to good use for the benefit of learners. Examples of human resources in the school system include but are not limited to teachers, non-teaching staff, students, members of the board of governors, alumni, parents, community leaders, and youth groups.
- **Material resources**: These refer to the non-physical (intangible) and physical (tangible) items available to the school that can be used to work towards the attainment of the school's vision. Non-physical material resources include time and the internet, while physical material resources include furniture, books, laboratories, dormitories, classrooms, bungalows, libraries, dining halls, assembly halls, and technology.
- **Financial resources:** These are the funds or monetary sources that can be used to facilitate the smooth running of the school in support of students' achievement. Financial resources include cash balances, creditors (government and suppliers), bank overdrafts, and other loans.

3.1.2 Importance of resource management

Resource management is a critical part of school governance, management, and administration. It is important to ensure that the school always remains on track to achieve its short: and long-term goals. The benefits of resource management in a learning-focused school include:

- Optimising the use of available resources
- Making key actors become more responsible
- Enhancing the maintenance culture of the school

- Promoting a reliable inventory and record keeping culture in the school
- Stimulating innovation in the use of the available resources, e.g., redeployment of certain facilities or personnel where necessary
- Helping to inform critical evaluation
- Promoting quality assurance
- Making school-level policy easy and effective
- Resource generation

3.2 Key stakeholders in resource management in the school

The different levels of leadership in the school system are key stakeholders or stakeholder groups that must ensure that the resources available to the school are effectively and efficiently managed as they work towards the mission and vision of the school. These include:

- Board of governors
- Senior management members
- Middle-level leaders in the school
- First-level leaders (including students and prefects: SRC)

There are also stakeholders who operate outside the school but still play key roles in the resource management of the school. Such external stakeholders include but are not limited to:

- Government (central and local)
- Alumni
- Parents/parent associations
- Philanthropists
- Non-profit organisations (NPOs)
- Opinion/community leaders

3.2.1 Roles and responsibilities of stakeholders in resource management in the school

The stakeholders identified above can perform key roles and responsibilities in the management of resources available to the school, which are typically divided into three categories:

- **Resource acquisition:** School leaders should work with the school board to mobilise resources for the school. Some of the resources that may be acquired for the school include infrastructure, furniture, laboratory and ICT equipment, funds for administration, teaching and learning materials, textbooks, a library, and curriculum materials. The school authorities need to ensure the resources acquired for the school are responsive enough to serve the needs of all beneficiaries. That is to say; no one should be left behind. The stakeholders that schools can work with are the government, school management, alumni, NGOs, parent associations, SRC, philanthropists, and community leaders.
- **Resource utilisation**: All the categories of resources in the school must be utilised in the most inclusive and participatory manner to achieve the school's vision and mission. A key aspect of the resource management agenda is ensuring that resource utilisation serves the school's interest and promotes students' achievement. The stakeholders responsible for inclusive, effective, and efficient utilisation of the school's resources are MoE, GES HQ, REO & M/DEOs, school boards, school management, alumni, NGOs, parent associations, SRC, philanthropists, and community leaders.
- **Resource maintenance**: An important aspect of resource management is the maintenance and sustainability of the resources. School leaders are encouraged to adopt and practise an inclusive and efficient resource maintenance culture. Stakeholders that school leaders could approach to support resource maintenance are government, school management, alumni, NGOs, parents' associations, SRC, philanthropists, and community leaders.

3.3 Managing Resources for Effective Teaching and Learning

The essence of resource management in schools is to ensure that teaching and learning goals are achieved. Resources also need to be managed to ensure inclusivity and responsiveness to the needs of all targeted beneficiaries. To maintain the resources to achieve effective teaching and learning, the following processes should be followed:

- conduct a needs assessment and build an inventory of all resources available to the school
- acquire or procure the right type of resources needed, considering the different needs of all the beneficiaries, e.g., by hiring competent staff, building GESI-responsive infrastructure, etc.
- emboss or label all the physical resources belonging to the school
- train the stakeholders on how to properly utilise and maintain the resources
- appoint a Quality Assurance officer to ensure that the resource acquisition, utilisation, and maintenance standards are met
- conduct regular monitoring of the utilisation and maintenance of the resources
- take prompt action to fix problems that have been identified in relation to any of the resources

3.3.1 Staff Allocation and Timetabling

The importance of assigning roles to staff that are well suited to the staff's skills and competencies cannot be overemphasised. In the school system, different staff/teachers even in the same department or subject area have different strengths and specialities, e.g., a mathematics teacher may be good at algebra but not statistics, while a physics teacher may have strengths in statistics and could therefore peer plan and teach with the maths teacher. In the same way, a counter worker could assist in storekeeping duties in the absence of the storekeeper.

The curriculum leader needs to ensure that staff are conscientised to work together and that they complement each other's strengths and weaknesses for the benefit of students. For this to work, the following are recommended for the school leader:

- orientation and capacity building for teaching and non-teaching staff
- regular sensitisation forums for students
- encourage team teaching and promote team spirit among all staff
- institutionalise an information sharing system within the school
- enforce the established reporting system in the school
- introduce an expanded coaching and counselling support system for students

4.0 Creating a Learning-focused School: Whole School Self-evaluation

4.1 A Whole School Self-Evaluation

Whole-school self-evaluation is the process of critically analysing how each area of the school impacts learners' outcomes and the school's vision. A focus on a whole school is the recognition that all aspects of the school community can positively impact students' achievement and the overall success of the school.

The aspects of a whole school may include:

- curriculum and co-curriculum system
- inclusive teaching and learning
- school governance
- school administration and management
- community and school relationships
- student and staff welfare
- school ethos (culture)
- environment and infrastructure
- relevant public relationships of the school (including partnerships and cooperation)
- student and staff disciplinary system
- quality assurance system

In a learning-focused whole school, all parts of the school commit to working together to ensure that the learning needs of all students are met.

The whole-school approach also focuses on balancing attention to all aspects of the school to include those in need of support in areas such as academic learning, social and emotional learning, communication or information sharing, and other educational support needs arising from disability or gender.

4.1.1 What does whole school self-evaluation entail?

Self-evaluation is a systematic and critical analysis of the extent to which an educational institution (SHS/SHTS) is providing quality. It is thus a key tool in the process of internal quality assurance. It is carried out in several agreed areas for review and measured using key performance indicators (KPIs). This helps to identify strengths and to establish areas of weakness that need improvement. There are two fundamental reasons for carrying out an institutional self-evaluation:

- to recognise your key strengths
- to identify areas that require improvement

The whole-school self-evaluation process entails the following:

- understanding the shared vision of the school
- knowing what is planned or targeted to be achieved at any point in time
- the status of the plan or policy implementation
- achievement of the aspect being evaluated
- identifying relevant changes or the impacts derived

- identifying the gaps that need to be addressed

To ensure that the whole-school approach is effective, the school must critically evaluate itself.

4.1.2 Benefits of whole school self-evaluation in a learning-focused school

The whole-school self-evaluation will offer the school the following benefits:

- identify and document the strengths and weaknesses of each aspect of the school
- helps the school to prioritise areas that require improvement
- enables the school to implement remedial interventions
- rate the extent to which the resources of the school have been utilised and maintained
- ensure accountability
- increase participation by involving the whole school: staff, students, and the various school governing and administrative boards: in the process of improvement
- improve relationships through collaboration, teamwork, and partnerships
- promotes ownership of the various aspects of the school
- helps to raise quality and standards across the entire school
- enables the school to engage in a continuous cyclical process for improvement

Schools that actively conduct whole-school self-evaluation and planning are better positioned to ensure that students' achievement and the overall goals of the school are attained.

4.1.2.1 Benefits to teachers

Teachers have a professional and personal stake in the quality of the education provided by their schools. They should therefore be fully involved in the whole process of a school review.

Possible benefits include:

- working with colleagues to reflect critically on what the school is trying to do and how well it is achieving its aims
- empowerment through involvement in the development of improvement criteria and procedures for the self-assessment exercise
- working collaboratively with peers and others in a piece of school-based action research
- learning to use research techniques such as observation, questionnaires, or surveys more effectively to gather the information that will help improve the school's quality of training and learning

4.1.2.2 Benefits to learners

Learners must be provided with opportunities to participate in the evaluation process and to learn to take responsibility for their education.

Benefits for learners include:

- developing a sense of responsibility for their progress and improvement
- helping to develop critical thinking and leadership skills
- contributing to discussions, e.g., on areas that require improvement in the school

4.1.2.3 Benefits to other stakeholders

Other stakeholders, such as the Ministry of Education (MoE) and Ghana Education Office (GES), need to be aware of the planned strategic directions of the senior high/technical schools.

They also need to be aware of the key objectives, priorities, and planned activities for implementation.

