



LEADERSHIP RESOURCE HANDBOOK:
MODULE THREE

Leading and Managing Curriculum Planning and Implementation

Resources for School Leaders in Ghana



Ghana Education
Service (GES)



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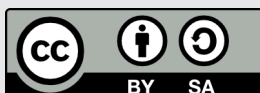
Leading and Managing Curriculum Planning and Implementation

Resources for School Leaders in Ghana

November 2023



Ghana Education
Service (GES)



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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 Transforming Teaching, Education & Learning (T-TEL) through its Leaders in Teaching (LiT) 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 their 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 and Managing Change for Schools and Students' Performance: Operations Leadership 1 (School Improvement Planning)

Module 3: Leading and Managing Curriculum Planning and Implementation

Module 4: Leading and Building Effective Community and Stakeholders' Engagement: Operations Leadership 2

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 to *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 in schools*. 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 maximize 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 3 of the *School Leadership Resource Training Handbook* is the third 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) and the National Teaching Council (NTC) with support from Transforming Teaching, Education & Learning (T-TEL) are ensuring that the capacity of all school heads, their leadership teams and school boards are developed through structured cluster-based and school-based workshops and coaching support informed by this practical leadership guide.

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

Thank you!

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Module 3: Leading and Managing Curriculum Planning and Implementation

1.0 INTRODUCTION

The *Leading and Managing Curriculum Planning and Implementation* module is about equipping you the school leader with the skills you need to create the enabling environment for effective implementation of the school curriculum, i.e., for curriculum maintenance. The module would provide you with the techniques you need in guiding your teachers to take responsibility for their personal, professional improvement and for students' learning and performance. Your teachers' personal and professional improvement are necessary if they are to implement effectively the school curriculum. The session considers the curriculum from two perspectives, namely: (i) learning areas to be taught and learnt by learners and (ii) everything else the school does, such as creating safe and supportive schools, facilitating extracurricular activities, subject clubs, school excursions, sports festivals, and school gatherings/assemblies.

To better understand this module, you are encouraged to use it with Modules 1 and 2.

The module is divided into four sections, that would be delivered over five sessions. The four sections are:

1. Pedagogical Leadership
2. The School Curriculum
3. Leading Curriculum Implementation
4. Quality Assuring the Curriculum Implementation

1.1 Learning Outcomes:

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

1. create an enabling environment within the school for effective implementation of the curriculum.
2. develop a teacher-focused school as an enabler for creating learner centred classrooms.
3. demonstrate how to lead and guide the creation of partnerships for implementing the curriculum.
4. explain what quality assurance systems are and how to institutionalise them in school.
5. ensure effective curriculum implementation in a teacher-focused school.

Leadership Module 3 Overview

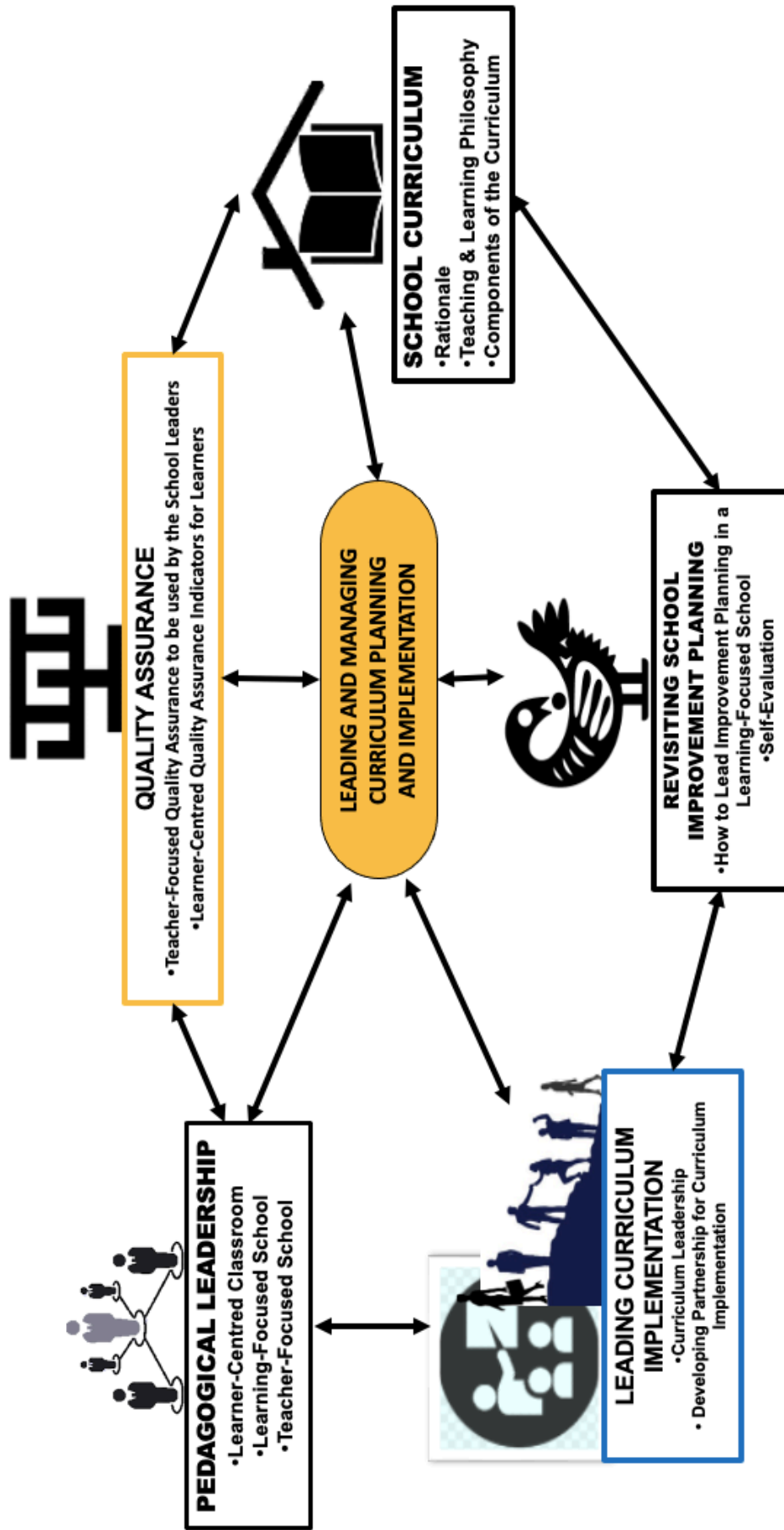


Fig.1: Overview of Leadership Module 3

SECTION ONE OF THE HANDBOOK

This section is divided into two workshop sessions with a focus on pedagogical leadership and learner-centred classroom.