The self-assessment and the school improvement plan help the stakeholders to:

- understand how they might provide support to ensure the successful implementation of improvement plans

- hold the school leadership accountable for planned actions and deliverables

4.1.3 Engendering whole-school self-evaluation

The action for whole-school self-evaluation revolves around the school governance and leadership system of the school. It is therefore an important responsibility for school leaders to promote the process of whole-school self-evaluation.

To ensure that the process is initiated and sustained as a best practice or school-wide culture, the following steps are recommended:

- Plan and budget for whole-school self-evaluation in the School Improvement Plan (SIP).
- Leverage or utilise the quality assurance (QA) system of the school to ensure that whole-school self-evaluation becomes effective.
- Where necessary, develop specific data collection tools to ensure that every aspect of the school is included in the whole-school self-evaluation.
- An evaluation report must be prepared and submitted to the school board.
- Establish a stakeholder engagement forum to discuss the evaluation report, obtain recommendations for improving the weaker aspects of the school, and map out strategies to sustain aspects that are already strong or doing well.
- Ensure that strategies or recommended interventions are duly included in the next SIP for implementation.
- Adopt an all-inclusive and shared leadership approach in implementing the recommended interventions or strategies.
- Monitor the roles played by each element of the school and acknowledge their contributions.

5.0 Leading Improvement Planning and Quality Assurance

5.1 What is improvement planning?

A School Improvement Plan (SIP) has requirements that vary according to the institution, but its common goal is to document the goals, strategies, and action steps aimed at improving the quality of education that students receive. The goals for school improvement plans are generally aligned with nationwide assessment outcome measures.

5.2 What is quality assurance?

Quality assurance is a systematic process of monitoring performance against expected standards. These standards may relate to the quality of training and learning, governance, the effectiveness of management, or the resources available for improvement.

UNESCO defines it as:

> **'the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained'**

5.2.1 External and internal quality assurance

The guarantee and enactment of stakeholders' expectations have produced two key dimensions of quality assurance in pre-tertiary education. These dimensions are referred to as external and internal quality assurance.

External quality assurance focuses on making explicit external stakeholder expectations of quality to pre-tertiary education institutions, whereas internal quality assurance specifies measures that individual actors in a particular pre-tertiary institution adopt to meet stakeholder expectations. External quality assurance is the responsibility of bodies outside pre-tertiary education institutions, such as governmental bodies and independent professional bodies. For example, in Ghana, there are regulatory bodies such as the National Schools Inspection Authority (NaSIA), the National Teaching Council (NTC), and the National Council for Curriculum and Assessment (NaCCA). These bodies are established by Acts of Parliament and usually carry out their functions through standard-setting and enforcement.

On the other hand, internal quality assurance is the responsibility of pre-tertiary education institutions themselves.
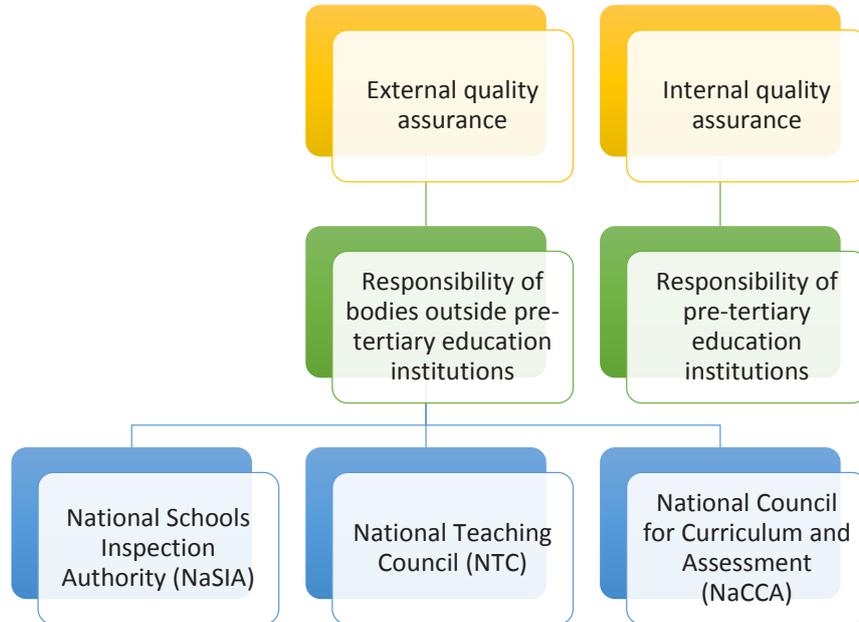
Diagram 3: Internal and External Quality Assurance

5.2.2 What is the purpose of quality assurance in pre-tertiary education?

The purpose of quality assurance in pre-tertiary education is to:

- enable schools to demonstrate the compliance of their practices to statutory and legal frameworks for pre-tertiary education
- ensure that the graduates of pre-tertiary education are adequately prepared to progress to tertiary education, the world of work, and adult life

5.2.3 Quality assurance standards and guidelines

The senior high/technical schools should:

- have a clear policy and procedures to secure quality
- ensure that assessment regulations, procedures, and criteria for school-based assessment (SBA) are made publicly available and are consistently applied
- have approval for the curriculum and periodic monitoring and evaluation schedule to maintain the quality of learning and teaching
- ensure that there are adequate resources available to support learning
- have a recruitment and professional development policy that ensures that staff are of a high calibre and can deliver the curriculum to their students
- have an established monitoring and evaluation structure that ensures the systematic collection, analysis, and use of relevant information (both qualitative and quantitative) to support effective management

5.2.4 What are the benefits of quality assurance?

An embedded quality assurance system underlies all improvement initiatives. It:

- serves as a checkpoint for reflection and feedback on institutional performance
- builds capacity within the senior high/technical schools by involving not only the management teams but also students and other significant stakeholders in pursuing quality improvements
- gives the senior high/technical schools confidence that their services are of the highest standard

5.2.5 What are the challenges of quality assurance?

The following are some of the challenges of quality assurance in our school:

- many characteristics of quality are not directly measurable and need to be assessed through different criteria,
- the self-assessment component of the accreditation process is liable to be biased, and any findings would therefore need to be verified by an external reviewer; and
- the amount of time, research and IT skills must be considered to make regular, valid, and reliable assessments.

Activity 1: Group Discussion
i. Identify the students you must engage in the self-assessment and improvement planning of your school
ii. Classify the stakeholders into internal and external stakeholders
iii. Categorise your stakeholders using the Power-Interest Matrix provided

5.2.6 Critical concepts of quality assurance

Quality control: Quality control involves checking whether a pre-tertiary education institution is meeting a minimum standard. This is a necessary but not sufficient condition for any school to be successful. It can be employed as a means of monitoring quality and can ensure that threshold standards are reached. It is also useful in detecting and eliminating products or components that are not up to par.

Quality audit: Quality audit is concerned with processes and procedures for safeguarding and enacting stakeholders' quality expectations. It is a systematic and independent review to determine whether pre-tertiary education institutions employ the required processes and procedures to guarantee quality education delivery and to continuously improve quality.

Quality assessment: Unlike quality audits, quality assessment judges the quality of pre-tertiary education institutions and their programmes and performance. It is a commonly used strategy of quality assurance in pre-tertiary education. However, it can be considered sensitive when used by an external quality assurance body because it makes direct judgements that heighten the contested nature of quality in pre-tertiary education.

Quality improvement: Quality improvement is one of the purposes of quality assurance. It focuses on continuous self-assessment processes and monitoring and on using self-assessment results to enhance the quality of pre-tertiary education.

Academic standards: Academic standards have been defined in various ways in the quality assurance literature. However, the operational definition in this unit is 'translating quality into achievement levels for students. Academic standards represent the formally documented requirements and specifications against which performance can be assessed and measured, e.g., the acceptable level of performance to pass all the WASSCE or TVET courses in the school-based assessment (SBA) at the end of term.

Promoting quality assurance in a learning-focused school: To achieve quality education, management, teaching, and learning processes must be considered. In this effort, management quality indicators (leadership, decision-making), teaching quality indicators (teaching efficacy, teaching methods), and learning quality indicators (learning attitude, attendance rate) must for example be developed.

Pre-tertiary education institutions apply defined processes for quality assurance in their operations. The defined process provides guidelines for institutions' actors to maintain and enhance standards in their activities to ensure that they meet stakeholder expectations. Therefore, institutions must have a quality assurance process to guide their operations. Table 1 illustrates the quality assurance process for SHS/SHTS in Ghana.

The process has six components:

- The first component articulates the purpose of quality assurance to all stakeholders. It strongly emphasises the culture of continuous improvement whilst also considering the accountability of external stakeholders.
- The second component states the quality assurance method in SHS/SHTS by choosing regular evaluation and periodic reviews of key responsibility areas (people, programmes, and place: facilities). The SHS/SHTS should regularly assess their key responsibility areas to aid progress. Periodic reviews are also required to check the effective functioning of systems, policies, and procedures.
- The third component is the domain of quality assurance, which outlines the specific quality indicators under the critical responsibility areas where the performance of SHS/SHTS is measured.
- The fourth component is the data collection method, which generates evidence to inform improvement and accountability. Quality assurance is an evidence-based process and relies heavily on data obtained from feed-forward and feedback loops. The process suggests that the various SHS/SHTS use surveys, interviews, document analysis, and workshops from which data is obtained to inform continuous improvement and accountability.
- The fifth component is the SHS/SHTS producing reports on quality assurance activities. These reports are used for decision-making and should contain quantitative and qualitative information.
- The sixth and final component outlines the audiences for the quality assurance activity reports. There should be separate quality assurance activity reports for internal and external audiences, given that different audiences may use the reports for different purposes. For instance, internal audiences are usually required to use the account for improvement activities, whereas external audiences often use the reports for accountability purposes.

Table 1: Quality assurance process for SHS/SHTS

Purposes	**Improvement:** There should be a strong culture of continuous improvement whereby every internal stakeholder is committed to ensuring positive change in their practices. Both staff and students should commit to innovation and to always improve.
	Accountability: Both staff and students must acknowledge their responsibility to external stakeholders, such as funding bodies (government and the larger community), users of products/programmes (current and prospective students), users of outputs (employers of graduates), and other professional bodies.
Method	**Evaluation**: Continuous improvement requires diagnostic information on strengths and weaknesses. This means judging quality based on valid and reliable information on the quality of students through evaluation. A component of the evaluation is self-assessment. The SHS/SHTS should conduct regular self-assessments to establish the strengths and weaknesses of the students they produce through feedback loops. It is important to note that evaluation is about judging the quality of the student and not the practices of the school.
	Review: The school should have systems in place for periodic reviews. Unlike evaluation, the study focuses on the school's systems, procedures, and practices. The school may invite external reviewers to run checks on their systems, processes, policies, and practices to verify their robustness in improving the quality of students. There must be a review system for staff and student performance, programmes, and the school's facilities.
Domain	**People**: SHS/SHTS monitor staff and students through quality assurance. The quality assurance mechanisms should ensure that the right calibre of staff is obtained, maintained, developed, and retained. It should also be ensured that there are mechanisms in place to admit, control, and graduate the right calibre of students.
	Programmes: The quality assurance mechanisms should continuously improve accountability in curriculum, teaching and learning, student assessment, student engagement, research, cooperation, and partnership.
	Place (facilities): Quality assurance mechanisms should ensure continuous improvement and accountability in school infrastructure and environment.

Data collection methods	**Surveys:** Surveys are considered relevant for the SHS/SHTS to capture large-scale stakeholder inputs through feedback loops to establish the general level of stakeholders' satisfaction with practices and the school's outputs. Therefore, SHS/SHTS should conduct periodic student and other stakeholder satisfaction surveys and use the information to inform continuous improvement.
	Interviews: In certain circumstances, it might be appropriate to interview critical representatives of the stakeholder groups for input. For example, student leaders could be interviewed to understand the root causes of student complaints uncovered in a survey.
	Workshops: Workshops are also suitable platforms for building a consensus among stakeholders who hold different positions on a particular issue. Schools could use workshops to discuss policies and practices that require explanations, discussions, and consensus-building.
	Document analysis: SHS/SHTS could gather vital information through document analysis. Occasionally, SHS/SHTS may need to examine statutory documents to check their compliance. For benchmarking and best practice sharing purposes, schools may need to carefully examine documents from other pre-tertiary institutions for information to enhance their practices.
Output reports	**Formative:** The formative reports could provide feed-forward information to stakeholders for clarification and confirmation. Formative reports on quality assurance activities could be issued to stakeholders for study and comments.
	Summative: The SHS/SHTS should regularly commission summative reports focusing on conclusions and recommendations on quality assurance exercises.
	Quantitative: Where possible, output reports of quality assurance activities should contain some quantitative data for stakeholders.
	Qualitative: The qualitative aspect of the report should discuss the different perspectives of stakeholders to enrich decision-making and actions for continuous improvement in curriculum and assessment.
Audiences of output reports	**Internal**: Staff, students, and the board of governors should implement improvement and accountability actions based on output reports of quality assurance activities.
	External: External stakeholders such as the National Teaching Council (NTC), employers, and alumni are given output reports to help them make policy decisions.

5.2.7 Leadership and management for quality assurance

Who is responsible for ensuring improvement planning and quality assurance?
Quality in pre-tertiary education institutions, such as senior high/technical schools, must be led through effective leadership and management structures to maintain and enhance stakeholders' quality expectations. This indicates that even though quality assurance is a shared responsibility of all stakeholders in the institution, it is predominantly a leadership and management function. Therefore, quality assurance in pre-tertiary education institutions is about the effective use of people, programmes, and facilities to maintain and enhance stakeholders' quality expectations. Quality education within this context requires that school leaders have robust systems of improvement planning informed by regular school self-evaluation. So, to answer the question **how school leaders manage and lead improvement planning in a learning-focused school** is to say, use participatory approach to undertake a whole school self-evaluation and use the findings to develop an improvement plan.

5.3 What is a School Improvement Plan (SIP)?

A school improvement plan is a tool used by an institution to enhance an existing condition to maximise its performance. Thus, it is a documented process for addressing institutional issues and communicating the actions that need to be employed.

Continuous improvement in schools is based on a culture of regular self-evaluation of the schools' operations including leadership behaviour and management practices. Therefore, the leadership of senior

high/technical schools must establish a culture of constant improvement through self-evaluation of all aspects of the school.

School improvement plans must capture the vision, mission and value statements of the schools which demands that all stakeholders of the school must be engaged in the process of developing the plan.

As mentioned in Section 3, whole school self-evaluation is a critical part of the school improvement planning process. Let us now focus on the self-evaluation process and areas of self-evaluation situated within findings from deep dive conducted by the Ghana Education Service in December 2020.

5.3.1 Developing the school action plan for improvement (School Improvement Plan)

The figure below sets out the different stages of the school improvement process as a cycle. These are the steps you need to follow when planning any improvement initiatives in your school.

Within the senior high/technical schools, the Head and Senior Management Team should:

- give priority to and lead a rigorous process of self-evaluation that is integrated into routine management procedures
- ensure the involvement of all stakeholders
- analyse the findings of the self-assessment process and use the information to identify priorities and strategies for improvement

As a requirement for quality assurance in your school, a full self-evaluation audit is usually carried out periodically. The findings would then be incorporated into the school development plan.

5.3.2 School Improvement Planning Process

The seven steps involved in improvement planning is represented in the diagram 3 below:

1. Conduct self-evaluation
2. Establish priorities for improvement
3. Identify 'SMART' objectives
4. Identify targets and success criteria for each objective
5. Identify persons responsible for implementing the plan
6. Implement activities and monitor outcomes
7. Review & report outcomes

Diagram 4: School Improvement Planning Process

5.3.3 Areas for self-evaluation (Quality Indicators)

The evaluation starts by reviewing the progress and achievements made by the school against the following quality indicators:

1. leadership and management,
2. teaching and learning,
3. assessment,
4. monitoring and evaluation,
5. student support services
6. gender equality and social inclusion,
7. stakeholders' engagement; and
8. school infrastructure and environment.

Each of these indicators has several themes that will help you identify your school's strengths and weaknesses and give you a broad overview of your performance. A summary of the findings should be made for each area that your school has chosen to review in Table 1 below. It should show:

- a statement of findings indicating strengths and weaknesses,
- your challenges; and
- areas that require improvement.

NB: Refer to Appendix 1 for details of each quality indicator and Appendices 2 for School Improvement Plan Template that includes Self-Evaluation Reporting Template

Table 2 below can be used for analysing your findings from the completed self-evaluation form.

Table 2. Analysing Self-Evaluation Findings

A summary of findings
Self-assessment: QI reviewed
Analysis of findings: [This should indicate key strengths and the main areas of weakness within this key area]
Challenges
Area(s) in need of improvement:

5.3.4 Process of Identifying Priorities and SMART Objectives

Evidence of findings

Stakeholder involvement: It is a central requirement that the opinions of the governing and academic councils, teaching and non-teaching staff, students, and any other significant stakeholders be involved in the self-assessment process. This is essential because these groups are all closely involved with the school's academic standing and will have views and ideas that should be considered.

Data collection: [this should be both quantitative and qualitative]. Quantitative data may be gathered from 'survey' questionnaires or existing statistical data on, for example, students' performance. You may need to present existing data differently by breaking down results by gender or monitoring changes year to year. (Use value-added data to track students' progress from year one through to the final year. For example, you may use students' entry BECE results to benchmark and progress tracking and monitoring or conduct your own standard assessment).

Qualitative evidence should be gathered from questionnaires, interviews, or observation. These will require standard pro-forma to compare data collected at different times or by other people.