1.2 Session One of the Workshop: Pedagogical leadership

Before we move into what is meant by pedagogical leadership, read Scenario 1 below and reflect on the questions that follow.

Activity 1

Scenario: Akwele's Dilemma:

Akwele met her childhood friends – Maame Serwaa and Judith – in the market on her usual Saturday shopping. The following conversation ensued.

Akwele: My friends, I have been trying to complete the school placement application form for my daughter. I am confused about which school to choose.

Maame Serwaa: Oh! Choose any available school, after all, all schools are the same. They all have the same facilities such as laboratories, classrooms, libraries, school fields, and teachers. They are all the same.

Judith: I disagree with you, Maame Serwaa. All schools are not the same, even though they all have the same facilities, and teachers. Look, Akwele, I will prefer you choose Kalsegra SHS. As for that school, the teachers are very good and disciplined and they take their time to teach the students very well, and their pass rate is excellent.

Akwele: Oh yes, I remember now. Sometime back, I met Sule, our mate back from school. He was full of praise for the school leadership of Kalsegra SHS. Unlike his son's former school, Kalsegra SHS makes his son who use wheelchair feel so much at home. According to him, the school facilities, such as assembly hall, dining hall, dormitories, classrooms and washrooms are placed such that he is able to move about on his own without asking for support. According to Sule, his boy doesn't miss the care he usually provides for him when he is home at all. He recalled how a teacher once called him to find out if there are any specific needs of the son that he wanted her to know about so they could pay attention to them.

Judith: So, you see why I said all schools are not the same?

Reflections:

- i. Is Maame Serwaa right in her thinking that all schools are the same?
- ii. Is Judith right in her thinking that all schools are not the same?
- iii. What, in your opinion, would be Akwele's choice of school, after talking to her friends and why?

1.2.1 What is pedagogical leadership?

Pedagogical leadership is when all levels of school leadership, school boards and all stakeholders direct efforts and resources on planning and implementing a school culture that enhances quality learning outcomes for all learners despite their diversity. Two key elements of pedagogical leadership

can be identified. These are: the development of a **Teacher-Focused School** and a **Learner-Centred Classroom** for the purpose of building a **Learning-Focused School**.

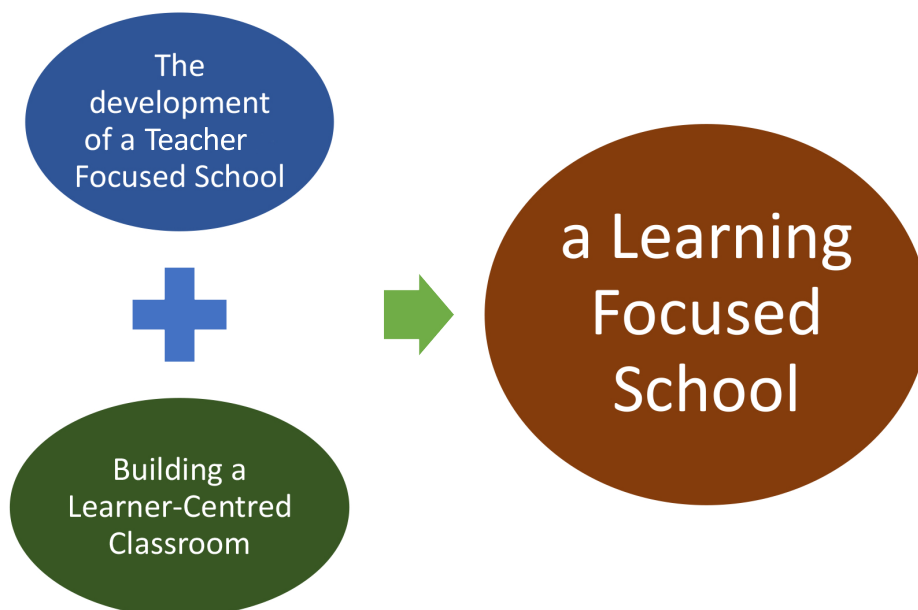


Fig.2 Elements of Pedagogical Leadership simplified

1.2.1.1 What is a teacher-focused school?

In the 21st century school, the education system encourages the teacher to have and use knowledge and skills such as critical thinking, creativity, problem-solving, collaboration, and leadership, to enable them to meet the varied demands of their individual learners.

For learning to take place, teachers must facilitate learning effectively. School leaders must be intentional about making sure teachers have the opportunity to develop their pedagogy and content knowledge, to engage in research. They also have fair knowledge about their students' learning needs and prior attainment and be able to synthesise all these into a strategy that informs the delivery of effective learning. The strategy of creating a learning focused environment for effective teaching and learning becomes pointless if the teacher has not got the knowledge, skills, and determination to put them into practice.

1.2.1.2 Why the need for teacher-focused schools?

Teachers cannot give what they do not have. This means that, the processes and structures of a school should aim at equipping learners with knowledge, skills and attitudes that prepare them for further studies, world of work and responsible adult life. Hence, the teacher must be prepared in order to facilitate teaching and learning to achieve this..

Teachers are key drivers of this agenda and must be well equipped, empowered and prepared to make meaningful contributions to its realisation. Therefore, the structures and culture of the school must be teacher-focused as a catalyst for creating a learning-focused school.

The role of teachers in creating a teacher-focused school includes:

- Playing leadership roles to achieve learners' learning outcomes.
- Being involved in decision-making to develop the school.
- Ensuring discipline in the school.

- Implementing the curriculum through teaching and assessment.
- Facilitating learning in the schools.
- Serving as role models to the learners.
- Acting as agents of change in the school and the community.
- Paying attention to the diverse needs of learners and be deliberate about addressing them, this includes challenging traditional gender roles, stereotypes and promoting inclusion.

1.2.1.3 How to create a teacher-focused School

The scenario below is to help us explore the creation of a teacher-focused school.