Validity and reliability: The assessment exercise will need to be repeated periodically to effectively monitor progress. Therefore, it is essential that the methods chosen for data collection can be repeated reliably and can provide a valid and reliable basis for evaluating change. Validation of your assessment process should provide evidence of:

- the data collected and the methods used
- persons involved in the data collection process

Summarise this information using Table 3 below.

Table 3: Validation of Data Collection Methods and Processes

Validation: A record of data collection methods and processes		
Data collection in		
1. Documentation: [List all the documents and M&E processes reviewed]	Purpose: [Briefly indicate the purpose of reviewing each process or document]	
Policy documents; examination statistics; lesson plans	e.g., to verify compliance with statutory regulations	
Records of monitoring and evaluation procedures		
Methods used to collect data	Purpose: [Briefly indicate the purpose of using this method]	Involvement: [Who was involved in collecting this data?]
Questionnaires		
Observation		
Student interviews		

Data analysis: After your self-assessment, you will need to analyse the information carefully. There will be evidence of quality and good practice in many key areas, and your analysis will need to identify how this could be shared and sustained. However, your data will also show several areas that are not satisfactory. For these, you will need to develop improvement strategies. You may identify more than one less-than-satisfactory area in analysing the self-assessment, but it will not be possible to improve all of these at once: you therefore need to prioritise.

Rank the areas your teams identified as requiring improvement, in, for example, their order of importance, achievability, time or resources available, or expertise: whichever is of most concern to you. Choose no more than **two** of the highest-ranked themes. These become your **priorities** for improvement. For each priority, you will need to define a clear objective to improve that area. Make sure that each is a SMART objective; that is, it should be:

- **Specific**: Precise and explicitly linked to an improvement of the chosen priority
- **Measurable**: The outcome(s) is/are measurable
- **Achievable**: The target is achievable in terms of available resources and knowledge
- **Realistic:** Practical: a reasonable objective in terms of your resources and the time you have available to implement your plan
- **Timely:** The objective is well timed, suitable, and appropriate for your school

At this point you should define several more specific targets for improvement for each objective.

Targets for improvement: Choose no more than three targets for each objective [if you choose more, the plan becomes overloaded and unmanageable].

- You could use collaborative brainstorming involving the person most closely involved with the area to be improved. Together, they might be asked to identify the three targets they feel are most important for their department or the school.
- You could use feedback from questionnaires from students who have identified an aspect of their course that needs to be improved.
- You may have inspection or stakeholder reports that have identified an area of concern.

Achievement indicators for each target

Once you have identified the specific targets you intend to improve, you must identify several verifiable success indicators for each target. For example, if your school wishes to enhance its assessment procedures, success indicators might include:

- Teachers are using a greater variety of assessment procedures, e.g., using peer or self-assessment in addition to written assignments

- Students are given an allocated time to receive more personal feedback from their teachers
- Positive feedback from students on assessment procedures

5.3.5 Template for Improvement Planning

The improvement plan has two parts

1. Planning for improvement
2. Monitoring and reporting

Table 4: Planning and Implementation

STAGE 1: PLANNING FOR IMPLEMENTATION			
Thematic Area [to be improved]: e.g., Teaching and Learning			
Objective(s):		Achievement Indicator(s):	
Priority Areas for Improvement	Person(s) responsible	Timeframe (Duration) When will these tasks happen? Be as specific as possible.	Break down your key tasks into achievable smaller activities

Table 5: Monitoring and Reporting

STAGE 2: MONITORING AND REPORTING				
Thematic Area: 3. Assessment Date:				
Key Targets	Cost Implications and sources of Funding	Monitoring and Evaluation Schedule	Progress [you could use 'traffic lights to show levels of completion]	Further Action required Indicate how you will reactivate the tasks behind schedule

Acknowledgement

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HOW TO USE THE SCHOOL SELF-EVALUATION FORM

For evaluating the effectiveness of your school's practices and provisions, the School Self-Evaluation Form has been designed to cover eight thematic areas. Under each thematic area, there are specific Quality Statements (Indicators). The process of providing an overall rating of a School in terms of quality practices and provision is also covered.

This toolkit establishes criteria for School evaluation, based on the following thematic areas:

- Leadership and Management
- Teaching and Learning
- Assessment
- Monitoring and Evaluation
- Student Support Services
- Gender, Equality and Social Inclusion (GESI)
- Stakeholder Engagement
- School Infrastructure and Environment

Description of the Rating:

The School Evaluation Form has a five-level rating scale as:

Poor, Unsatisfactory, Satisfactory, Good, and Outstanding:

0: **Poor:** School demonstrates no evidence of planned action/strategy required for the quality statement.

1: **Unsatisfactory:** School demonstrates evidence of the planned action/strategy not yet started within the year.

2: **Satisfactory:** School demonstrates some evidence of the planned action/strategy started for the quality statement.

3: Good: School demonstrates high evidence of the planned action/strategy almost complete for the quality statement.

4: Outstanding: School demonstrates excellent evidence of planned action/strategy fully complete for the quality statement.

Once the evidence and justification analysis of each Quality Statement in the thematic area has been completed, tick the appropriate box indicating the school score for the item.

Evidence and Justification for Rating	Rating									
	School Score					External Validation Score				
	4	3	2	1	0	4	3	2	1	0
	4	3	2	1	0	4	3	2	1	0
	4	3	2	1	0	4	3	2	1	0

It is important to note that Leadership and Management, Teaching and Learning are the key thematic areas that will prove how well the school has been doing in all other areas. Therefore, for the school to achieve the grade of 'Outstanding' in the two key thematic areas of 'Leadership and Management and 'Teaching and Learning', all the quality statements (ndicators) under these two thematic areas must have scored at least the grade of 'Good' or higher.

If a school has achieved the grade of 'Outstanding', it means that your school has scored the grade of 'Good' or higher in all the quality statements under the thematic area.

If the school assesses itself as 'Outstanding' in either or both key areas, additional information and evidence must be provided.

PROCEDURE FOR SCHOOL SELF-EVALUATION AND VALIDATION

With an understanding of how to use the evaluation form as explained above, it is important to understand the processes to follow in evaluating your school. The external validation team will also follow the same procedure to validate your evaluation of the school. The step-by-step process is provided below:

Preparing to Conduct School Self-Evaluation:

The Management of the school is required to ensure that all the various levels of leaders in the school are involved and participate in the School Self-Evaluation process. In order to achieve this, Management must;

1. Set up Committees or Teams to handle at least one thematic area of the School Self-Evaluation form.
2. Ensure a good balance of the various leadership levels in the school in each committee or team.
3. Ensure that members of the committees or teams have some knowledge and understanding of the thematic area assigned to them for the evaluation. For example, the team handling the Teaching and Learning thematic area should have at least one or two teachers in the team
4. Orient the committee or team members on how to use the School Self-Evaluation Form (toolkit). This can be done in collaboration or consultation with the Regional/District Education Office.
5. Put in place a two or three senior management team to collate the reports from the committees
6. Agree with the committees on the specific deadline for submitting the draft evaluation submission of draft evaluation reports to the collation team
7. Check on each committee or team periodically and provide additional support or guidance where necessary.

Conducting and Analyzing the School Self-Evaluation:

Once the preparatory stages to conduct the evaluation has been completed, each committee or team assigned to lead the thematic area(s) should conduct the School Self-Evaluation by following the steps below.

1. For each quality statement, check the evidence provided and write it under the appropriate column. Then score it using the Rating Scale provided in the appropriate box indicating the internal assessment for the item. Do this for all the Quality Statements in each thematic area.
2. Add up all Quality Statements scores in each thematic area to get the Total Thematic Evaluation Score (TTES).
3. To get the Thematic Average Score (TAS), divide the TTES by the total Number of Quality Statements (NoQS) in the Thematic area as shown in the formula below.

$$\text{Thematic Average Score (TAS)} = \frac{\text{Total Thematic Evaluation Score (TTES)}}{\text{Number of Quality Statements (NoQS) in the themtic area}}$$

4. Once you have calculated the TAS, you can find the Overall Rating for your school based on the evaluation.
5. To calculate the Overall Rating Score (ORS), add up all the Thematic Average Scores and divide by the Number of Thematic Areas (NoTAs) as shown in the formula below.

$$\text{Overall Rating Score (ORS)} = \frac{\text{Total Thematic Average Score (TTAS)}}{\text{Number of Thematic Areas (NoTAs)}}$$

INTERPRETATION OF THE EVALUATION RESULTS

The results of the School Self-Evaluation must be interpreted and understood in order to document the learning or issues that need attention. The school can determine how well it is performing and what they are doing right or wrong through the interpretation of the evaluation results. Let us now look at how to interpret the evaluation results:

1. **Outstanding:** When the Overall Rating Score of the school is 4, it means your school is an Outstanding school. An Outstanding School can be said to be doing well in the areas of Leadership and Management, as well as the business of Teaching and Learning in the school. This means that the school is carrying out its planned activities well, monitoring and evaluating its programs and providing effective feedback within the school system to ensure improvement.

2. **Good:** Your school can be described as Good when the Overall Rating Score of the school is 3. A Good school in this context is a school that is on track with the implementation of its planned programs and activities. A Good school does not have gaps in what it says it will do and what it is doing. But the school would need to expedite action to complete all its planned and intended activities in order to derive the desired benefits.

3. **Satisfactory:** The school is rated Satisfactory when the Overall Rating Score is 2. A Satisfactory School in this context may have gaps in terms of delays in implementing its planned activities. Activities and programs of the school may have started while the school would be finding it challenging to complete the activity. The Satisfactory school would need to motivate itself and increase the speed of efforts to achieve its intended or desired goals.

4. **Unsatisfactory:** The school's performance is Unsatisfactory when the Overall Rating Score is 1. An Unsatisfactory School has evidence of planned programs and activities **but has no evidence of its plan implementation started within the academic year**. When the school does not start the implementation of its planned activities within the year, it is an indication that the school has not made efforts to put the plan into action to achieve its intended or desired goals.

5. **Poor:** The school is rated Poor when the Overall Rating Score is 0. This means that the school has no evidence of planned activities and programs. A Poor school may basically be operating by taking adhoc decisions or operating without a plan and a clear vision and mission. The school needs to take drastic measures to quickly reverse its operational strategies and systems leadership approaches.

THE THEMATIC AREAS OF SCHOOL SELF-EVALUATION (SCHOOL SELF-EVALUATION FORM)

As mentioned earlier, there are eight (8) thematic areas under which the evaluation of the school is structured. For each thematic area, there are a number of quality statements (indicators) that are used to evaluate the school. The appropriate rating as may pertain during the evaluation of the school will be indicated against each quality statement to be able to get the Total Rating for each thematic area as well as the Overall Rating of the school. Below is the brief description of each thematic area and the evaluation form.

1. Leadership and Management

Leadership refers to how you apply your knowledge, skills, and experience to influence, inspire and persuade everyone to aspire for excellence in the school. The leader encourages innovation, creativity, and perseverance. As a leader you should be caring and interested in the welfare of everyone in the school. You should understand and know your constituents, which helps you to support them to give the best of their contribution to the school.

Management is a system of controlling, planning, directing, and organising, usually based on set rules, regulations, and guidelines. In Ghana school management is guided by various policies and directives issued by the Ministry of Education, the Ghana Education Service and other national laws.

To be successful in your school, you should be both leader and a manager. As a leader you should exhibit courage and conviction and ideas to inspire everyone to realize their potential and give off their best in your school.

As provided for in the Secondary Education Policy, "All secondary education institutions in Ghana should have a clear strategic vision focused on preparing students for further studies, world of work and adult life. They should demonstrate strong instructional leadership, robust and transparent operational management procedures and use regular data and evidence for decision-making." (**Secondary Education Policy, December 2021, p. 27**).

Effective Leadership and Management therefore ensures that the Vision and Mission statements are aligned and provide the focus for the development of the school towards the achievement of its mandate. It also provides a system for functional relationships across all areas of the school where both staff and learners are part of the decision-making process. The school system must safeguard the interest of all and ensure that equality of opportunities is available to all manner of persons in the school. There should be a well-established system of information dissemination, participation and accurate record keeping in all activities

conducted within the school. Lastly, Leadership and Management should ensure efficient management of resources to enable the school to meet its operational obligations.

Please tick (√) or Circle (⓪):

0: Poor: School demonstrates no evidence of planned action/strategy required for the quality statement

1: Unsatisfactory: School demonstrates evidence of the planned action/strategy not yet started within the year

2: Satisfactory: School demonstrates some evidence of the planned action/strategy started for the quality statement

3: Good: School demonstrates high evidence of the planned action/strategy almost complete for the quality statement

4: Outstanding: School demonstrates excellent evidence of planned action/strategy fully complete for the quality statement

Quality Statements	Evidence and Justification for Rating	Rating									
Leadership and Management		**School Score**					**External Validation Score**				
1. School vision, mission and core values are:	a. clearly aimed at improving learning outcomes	4	3	2	1	0	4	3	2	1	0
	b. documented and known by at least 80% of the school community	4	3	2	1	0	4	3	2	1	0
	c. visibly displayed on the school premises: on notice boards, signposts in the staff common room, library and other vantage points in the school	4	3	2	1	0	4	3	2	1	0
2. The School	a. has strategies to bring school vision, mission, and core values to fruition	4	3	2	1	0	4	3	2	1	0
	b. provides evidence of clear and achievable strategies to bring the mission vision and core values of the school to fruition	4	3	2	1	0	4	3	2	1	0
	c. has strategies being implemented with evidence of involvement of school community (i.e., leadership and management, teaching, non-teaching staff and students)	4	3	2	1	0	4	3	2	1	0

Quality Statements		Evidence and Justification for Rating	Rating									
Leadership and Management			School Score					External Validation Score				
3. School schedules regular meetings between leadership and teaching and non-teaching staff, where leadership team provides	a. evidence of a meeting schedule		4	3	2	1	0	4	3	2	1	0
	b. evidence of discussions that address issues affecting teaching and learning		4	3	2	1	0	4	3	2	1	0
	c. follows up on actions or decisions followed through and delivered to improve teaching and learning in the school		4	3	2	1	0	4	3	2	1	0
4. Leadership team priorities regular supervision of teaching and learning activities:	a. provides clear, tangible evidence of supervision of teaching and learning activities showing the focus of supervision (such as attendance for both learners and teachers, punctuality, and regularity)		4	3	2	1	0	4	3	2	1	0
	b. provides evidence of weekly supervision of teaching and learning activities		4	3	2	1	0	4	3	2	1	0
	c. provides evidence of feedback to teachers		4	3	2	1	0	4	3	2	1	0

Quality Statements	Evidence and Justification for Rating	Rating									
Leadership and Management		School Score					External Validation Score				
5. Leadership team:	a. demonstrates the ability to Inspire, motivate and, encourage everyone to aspire to excellence		4	3	2	1	0	4	3	2	1	0
	b. embarks on regular/ frequent monitoring and evaluation of teaching and learning activities		4	3	2	1	0	4	3	2	1	0
	c. provides clear, tangible evidence of monitoring and evaluation of teaching and learning activities showing the focus of monitoring and evaluation (such as inspection of the scheme of learning, lesson plan, and lesson observation/ sit-in lessons)		4	3	2	1	0	4	3	2	1	0
	d. provides evidence of frequency of monitoring and evaluation of teaching and learning activities (more than twice or thrice) in a semester/trimester)		4	3	2	1	0	4	3	2	1	0
	e. provides evidence of feedback to teachers		4	3	2	1	0	4	3	2	1	0
6. Leadership team:	a. has a plan based on the school's data on performance and quality teaching		4	3	2	1	0	4	3	2	1	0
	b. has a plan used for organising in-service training (such as PLC)		4	3	2	1	0	4	3	2	1	0
	c. has evidence/records of minutes on trainings held		4	3	2	1	0	4	3	2	1	0
	d. has evidence of improvement in teaching and learning activities		4	3	2	1	0	4	3	2	1	0

Quality Statements		Evidence and Justification for Rating	Rating									
Leadership and Management			**School Score**					**External Validation Score**				
7. Leadership team:	a. has a structured plan that captures the key areas of improvement (including GESI Action Plans)		4	3	2	1	0	4	3	2	1	0
	b. has a clear plan that shows all the key areas that need improvements such as facilities, resources, and school-community relationships		4	3	2	1	0	4	3	2	1	0
	c. has clear strategies to improve these key areas and evidence of implementation of the plan		4	3	2	1	0	4	3	2	1	0
8. Leadership team:	a. demonstrates capacity to improve teaching		4	3	2	1	0	4	3	2	1	0
	b. monitors and evaluates all teachers through regular sit-in lesson observation in a school year		4	3	2	1	0	4	3	2	1	0
	c. provides constructive feedback to teachers and provides the needed remedial measures to teachers to improve their teaching		4	3	2	1	0	4	3	2	1	0
9. Leadership team	a. demonstrates capacity to improve learning outcomes		4	3	2	1	0	4	3	2	1	0
	b. systematically tracks learner performance and has in place strategies to improve learning outcomes		4	3	2	1	0	4	3	2	1	0
	c. strategies are shared among 80% or more of the sampled members of the school's community		4	3	2	1	0	4	3	2	1	0
	d. provides evidence of ongoing intervention at all levels		4	3	2	1	0	4	3	2	1	0