Activity 2

Scenario: Higher space

Mr. Coconut is a newly posted mathematics teacher in Tavama Senior High School.

His arrival was met with wild excitement in the school because, prior to that, the mathematics department was seriously under-staffed. In fact, only three teachers handled all the twenty classes for mathematics.

After one month of assumption of duty, the Assistant Head of school in charge of academics, Ms Cocoa kept receiving disturbing reports from students in Mr. Coconut's class about his methods of teaching. Mathematics results from the mid-semester exams came lower than the previous years'.

Furthermore, within that same period, Mr. Coconut, who is usually very bubbly, had become withdrawn and hardly socialised with his fellow teachers in the school.

Ms Cocoa, who has a mathematics background, decided to conduct a lesson observation in one of Mr. Coconut's classes while he taught a topic in Algebra.

The Assistant Head observed that the students were being taught a topic at a level higher than they ought to be, and the pedagogy used was also inappropriate for the topic being discussed. Ms Cocoa provided a detailed report of her observation and included several references on how Mr. Coconut could improve his general classroom practices and pedagogical knowledge to the Head of school.

Reflections

- What issues can we identify in this scenario?
- What would you do as Head of school?
- What lessons can be learnt from this story?

Schools are set up with the primary purpose to educate learners to reach their full potential. For teachers to be able to deliver the desired quality education learners, the structures and culture that constitute the school needs to be teacher-focused in terms of:

- Pedagogical content knowledge
- Accountability
- Behaviour system
- Continuous professional development and action research

- Assessment
- General well-being

The teacher needs to be supported adequately and equipped through Continuing Professional Development (CPD). In the context of the secondary education reform programme, the CPD is best done through the school-based Professional Learning Communities (PLCs).

These indicators are illustrated in Fig. 3 below:

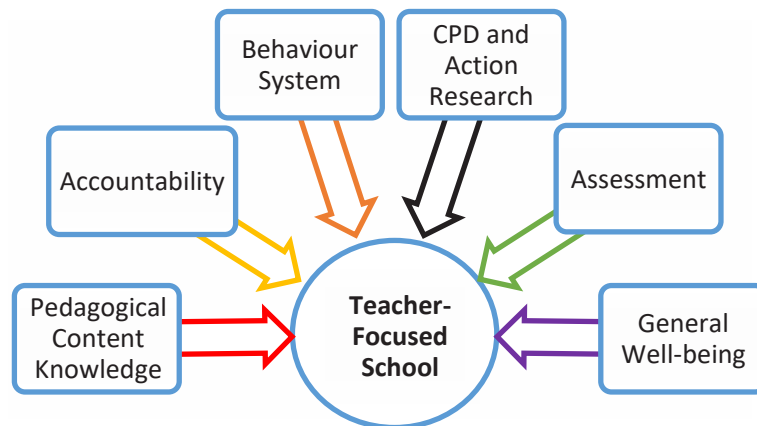


Fig 3: Teacher-Focused School adapted by Sam Awuku from Tom Sherrington's @teacherhead.

1.2.1.3.1 Pedagogical Content Knowledge

Teachers' professional knowledge is regarded as one important indicator of a teacher's competency. In the 21st century, teachers need knowledge that goes beyond subject matter. For learners to achieve quality education, schools must ensure that teachers acquire the requisite content and pedagogical knowledge since content knowledge without pedagogy is inadequate for the teacher to be fully efficient in class, hence the need for Pedagogical Content Knowledge (PCK). Teachers can achieve Pedagogical Content Knowledge through:

- Effective implementation of Professional Learning Community (PLC) sessions in schools.
- Use of Massive Open Online Courses (MOOC)
- Subject-based conferences, where subject teachers from schools in designated zones or districts can meet periodically to share knowledge in their respective subject areas.
- Using the critical friend concept, where a colleague teacher in the same subject area observes the lesson delivery of another colleague and provides constructive feedback at reflection to enable them to improve in subsequent lessons.

1.2.1.3.2 Shared Accountability

Shared accountability encompasses a systematic approach to self-evaluation embedded at every level of the school system. It is a well-established set of targets and standards for teachers and by teachers for the overall improvement of learners' learning achievement. Teachers should also be empowered to foster a climate of trust and responsibility, establish high standards and unambiguous expectations, and empower students to take charge of their own education.

Shared Accountability can be achieved through:

- Effective feedback from management, peers, and students. Effective feedback will help to evaluate the activities of teachers, and this will feed into improvement of learning outcomes of all learners.

- Feedback from learning outcomes should be communicated to parents through report cards and sometimes through direct dialogue with parents, who may be invited to the school.
- Teachers should get feedback from learners by allowing the learners to appraise the teacher's teaching.
- Management should put a system in place for observing lesson delivery and constructive feedback given at reflection meetings. Observation and feedback should focus on supporting teachers in delivering the best possible education to all learners.
- The school management should put in place an open and transparent system that allows teachers, especially female teachers to report issues of sexual harassment, abuse and undermining by colleagues.

Activity 3

Scenario: The Insider

Mr. Enyovi is the Class 6 teacher in Nkwantabusa D/A Basic for the past 3 years. Last week, the students in his class revolted and refused to stay in the classroom. This followed a series of complaints that Mr. Enyovi had previously made a report to the Head of school about the learners' unruly behaviour and attitude towards learning.

He had also explained how difficult it had been to get his learners to respond to any new teaching methodologies and the fact that their performance kept dropping despite all the measures put in place to support them.

The Head took the initiative to investigate why the students were revolting and distracting the whole block. JJT who happens to be the reason for the noise narrated the whole incident to the Head of school.

"Madam, I will only do the punishment if everyone who got the questions wrong is punished too. It is not compulsory to buy his story book especially when I don't have money. Mr. Enyovi always conduct quizzes and compels us to buy his books even on credit. Once you get a single question wrong you must buy the stationery from him and the rule is simple; if you get 4 wrongs, you buy 4 items, and the items are more expensive than they are sold outside the school. If you refuse to buy, he punishes you and sometimes he canes those of us who do not buy....."

Reflections:

- What is your opinion on the matter?
- What is the impact of Mr. Enyovi's attitude on learners?
- What should the Head do?
- How does this feed into teacher behaviour systems?