Quality Statements	Evidence and Justification for Rating	Rating									
Leadership and Management		School Score					External Validation Score				
10. The leadership teams — a. demonstrate the capacity to collaborate with external stakeholders		4	3	2	1	0	4	3	2	1	0
b. provide evidence of collaboration with external bodies (e.g., MoU, letter of intent, minutes) showing the types of collaboration (such as commercial, social, or academic)		4	3	2	1	0	4	3	2	1	0
c. provides evidence of the utilization of support to improve the school. There is evidence of the improvement from the support received		4	3	2	1	0	4	3	2	1	0
11. Leadership team — a. encourages an active SMC/Board		4	3	2	1	0	4	3	2	1	0
b. ensures SMCs/Board meetings are carried out (more than twice or thrice in a semester/ trimester in a school year)		4	3	2	1	0	4	3	2	1	0
12. Leadership team — a. has productive relationships with SMC/Board		4	3	2	1	0	4	3	2	1	0
b. works collaboratively with the SMC/Board to monitor, encourage, and support the teaching and learning across the school		4	3	2	1	0	4	3	2	1	0
c. provides evidence of key activities carried out through the collaborative effort with the SMC/Board		4	3	2	1	0	4	3	2	1	0
d. provides evidence that 80% or more of the issues identified have been resolved because of the productive relationship		4	3	2	1	0	4	3	2	1	0

Quality Statements	Evidence and Justification for Rating	Rating									
Leadership and Management		**School Score**					**External Validation Score**				
13. Leadership team	a. has good relationships with the PTA and/or Parents		4	3	2	1	0	4	3	2	1	0
	b. reports to PTA on learner attainment		4	3	2	1	0	4	3	2	1	0
	c. interacts with parents on learner attainment including areas for improvement and the next steps they should take to support learners		4	3	2	1	0	4	3	2	1	0
	d. encourages PTA and parents to volunteer information to the school to support learning outcomes		4	3	2	1	0	4	3	2	1	0
	e. visits to the homes of learners facing challenges		4	3	2	1	0	4	3	2	1	0
14. The School	a. generates, receives, and disseminates information using report cards, on students' attendance and attainment		4	3	2	1	0	4	3	2	1	0
	b. provides evidence of information received (such as volunteered information, circulars, and cumulative records) with their purpose		4	3	2	1	0	4	3	2	1	0
	c. provides evidence of a clearly documented information dissemination plan		4	3	2	1	0	4	3	2	1	0

Quality Statements	Evidence and Justification for Rating	Rating										
Leadership and Management		School Score					External Validation Score				
		4	3	2	1	0	4	3	2	1	0
15. The leadership team:	a. provides evidence of strategies on how the plan is executed. The plan and strategies are shared with 80% or more members of the school community		4	3	2	1	0	4	3	2	1	0
	b. has safe information storage/database, and it is accessible		4	3	2	1	0	4	3	2	1	0
	c. provides evidence of safe information storage (such as ICT database/ Tool		4	3	2	1	0	4	3	2	1	0
	d. makes information easily accessible to all authorized stakeholders		4	3	2	1	0	4	3	2	1	0
	e. has the right number of staff with requisite qualifications		4	3	2	1	0	4	3	2	1	0

2. Teaching and Learning

Teaching and learning involve engaging learners in their understanding, acquiring, and applying knowledge, skills, concepts, and processes to solve everyday problems.

The Secondary Education Policy mandates that: "All secondary education institutions in Ghana prioritize learning and are staffed by teachers who understand how to deliver the curriculum. Qualified and self-motivated teachers should have the pedagogical skills and content knowledge to deliver the curriculum effectively and work collaboratively to promote a culture of continuous improvement and lifelong learning." (**Secondary Education Policy, December 2021, p. 27**)

Please tick (√) or Circle (⓪):

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Quality Statements	Evidence and Justification for Rating	Rating									
Teaching and Learning		**School Score**					**External Validation Score**				
1	1. The school follow the GES policy guiding teaching and learning.		4	3	2	1	0	4	3	2	1	0
2	2. There are opportunities for CPD/PLC which is on the school's timetable		4	3	2	1	0	4	3	2	1	0
3	3. Teachers in the school use lesson plans for teaching.		4	3	2	1	0	4	3	2	1	0
4	4. Teachers in the school prepare termly scheme of work which is reviewed, updated, and implemented		4	3	2	1	0	4	3	2	1	0
5	5. Schools have processes and support systems in preparing their scheme of learning for delivery.		4	3	2	1	0	4	3	2	1	0
6	6. Teachers are supported by academic counsellors every semester during instructional hours.		4	3	2	1	0	4	3	2	1	0
7	7. Teachers use right interactive approaches to deliver lessons in the classroom.		4	3	2	1	0	4	3	2	1	0
8	8. Teachers use weekly PLC sessions to reflect and improve on their professional practices.		4	3	2	1	0	4	3	2	1	0

Quality Statements	Evidence and Justification for Rating	Rating									
Teaching and Learning		School Score					External Validation Score				
9	9. Teachers use departmental review meetings to assess progress against curriculum targets.		4	3	2	1	0	4	3	2	1	0
10	10. Teachers use external feedback such as WAEC results to assess curriculum implementation and institute remedial actions.		4	3	2	1	0	4	3	2	1	0
11	11. Teachers used lesson plans that are coherent with corresponding references in the curriculum.		4	3	2	1	0	4	3	2	1	0
12	12. The school has processes and systems for assessing students' learning outcomes.		4	3	2	1	0	4	3	2	1	0
13	13. Teachers use lesson plans that build on prior learning of learners.		4	3	2	1	0	4	3	2	1	0
14	14. Teachers blend appropriate interactive approaches in the teaching and learning process and use feedback for improvement.		4	3	2	1	0	4	3	2	1	0
15	15. The head of school regularly ensures that teaching staff prepare and deliver lessons as specified in the curriculum.		4	3	2	1	0	4	3	2	1	0
16	16. Peer mentoring and support systems are used to assist teachers not meeting the required standards to improve.		4	3	2	1	0	4	3	2	1	0
17	17. The school has qualified teachers with the knowledge and experience for effective curriculum implementation.		4	3	2	1	0	4	3	2	1	0
18	18. Teachers demonstrate the required professional competence.		4	3	2	1	0	4	3	2	1	0
19	19. Teaching staff and students engage stakeholders to ensure students benefit from a good blend between theory and real field experience.		4	3	2	1	0	4	3	2	1	0
20	20. Teachers use varied strategies to cater for the needs of all learners during lesson planning and delivery.		4	3	2	1	0	4	3	2	1	0

Quality Statements	Evidence and Justification for Rating	Rating									
Teaching and Learning		**School Score**					**External Validation Score**				
21	21. Teachers use gender responsive approaches in facilitating lessons.		4	3	2	1	0	4	3	2	1	0
22	22. Teachers model good behaviour in teaching and learning for students to emulate.		4	3	2	1	0	4	3	2	1	0
23	23. Teachers adapt strategies that support all learners.		4	3	2	1	0	4	3	2	1	0
24	24. Teachers use feedback to encourage peer discussion and cross-cultural collaboration.		4	3	2	1	0	4	3	2	1	0

3. Assessment

"**Assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students." (https://www.edglossary.org/assessment/)

Using assessments can determine the extent to which the learner has acquired specific knowledge or skill or a concept that you have taught. Assessment can also be designed to assist you in lesson planning and to identify the strengths and weaknesses of individual learners to enable you and the educational authorities to provide the needed support towards the achievement of the set learning outcomes.

The Assessment quality statements focus on the diversity of tools used to assess learning, the effective use of assessment to enhance learning and internal controls for assessment to ensure conformity, quality, and integrity. (**Colleges of Education Evaluation Form, p. 20**)

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| Quality Statements | Evidence and Justification for Rating | Rating | | | | | | | | | |
Assessment		School Score					External Validation Score				
1	The school uses assessment to measure students' progress and institute improvement measures.		4	3	2	1	0	4	3	2	1	0
2	The school reviews progress against benchmarks to ensure that activities remain on track as expected.		4	3	2	1	0	4	3	2	1	0
3	Teachers use feedback to support students for improvement.		4	3	2	1	0	4	3	2	1	0
4	School leaders use meetings to provide clarity to staff and students on the demands of the curriculum.		4	3	2	1	0	4	3	2	1	0
5	There are procedures to assess students' progress for improvement.		4	3	2	1	0	4	3	2	1	0
6	The school's assessment processes are aligned to the National Teachers' Standards (NTS).		4	3	2	1	0	4	3	2	1	0
7	Assessment strategies of teachers provide the opportunity for students to gain the needed 21st century skills.		4	3	2	1	0	4	3	2	1	0
8	There are processes for measuring students' progress in the core and elective subjects with clear timelines for feedback.		4	3	2	1	0	4	3	2	1	0
9	The school has a clear guideline for formative and summative assessment during the semester.		4	3	2	1	0	4	3	2	1	0
10	The school has processes which enable teachers and learners to reflect on their teaching and learning.		4	3	2	1	0	4	3	2	1	0
11	The school has guidelines for determining progress made by students every term so that those who are not meeting the required standards are supported.		4	3	2	1	0	4	3	2	1	0
13	Teachers use encouraging statements to appreciate students' progress during lesson delivery to always encourage attainment.		4	3	2	1	0	4	3	2	1	0

4. Monitoring and Evaluation

Monitoring has to do with the collection of data within the school to provide you with relevant information on the progress your school is making towards achieving its goals. Simply put, "monitoring is seeing if you are doing what you said you would do and done in a systematic approach to overseeing planning, learning, and teaching".(https://leansystemssociety.org/importance-of-school-monitoring-and-evaluation-systems/)

Evaluation involves the use of a set of standards to determine the success or otherwise of the interventions in the school system. It also measures the extent to which the school is progressing or falling back in achieving its objectives (https://educateachild.org/about/monitoring-and-evaluation-function).