1.2.1.3.3 Behaviour systems

Behaviour systems are a collection of related activities designed to fulfill a common purpose or goal. In classroom or school systems, behaviour systems encompass the knowledge and implementation of behaviour management strategies, the establishment of clear expectations and routines, and the ability to address disciplinary issues in a fair and consistent manner. This takes place within a framework of a set of rules, incentives and consequences aimed at promoting positive and supportive school and classroom environment (refer to pages 39-40 for examples of behavioural indicators).

Behaviour systems should be designed with teachers' needs at the centre and these should reflect the core values of the school. Teachers should have access to tools and resources to promote

decorous behaviour in their classrooms and be supported in developing the skills to manage the complex relationships that exist in any classroom. Teachers are seen as role models; hence, it is normal for students to model the behaviour of these teachers. An effective behaviour system of a school, therefore, is a teacher-modelled behaviour system. There should be a system in place to monitor teachers' professional practice and ethics in the school. As a minimum expectation, teachers should model appropriate behaviour on:

1. Time management
2. Dress code
3. GESI-responsiveness
4. Morality
5. Discipline
6. Hard work
7. Respect for diversity
8. Cleanliness
9. Honesty and Integrity.

Teachers much adhere to the tenets of their professional code of conduct published by the Ghana Education Service.

1.2.1.3.4 Continuous Professional Development and Research

Continuous Professional Development (CPD) is an essential characteristic of a teacher-focused school. CPD needs are designed and tailored to make an impact on the individual teacher's pedagogical knowledge, pedagogical content knowledge, and attitudes and skills needed to improve learning outcomes for all learners. It is for this reason that as a pedagogical leader, all efforts should be made to make professional learning community (PLC) sessions a part of your school culture. The school leader needs to put in place procedures for weekly professional learning sessions, including indicating the sessions on the school timetable. There should be a coordinator or coordinators in the school to facilitate the sessions. A system of record of attendance at and participation in the PLC sessions should be put in place and observation of implementation of lessons learnt from the sessions should be institutionalised.

Teachers should also engage in small classroom action research to obtain sufficient information about their students' learning needs and synthesise all these into a knowledge-base that informs the delivery of effective and quality lessons to improve learning outcomes.

1.2.1.3.5 General well-being of teachers

The general well-being of teachers is reflected in their positive attitude in classroom management. It enhances a healthy relationship with colleagues and students. The emotional, social, and physical well-being of the teacher can be described as a collective responsibility and a critical element of student engagement and the overall school community well-being.

Schools could support the teachers' well-being by taking a critical look at the school's climate, and social interactions in the school. These approaches may vary from school to school. This is because of the individual differences of the teachers. The well-being of teachers can be achieved through the following:

- Provide flexibility in school timetable (for instance, those living outside the school could be excused from early morning periods).
- Conduct orientation for newly posted teachers to school.

- As far as practicable, provide accommodation for members of staff on campus or in the case of its unavailability, help newly posted teachers to secure accommodation outside the school.
- Provide working space and furniture for teachers to enable them to prepare for lessons.
- Provide other logistics that will enhance teaching.
- Ensure female teachers who are pregnant, or nursing are given flexible schedules to accommodate their needs.
- Put in place a sexual harassment policy to enforce discipline among teachers.

A teacher's well-being is important because a teacher who is given the needed support can:

1. cope with the daily stress related to classroom management.
2. develop passion for and enjoy teaching.
3. commit to the work.
4. institute and sustain effective strategies when it comes to classroom management.

1.2.1.3.6 Assessment

Assessment is all the varied methods or tools that teachers use to appraise and measure the learning progress, skill acquisition as well as educational needs of learners. As a school leader you need to ensure that teachers use varied assessments for learning, assessment of learning and assessment as learning effectively and efficiently. The use of these assessment approaches should be a culture of your school.

Being intentional about assessment can help motivate and empower students who improve upon their academic progress. The teacher being mindful or intentional with assessment helps the growth of the student as they become agents of their own learning.

The main purpose of assessment for a school is to provide interpretative evidence to the teacher, management, and the entire school community about the impact the school is making on students. By this, the teacher can strategize on the needed steps and changes to adopt.

Activity 4

Scenario: The specialist

Mrs. Yamuah and Mr. Mensah are both teachers in Nkoransahkrom Senior High School. Mrs. Yamuah was reflecting quietly, when Mr. Mensah interrupted and asked why she looked worried. The following conversation ensued between the two.

Mrs. Yamuah: I am thinking of the best way to assess my students to make them agents of their own learning.

Mr. Mensah: Assessing your students should not stress you this much. Just pick questions that are likely to 'appear' in the WASSCE. To make it simple you can just give them past questions.

Mrs. Yamuah: I am not looking at assessment from that angle. I believe there is more to assessments than delivering an end-of-sub strand, strand or preparing learners for a standardised test. I am looking at the kind of assessments that can help build the processes of learning from all angles.

Mr. Mensah: Oooh, I was not thinking in that direction, thank you for the reminder. Oh great. You have given me an idea. I have observed in my class that, while some of the students are very fast in picking up concepts, others are a bit slow. Notwithstanding this, usually, when I give them anything practical or activity-based, they all seem to do very well. From what you have said, I think just relying on an end-of-strand or standardized tests should not be the only assessment criteria for us.

Reflections:

- i. What was the missing link in the thoughts of the two teachers?
- ii. Discuss in your groups some expected outcome(s) of Mrs. Yamuahs' approach of assessment.
- iii. Discuss the expected outcome(s) of the assessment proposed by Mr. Mensah.
- iv. Why would you recommend any of the approaches, (Mr. Mensah & Mrs. Yamuah) for use in your school?

1.2.2 Strategies for Teachers' Professional Development

The Strategies for improving teachers' professional development may include the following:

1. Identify the gaps: needs assessment should be conducted to help identify the gaps that the professional learning community sessions should focus on.
2. Professional learning community (PLC) sessions: organise PLC sessions for teachers to share best practices and improve their pedagogical competencies and experiences.
3. 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.
4. 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.

5. Support work-embedded collaboration: good professional development helps educators develop strategies for collaboration. By doing so, teachers create a culture of learning. Such collaboration could be at the peer-to-peer, professional, or school-wide levels.
6. 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.
7. 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.
8. 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.
9. Deliver the professional development (PD) over a period: PD should be ingrained in the school's culture. An example is the ongoing PLC sessions in your school. PLC sessions will not achieve the desired result if these sessions are not regular and sufficiently engaging.