The National Schools Inspectorate Authority (NaSIA) applies its monitoring and evaluation tool as a means of "upholding set standards and uncovering issues that may negatively impact the quality of teaching and learning in schools. The result is an improvement in school management, performance, and learning outcomes for all learners" (https://www.nasia.gov.gh/monitoring-evaluation/).

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Quality Statements	Evidence and Justification for Rating	Rating									
Monitoring and Evaluation		**School Score**					**External Validation Score**				
1	Create an environment for learners to explore activities and clubs to gain leadership experience.		4	3	2	1	0	4	3	2	1	0
2	Know, understand, and value your learners' beliefs, traditions, culture, social behaviours, building your lesson on their experiences and abilities.		4	3	2	1	0	4	3	2	1	0
3	Empower learners and assist them to respect each other's view and take feedback and be responsible for their learning.		4	3	2	1	0	4	3	2	1	0
4	Build trust and enthusiasm with learners during the entire learning process.		4	3	2	1	0	4	3	2	1	0
5	Involve learners in the learning process, recognise their individual progress and demonstrate care.		4	3	2	1	0	4	3	2	1	0
6	Be responsive to the emotional needs of learners and their point of view.		4	3	2	1	0	4	3	2	1	0
7	Teacher is intentional and sensitive to gender, equality, and disability issues of learners.		4	3	2	1	0	4	3	2	1	0
8	SEND: Recognise and create opportunities for learners with Special Education Needs and Disabilities and provide them with the needed support.		4	3	2	1	0	4	3	2	1	0
9	The teacher must be attentive and integrate SEL (Social-Emotional Learning) in and out of the classroom.		4	3	2	1	0	4	3	2	1	0
10	The teacher regulates the classroom environment to promote productive learning.		4	3	2	1	0	4	3	2	1	0
11	Support gifted and talented children, so they progress at their own pace.		4	3	2	1	0	4	3	2	1	0
12	Use a range of teacher-centred strategies to encourage effective learning.		4	3	2	1	0	4	3	2	1	0
13	Learner Engagement: Use interactive pedagogies, incorporate group work, peer learning, and give choices to your learners.		4	3	2	1	0	4	3	2	1	0

Quality Statements	Evidence and Justification for Rating	Rating									
Monitoring and Evaluation		**School Score**					**External Validation Score**				
14	The purpose of the lesson must be clear, focused on all learners achieving learning outcomes. Display learning outcomes on the board for learners.		4	3	2	1	0	4	3	2	1	0
15	Be attentive and provide support to student teachers who are falling behind.		4	3	2	1	0	4	3	2	1	0
16	Teacher's Disposition: Demonstrate professionalism and critically reflects on teaching approaches and learning.		4	3	2	1	0	4	3	2	1	0
17	The teacher must give feedback that support learners progress.		4	3	2	1	0	4	3	2	1	0
18	Teacher demonstrates professional values, attitudes and ethics that affect student learning, motivation, and development.		4	3	2	1	0	4	3	2	1	0
19	Monitor to ensure teacher attains 95% attendance, is on time and engaged for learning to take place.		4	3	2	1	0	4	3	2	1	0
20	The teacher maintains fairness and equity in all areas of instruction.		4	3	2	1	0	4	3	2	1	0
21	Apply differentiation in instruction to meet the learning needs of every learner.		4	3	2	1	0	4	3	2	1	0
22	The teacher reflects on teaching and own learning as well as professional growth.		4	3	2	1	0	4	3	2	1	0
23	There is a well-defined curriculum or scheme of work in place and in-use.		4	3	2	1	0	4	3	2	1	0
24	The teacher prepares lesson notes with clear learning outcomes, learning indicators and activities to guide lesson delivery.		4	3	2	1	0	4	3	2	1	0
25	Deliver lesson in a logical approach (RPK, LO, LI, Activities, Plenary) to create a better learning experience for learners.		5	4	3	2	1	5	4	3	2	1

5. Student Support Services

These include services that your school provides to ensure that all learners gain a holistic school experience in the areas of teaching, learning and social relationships with your teachers and learners. The school environment should be made conducive to enable emotional and character development of all learners towards high academic achievement. (https://www.state.nj.us/education/students/safety/behavior/support). These support services include guidance and counselling, safeguarding and learner governance.

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Quality Statements	Evidence and Justification for Rating	Rating									
Student Support Services		**School Score**					**External Validation Score**				
1	There is a professional Guidance and Counselling Coordinator		4	3	2	1	0	4	3	2	1	0
2	There is a constituted team in place with clear Terms of Reference (ToRs)		4	3	2	1	0	4	3	2	1	0
3	There are active guidance and counselling programmes being implemented in the school.		4	3	2	1	0	4	3	2	1	0
4	There are records indicating that students are accessing G&C and Safeguarding support.		4	3	2	1	0	4	3	2	1	0
5	There is a policy on Safeguarding (including clear references to sexual harassment and GES's Code of Conduct).		4	3	2	1	0	4	3	2	1	0
6	There is evidence that the school encourages student participation in decision-making		4	3	2	1	0	4	3	2	1	0

6. Gender Equality and Social Inclusion

"All secondary education institutions should integrate issues of gender equality and social inclusion in all aspects of the school. The integration should contribute to a learning environment which is inclusive and ensures that all girls and boys as well as students who are disadvantaged can achieve their potential." (**Secondary Education Policy, December 2021, p. 28**).

Indeed, the school should make provisions for all groups of learners to help them realize their full potential and become capable of contributing to society.

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Quality Statements	Evidence and Justification for Rating	Rating									
Gender, Equality and Social Inclusion (GESI)		**School Score**					**External Validation Score**				
1	All school members: Senior Management, Teachers & Other staff members and Students received GESI responsive training		4	3	2	1	0	4	3	2	1	0
2	There is evidence of GESI responsive training organised in an academic year		4	3	2	1	0	4	3	2	1	0
3	School and classroom practices and activities are GESI responsive		4	3	2	1	0	4	3	2	1	0
4	School infrastructure is GESI responsive		4	3	2	1	0	4	3	2	1	0
5	School has a GESI policy that is fully implemented		4	3	2	1	0	4	3	2	1	0
6	School administrative policies are developed and/or amended to be GESI responsive		4	3	2	1	0	4	3	2	1	0
7	School data is collected and analysed in a GESI responsive way		4	3	2	1	0	4	3	2	1	0
8	School planning is GESI responsive		4	3	2	1	0	4	3	2	1	0
9	School budgeting is GESI responsive		4	3	2	1	0	4	3	2	1	0

7. Stakeholder Engagement

The Secondary Education Policy provides that: "All secondary education institutions in Ghana should have strong, supportive partnerships with parents, community members and alumni associations. Secondary education institutions should draw on external support networks to strengthen the quality and relevance of teaching and learning, including linkages with tertiary institutions and industry." (**Secondary Education Policy, December 2021, p. 29**)

There should be existing strategies for strengthening and improving your school through a wide range of partnerships and collaborative initiatives (**Colleges of Education Evaluation Form, p. 20**)

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Quality Statements	Evidence and Justification for Rating	Rating									
Stakeholders Engagement		**School Score**					**External Validation Score**				
Internal Partners											
1	The school has a vibrant SMC/Board that works collaboratively to support and improve teaching and learning.		4	3	2	1	0	4	3	2	1	0
2	The school ensures the establishment of a functioning Parent Teacher Association (PTA) that can raise funds to support infrastructural development, support educational visits and to improve teaching and learning activities.		4	3	2	1	0	4	3	2	1	0
3	There is a functioning Student Representative Council (SRC) to support teaching and learning.		4	3	2	1	0	4	3	2	1	0
4	There is an interdepartmental collaboration to share knowledge and hands-on experience to support effective teaching and learning within a context of proper guidelines in supporting the collaboration.		4	3	2	1	0	4	3	2	1	0
External Partnership											
5	The school has partnership with different schools and cooperate institutions and works collaboratively to promote teaching and learning.		4	3	2	1	0	4	3	2	1	0

Quality Statements		Evidence and Justification for Rating	Rating									
Stakeholders Engagement			School Score					External Validation Score				
6	There are programmes for both facilitators and learners which are part of the school's annual calendar.		4	3	2	1	0	4	3	2	1	0
7	The school identifies, works actively and collaboratively with traditional and opinion leaders and development partners within the school community to support teaching and learning		4	3	2	1	0	4	3	2	1	0
8	The school has collaboration with industries that provide sponsorship to support the development of the school.		4	3	2	1	0	4	3	2	1	0
9	The school actively partners with the alumni association(s) interested in promoting teaching and learning and support infrastructural development.		4	3	2	1	0	4	3	2	1	0
10	There is active involvement of District and Regional Education Directorates in promoting teaching and learning.		4	3	2	1	0	4	3	2	1	0

8. School Infrastructure and Environment

"All secondary education institutions in Ghana should have a secure and conducive environment for learning. This should include providing sufficient physical infrastructure and access to adequate teaching and learning resources (including ICT tools) to deliver the curriculum effectively." (**Secondary Education Policy, December 2021, p. 30**).

Importantly, the quality and adequacy of your school facilities, quality of health and safety provisions, the provision for equality and diversity, and community of learning. (**Colleges of Education Evaluation Form, p. 16**)

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Quality Statements	Evidence and Justification for Rating	Rating									
School Infrastructure and Environment		School Score					External Validation Score				
1	The school's library is well resourced with current and relevant teaching and learning resources including e-materials and qualified personnel to support the running of all services in the library		4	3	2	1	0	4	3	2	1	0
2	Dining and catering services are available and accessible to both staff and learners, and there are qualified caterers who assure the quality of the food and other related edible items		4	3	2	1	0	4	3	2	1	0
3	The school has adequate and quality urinal and toilet facilities for staff, learners and all visitors located at suitable places, and are GESI responsive		4	3	2	1	0	4	3	2	1	0
4	There is an adequately resourced ICT centre accessible to staff and students to support teaching and learning.		4	3	2	1	0	4	3	2	1	0
5	The school has good internet connectivity to support online education		4	3	2	1	0	4	3	2	1	0
6	GESI responsive classrooms are available and supports teaching and learning		4	3	2	1	0	4	3	2	1	0
7	The school has adequate GESI responsive offices and meeting rooms appropriately located that support effective school management and administration.		4	3	2	1	0	4	3	2	1	0
8	The school has a clear infrastructural maintenance schedule that is adhered to.		4	3	2	1	0	4	3	2	1	0
9	The school's infrastructural plan is jointly developed and owned by all stakeholders of the school		4	3	2	1	0	4	3	2	1	0
10	The school has adequate recreational facilities that are GESI responsive and support the intellectual, physical, and emotional development of both staff and learners		4	3	2	1	0	4	3	2	1	0
11	The school has a serene learning environment and atmosphere conducive for effective teaching and learning and promotes better interaction		4	3	2	1	0	4	3	2	1	0

Quality Statements		Evidence and Justification for Rating	Rating									
School Infrastructure and Environment			School Score					External Validation Score				
12	The school has facilities that cater for the immediate health needs of learners and staff, and these are supported by qualified health personnel.		4	3	2	1	0	4	3	2	1	0
13	The school has 24-hour reliable, safe, and clean water for both learners and staff with their families, located at appropriate places		4	3	2	1	0	4	3	2	1	0
14	Both solid and liquid waste are safely disposed of at an appropriate location posing no danger to staff and students		4	3	2	1	0	4	3	2	1	0
15	The school has the appropriate equipment and system with the right personnel to handle fire outbreaks and other disasters.		4	3	2	1	0	4	3	2	1	0
16	The school ensures the protection of life and property through established security arrangements		4	3	2	1	0	4	3	2	1	0
17	Boarding system: The school has adequate accommodation facilities for both males and females		4	3	2	1	0	4	3	2	1	0
18	The school has adequate accommodation facilities to house staff on campus to support all-round and all-time management of the school.		4	3	2	1	0	4	3	2	1	0
19	They are systems in place to minimize the distraction of the school's vegetation and topographical environment to reduce any dangers on teaching and learning		4	3	2	1	0	4	3	2	1	0

Cover Page

Title of Document: (example): *Hebam Community Senior High Technical School Improvement Plan (2023)*

<div style="border:1px solid #ccc; width:200px; height:200px; text-align:center;">

**School
Logo**

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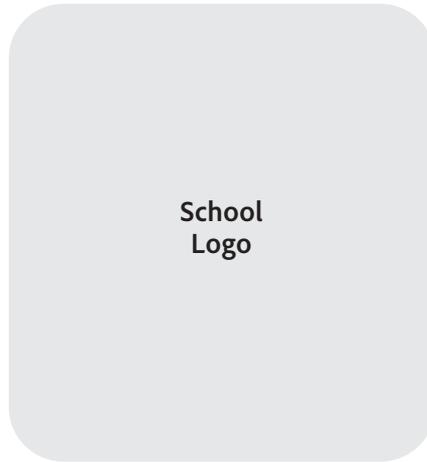
EMIS CODE:.. .. ..

DISTRICT: .. ..

REGION:. .. ..

CONTACTS

Name of Head:.. .. ..

Telephone: .. ..

Email Address:.. .. ..

Name of Chair of School Board:. .. ..

Telephone Number: .. ..

Email Address: . .. .

A. Overview of School

1. **Background** *(provide a brief information about the school to enable external stakeholders know your school and the context in which the school is operation. This should include the vision statement, mission statement and core values of the school)*

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2. **Programmes** *(what programmes and courses the school is offering)*

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3. **Staffing** *(number of teaching staff and support (non-teaching) staff by departments)* Please use table.

4. **Student Academic Performance** *(provide data over the last 3 years on the performance of students)* Please use table.

B. Self-evaluation Report

Quality Indicator *(State here the quality indicator you have evaluated and writing the report on e.g., Leadership and Management)*
Overview of Findings *(provide a brief overview of the overall finding. E.g., Generally, there are few areas of strength in the leadership and activities and practices at all management levels of Hebam Community SHTS. However, we have identified many aspects of our leadership and management practices that need improvement. We will be prioritizing some of the areas for improvement in our 2023 school improvement plan).*
Key Strengths: *(based on the analysis of the evaluation form, state all areas of strength you have identified. Best practice shows that these are the areas the school scored 4 or 3. Example of strength could be stated as: Our Vision, Mission and Value statements clearly aimed at making Hebam Community SHTS centre of learning with a focus on improving learning outcomes for all learners)*   . … .   . … .   . … .   . … .   . … .   . … .   . … .
Areas of Improvement: *(Based on the analysis of the evaluation form, state all areas of practice you have identified that need improvement. Best practice shows that these are the areas the school scored 2, 1 or 0. For example an area needing improvement could be stated as Systematic tracking of learner performance and strategies to improve learning outcomes. Next, you need to priorities areas you need to work on. Remember you are preparing an annual school improvement plan).*   . … .   . … .   . … .   . … .   . … .   . … .
Recommendations: *(provide recommended actions following the identification of priorities areas of focus for 2023 school year).*
List the areas in order of priority: . … .   . … .   . … .   . … .   . … .   . … .   . … .

List the priority areas of focus for improvement planning *(depending on the number of areas needing improvement you listed above; you have to identify the ones you want to focus on – those that when successfully implemented will make the biggest impact considering the vision of your school)*

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State Achievement Indicators: *(briefly list how you will know that the priority areas are being achieved. You may also refer to the achievement indicators as success criteria)*

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C. Action Plan

STAGE 1: PLANNING FOR IMPLEMENTATION			
Thematic Area [*to be improved*]: 1. Leadership and Management			
Objective(s):		Achievement Indicator(s):	
Priority Areas for Improvement	Person(s) responsible	Timeframe (Duration) *When will these tasks happen? Be as specific as possible.*	Break down your key tasks into achievable smaller activities

D. Implementation Monitoring Plan

STAGE 2: Monitoring and Reporting				
Thematic Area: 1. Leadership and Management			Date:	
Key Targets	Cost Implications and sources of Funding	Monitoring and Evaluation Schedule	**Progress** *[you could use 'traffic lights to show levels of completion]*	**Further Action required** *Indicate how you will reactivate the tasks behind schedule*
1. (state here the area of improvement) **Activities:** (breakdown of activities) A. B C				
2. **Activities** A. B. C.				

STAGE 2: Monitoring and Reporting				
Thematic Area: 1. Leadership and Management			Date:	
Key Targets	Cost Implications and sources of Funding	Monitoring and Evaluation Schedule	**Progress** *[you could use 'traffic lights to show levels of completion]*	**Further Action required** *Indicate how you will reactivate the tasks behind schedule*
3. **Activities** A. B. C.				