1.3 Session Two of the Workshop: A Learner-Centred Classroom

This session provides the opportunity to revisit the approaches that you can use to support your teachers to make their classrooms learner-centred. Also, the session will enable you to demonstrate your understanding of why making your classrooms learner-centred is an important requirement for making your school learning-focused. Let us start with this activity:

Activity 5

Scenario: The dynamics

During the staff meeting, the Assistant Headmistress (academic) at St. Acheampong's Senior High School revealed an observation of teaching and learning she made. According to her, most of the teachers use a teacher-centred approach in their delivery. She encouraged teachers of the school to make their lessons learner-centred.

One of the teachers explained that the nature of examination together with the quantum of work required by the curriculum makes it difficult to implement the learner-centred approach. He explained further that students are only required to 'chew' and 'pour' the content for examination. In his opinion, the teacher-centred method produces the same if not better results. Meanwhile the teacher-centred approach is even easier to use.

Other teachers also added that a learner-centred approach is time consuming (both in planning and execution). In addition to that, the teachers complained of the large class sizes in the school and the inadequate teaching learning resources needed for an effective learner-centred approach.

Reflection

- i. What is your opinion of the issue?
- ii. Is the justification of the teacher, right? Explain your answer.
- iii. What can you do as the Head to avert the situation?

1.3.1 What is a learner-centred classroom?

In the everyday classroom setting, the teacher is typically at the centre of the teaching process, acting as provider of knowledge while the learners become the consumers. However, the 21st century learner needs to learn to become an independent learner and a lifelong learner to succeed in the larger society. There is, therefore, the need to adopt a learner-centred classroom practice.

A learner-centred classroom is a place where teachers consider the needs and aspirations of all learners and adopt appropriate pedagogical strategies that encourage all learners to always participate in the learning process. The emphasis of a learner-centred classroom is that the method of teaching is shifted from focusing on the teacher to the learner, with the goal of developing learners who are autonomous and independent. This is done by placing the responsibility of learning in the hands of the learners – with appropriate guidance from the teacher – and it helps to develop skills required for independent problem-solving and lifelong learning among all learners. Therefore, in a learner-centred classroom, teachers:

- Pay attention to the individual learners' perspectives, gender, backgrounds, capacities, and needs.
- Pay attention to the existing knowledge of learners.
- Engage learners in active learning.
- Encourage collaboration among all learners.

1.3.2 How to create a learner-centred classroom

For a classroom environment to be considered learner-centred, it should reflect the under listed components:

1. Use of effective pedagogy
2. Accessible and conducive environment for learning
3. Setting of expectation for learners
4. Learning support and well-being
5. Monitoring and evaluation of learning

1.3.2.1 Use of effective pedagogy

The decision of teachers on what to teach their learners and how to teach a chosen learning area is critical in creating a classroom with learners at the centre of knowledge and skills development and usage. There are many approaches that teachers can use to ensure that learners take active part in the learning process. Four of such approaches are: the use of choice board, creation and use of jigsaw centres, inquiry-based learning, and problem-based learning.

i. Choice Boards

Choice boards give students the opportunity to choose a project or an activity, they are to demonstrate understanding of the skills and techniques involved upon completion of the project or activity. Choice boards give students the opportunity to own the learning processes and the knowledge acquired.

ii. Jigsaw/Stations/Centres

The teacher creates stations and centres in the classroom, each student in each station or centre takes a portion, concept, or component of a concept from the component of knowledge under discussion. The students then bring together the individual knowledge learnt and gained.

iii. Inquiry-Based Learning

In this learning strategy, students are introduced to a problem or a concept, they are allowed to explore, explain, and elaborate, followed by evaluation by the entire class. The strategy is good for initial student engagement, after which the lesson can proceed from basic knowledge to evidence-based reasoning, a deeper understanding of critical thinking and creative problem solving.

iv. Problem-Based Learning

Here, students are tasked to work, these tasks will come together to generate the original or bigger task or project. The strategy develops collaboration, communication, and creativity in students with the teacher serving as a facilitator.

1.3.2.2 Conducive environment for learning

It is a collective responsibility of the teacher and students to create a learning-focussed classroom. The students are supposed to be actively committed to participating in the teaching and learning processes. The active participation of learners creates and maintains an environment that promotes learning and meets the learning needs of the 21st century learner. Both teachers and students ensure the quality of this learning environment. The classroom environment is dedicated to learning and students can describe the contributions they make in the learning process.

1.3.2.3 Setting of Expectation for learners

Setting expectation for learners in a learner-centred classroom is providing directions and orientation for their learning in the classroom to improve learning outcomes. Learners can only excel when there are established expectations in the classroom that are tailored to their individual needs and interests. Clearly set expectations provide room for improvement when learners are falling short.

Expectation of learners should be set in terms of:

- *Learning Objectives*: these should be clearly stated at the beginning of each lesson and get the buy-in of learners. Teachers should track the achievements of these objectives as the lesson progresses.
- *Acceptable Behaviour*: learners should take active part in setting acceptable rules of engagements that will promote effective teaching and learning for improved learning outcomes.
- *Continuous Monitoring and Evaluation*: tools should be instituted to continuously monitor learner's progress during lessons to ensure expectations are being met.
- *Career Goals*: Career choices of learners should be matched to courses of study.
- *Logistics/Resources*: availability of materials and resources should be considered in setting expectation in the classroom.
- *Inclusivity*: the classroom should be set up to accommodate the diversity of all learners. Everybody is a learner.

1.3.2.4 Learning Support and Well-being

a. Increased learner support – Guidance and Counselling

Mentoring and coaching play a key role in the school community, as a result it is important for your school to have a qualified person as the guidance and counselling coordinator. Counsellors and mentors are supposed to undergo training to increase their impact and efficiency.

The rationale for guidance and counselling in schools is to help the schools prevent unforeseen circumstances that would normally be referred to a Counsellor. Academic, social and emotional counselling play a critical role in preventing most of the problems associated with learning.

There is therefore the need for the school community to understand the structure of the school guidance programme towards the attainment of quality learning outcomes. It is also essential that the guidance programme and associated schedule are widely disseminated to the learners and other members of the school community. Safe space should be provided within the school for the guidance and counselling coordinator(s) for their counselling sessions.

b. Social and Emotional Well-being of learners (spotting the signs)

Both students and teachers struggle with issues of mental health. How does the school provide support for both the teacher and learners? Identify early signs of mental health problems and design an intervention. The school community can support by:

i. adopting age-appropriate social emotional learning

Both teachers and learners should be able to identify and express how they feel. This helps the individual to be successful in managing and coping with emotions. These are the underpinning skills of emotional literacy, and they are needed at every age.

ii. understanding moods and feelings of learners

It is important for both teachers and learners to be oriented on individual differences and needs. We cannot all be happy or sad at the same time. Teachers, especially male teachers need to understand how menstrual issues can cause a change in the mood of a female. The school community could use a creative approach to get learners to express how they feel.

iii. increasing the vocabulary of emotions

The colour coding should lead to the creation of a vocabulary of emotion. Students particularly should be able to use such words as “good” or “tired”, “down,” “serene,” or “joyful” to mention but a few, depending on the condition they find themselves in.

1.3.2.5 Monitoring and Evaluation of learning

Use various forms of assessment to determine what learners need to fit into the job market and the larger society. The strategy used is learner-centred, hence the assessment is constantly adjusted to reflect what learners need.

The big one! How do you create a learning-focussed classroom as described above? It takes continuous learning from colleagues, and experts to equip oneself with the above-mentioned skills to create a learning-focus classroom where the needs of the 21st century learners could be met. There is the need to identify the needs of every student to achieve quality outcomes.

Case study

Mr. Mensah is the Senior Housemaster of Nyadom Senior High School. One afternoon, while he was about to travel, a group of students brought a student, Nuga, who according to the students, attempted taking an overdose of a medicine. The students narrated that they suspected the young man wanted to commit suicide.

Mr. Mensah together with another teacher sent Nuga to the Chaplain who doubled as the school Counsellor. The Chaplain counselled Nuga and asked him to go back to his dormitory. Nuga was later found lifeless in a bush near the school.

Reflection:

- i. Was there a way the school could have prevented the death of Nuga?
- ii. How would you as a head salvage such a situation should you find yourself in a similar situation?
- iii. Discuss and share the lessons learnt from Nuga’s saga.

1.3.3 Why create a learner-centred classroom

As key stakeholders and the main clients around whom the core business of the school is focused, efforts must be made to ensure that all learners are actively participating in all activities and attaining quality outcomes. In a school where the vision is to promote quality learning outcomes among all learners, leadership and teachers must take steps to provide opportunities and resources for learners to actively participate in the learning process so they can construct knowledge for themselves instead of being told. Learners become successful life-long learners when they are supported to become independent and reflective learners at the early stage of their lives. The following are some reasons why schools that are focused on learning should create learner-centred classrooms:

- Competences (Knowledge, attitudes, and skills) gained through self-discovery have a lasting effect.
- Learners become independent and reflective learners.
- Learners tend to own the learning process thereby taking initiative for learning.
- Learners become active participants in the learning process.
- It improves their critical thinking and problem-solving skills.
- It enhances creativity among learners.

The indicators of a learner-centred classroom are represented in figure 4:

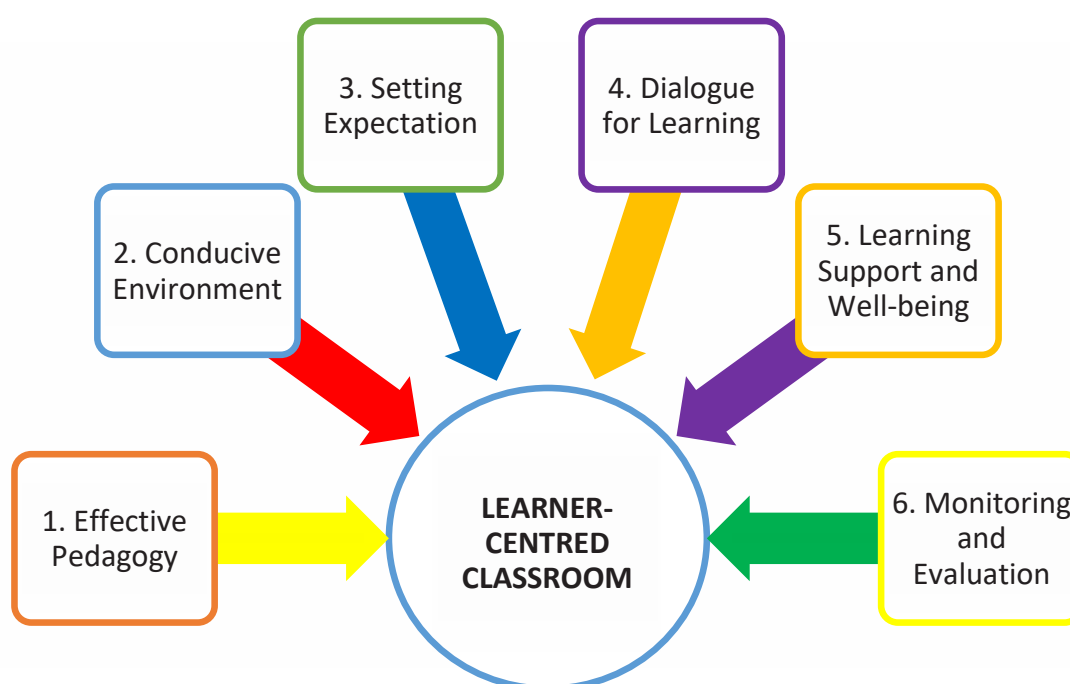


Fig. 4: Learner-Centred Classroom

Activity 6

Scenario: The unknown learner

There are many ways to find out more about your students. You must discover as much as you can about your learners to create a learner-centred classroom.

In one of Ghana's SHS, Ms. Lunch teaches every year where she meets a new group of students. She normally asks them to complete a brief fact sheet about themselves with usually Yes, or No questions tailored for their reading ability.

She also sends a longer form home for parents or guardians to complete. Additionally, she engages in several icebreaker exercises during the first week. With the feedback from these exercises, Ms. Lunch starts to create lessons that each student in her classroom will find engaging.

Again, she involves her students in activities that let them research topics independently and come up with answers to common issues.

After testing, students would meet with her to review their results. Learners who perform well frequently offer explanations for their success. Those students who might not have performed as well are urged to consider how they can adjust their learning to do better.

To analyse each of her learners' skills and needs for mediation, Ms. Lunch conducts a variety of evaluations.

Reflection

- i. Is Ms. Lunch's approach of getting to know her students the best approach? Why?
- ii. In addition to knowing their names, how can you as a head of your school or a teacher, get to know your students?
- iii. What would you do differently from what Ms. Lunch did?

1.4 What is a Learning-Focused School

A learning-focused school is where school leadership and management demonstrate pedagogical leadership by committing resources to building teacher-focused schools and creating learner-centred classrooms. The focus of such a school is to ensure learning for all students and create a well-developed awareness of school culture to enhance quality and equality outcomes. The focus of the leader in a learning-focused school is to support the learning culture which is based on the philosophy that schools perform their best when they take responsibility of their own practice and encourage the same in others. Learning-focused schools have learner-centred classrooms.

1.4.1 Why learning-focused schools?

During the training of module one (Leadership for Learning), we had the Big Conversation where you identified your core business as a school, who your main clients are, and what you want to be known and remembered for. With your new vision of making your school learning-focused some of the reasons are that:

- The core business of your school is teaching and learning.
- The students are your main clients.
- To improve learning outcomes of all students.

- Your clients must acquire the requisite competencies for further education, world of work and responsible adult life.
- You would not want your school to get out of business.
- You want to be remembered for quality outcomes long after students have left your school.
- Your school will also be able to make a good name in the society and this can lead to expansion of your business.

1.4.2 Creating a Learning-Focused School

To be able to build a school that is learning-focused requires collaborative efforts that are intentional among key stakeholders (school leadership, teachers, and students) to be effective and efficient in their roles. It also requires that the needed environment and resources are provided to facilitate this. Specifically, **school leadership should:**

- share school vision and mission with critical stakeholders and ensure it is visible.
- demonstrate visible leadership.
- emphasise accountability.
- establish a school culture that focusses on teaching and learning.
- engage in continuous learning.
- provide opportunities for professional development of staff.
- empower and resource teachers for effective implementation of the curriculum.
- provide a safe and accessible environment that promote improved outcomes for all.

Teachers should:

- demonstrate professionalism and ethics in their work.
- participate in Professional Learning Communities.
- evaluate self and engage in reflective practice through a critical friend.
- provide regular feedback on learners' learning.
- create a learner-friendly classroom environment that is welcoming and supportive.
- employ interactive teaching approaches that promote equal participation and achievement for all.
- differentiate instruction and assessment for all learners.
- support all learners particularly the struggling to improve.
- challenge high achieving students adequately enough to enjoy schooling and aspire higher.
- be intentionally affirmative of the efforts of students with special needs and vulnerable students.
- make teaching and learning resources accessible and meaningful to all learners.
- establish high expectation for all learners.

Learners are:

- effectively engaged in instructions.
- interacting with teachers, peers, and materials.
- able to talk reflectively about their learning (when and how they learn best).
- well-motivated to learn and improve their behaviour and learning habits.

2.0 Session Three of the Workshop: The School Curriculum

In this session, you will have the opportunity to discuss some elements of the Front Matter to the new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. In module 2, you were introduced to the practice of a curriculum leader. This session is therefore another opportunity to revisit the discussion on curriculum leadership and your role as a curriculum leader. It would also introduce you to how you can build partnership for curriculum planning and implementation.

2.1 Rationale

The rationale for Ghana's new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum includes developing a curriculum that:

- i. captures national priorities and policies.
- ii. addresses key issues of inclusion, differentiation, content, pedagogy, and progressions appropriate for the Ghanaian context.

2.2 Teaching and learning philosophy.

The philosophy of teaching and learning provides room for a reflection on the needs of learners and the expectations of society. It also indicates the importance of the various subjects, how these should be taught and the materials which would help the teaching of these subjects.

The philosophy underpinning Ghana's new secondary education curriculum is that every learner can develop their potential to the fullest if the right environment is created and they are effectively supported by skilled teachers. Every learner needs to be equipped with skills and competencies of interest to them to be able to further their education or proceed to the world of work. (*Unpublished Secondary Education Curriculum Writing Guide, 2022*)

2.3 Components of the curriculum

The curriculum comprises all-inclusive learner centred classroom practices and other school practices.

2.3.1 Classroom practice

Components of the senior high/senior high technical school curriculum is illustrated below:

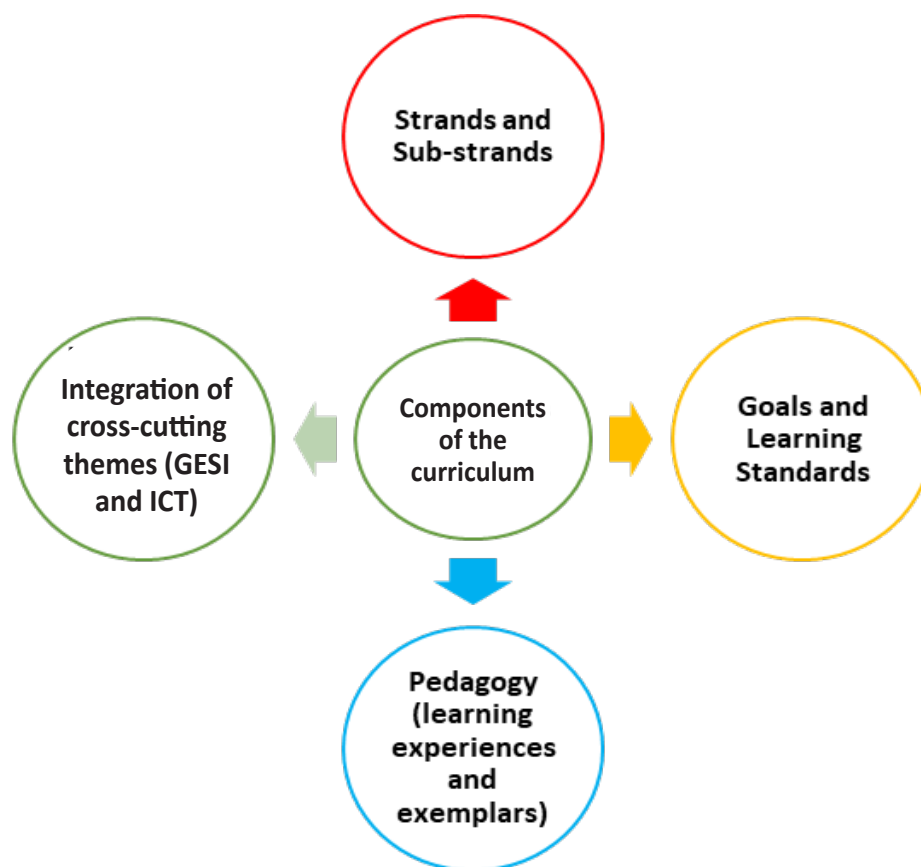


Fig. 5: The components of the SE curriculum

Activity 7

Scenario: Old fashioned philosopher

A teacher in your school does not think it is necessary to integrate cross-cutting issues such as Gender Equality and Social Inclusion (GESI) issues into lessons. The teacher holds the opinion that these should not be included in the curriculum because it would make teachers' work more difficult and questions would not be set on them by the West African Examination Council.

Reflections

- i. Do you agree?
- ii. Why?

2.3.2 Other school practices

It is important to note that there are other activities that are not directly included in the usual classroom practice, but these contribute to shaping the learner to meet the 21st century educational demands and imbibe an awareness of gender equality and social inclusion. These activities must be given equal and critical attention.

Let us reflect on the scenario below.

Activity 8

Scenario: Who am I?

In school A, there is a particular parent who does not understand why their child is asked to spend a few hours in the school after closing hours to rehearse for an upcoming cultural festival. The reason being that the child is supposed to spend all the hours learning and preparing for final exams and as such not to be distracted.

Reflections:

- i. Do you agree with this parent?
- ii. Why is it important to engage learners in other school practices?

The diagram below summarises some of the other school practices which form part of the school curriculum.

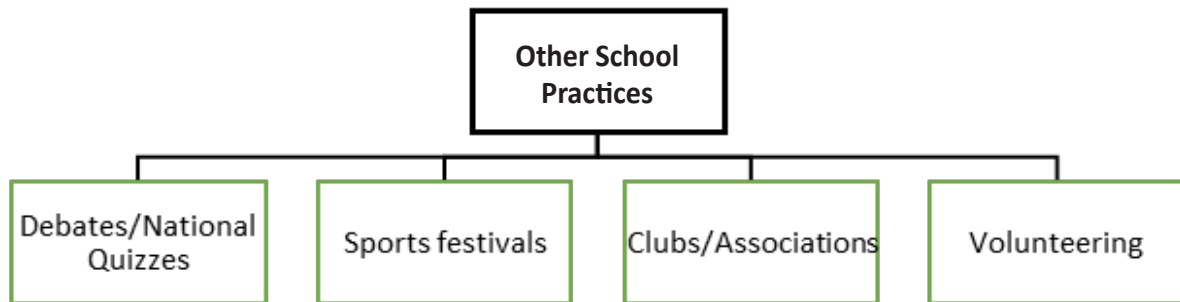


Fig. 6: Examples of other school practices

In summary, other school practices are as important as the classroom practices. Apart from the examples below, which other ones can you cite?

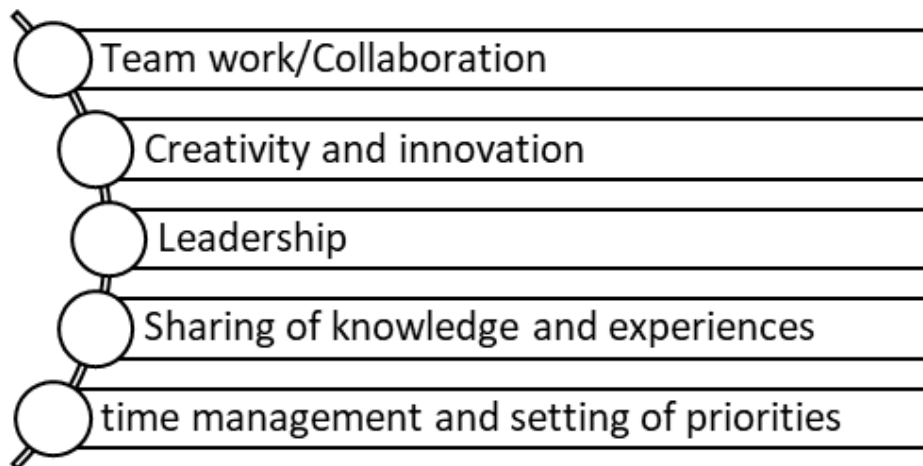


Fig. 7: Examples of the importance of other practices outside the classroom

3.0 Leading Curriculum Implementation

The successful implementation of a curriculum requires a holistic approach by all stakeholders and is not dependent on school leaders only.

To meet the demands of the 21st century, schools no longer exist as just institutions, rather, they have become systems which are focused on enhancing life-long, life-wide, and life-deep learning and creating increased access and a deeper focus on equity in education.

The 21st century school must be a place where the effort of every actor or stakeholder is brought on board to ensure a learning focused environment. The head of school cannot work to achieve this in isolation. It is therefore important that the school collaborates with stakeholders within and outside the school to achieve this effectively. A school must see itself as a part of a much bigger team with a shared responsibility to ensure the kind of learning environment required for further education, responsible adult life and world of work is created.

Now, let us reflect on the scenario below.

Activity 9

Scenario: The Silent Majority Resistance

It was a sunny Wednesday afternoon at St. Richards Senior High School. The coordinator sent a reminder on the CPD meeting to staff. The reminder sparked a heated argument in the staff common room. Mr. Kooler, the Geography teacher retorted, 'they are here to bother us again. We spent years in school equipping ourselves with the needed skills to make us efficient teachers. What will these short meetings do if the 4 years in the university could not prepare me enough?' Ms Badee asked, have you forgotten I have added a second degree making a total of six (6) years?

Ms. Dana added 'if they ended up taking part of our instructional hours, will the CPD and all these new things they are bothering us with constitute part of the examinations our students will soon be writing?' Mr. Kenkey questioned, 'who will even know if we just spend the time teaching and administering reports that we meet for the CPD? It is just a matter of time; we shall oppose all this nonsense one by one'. Ms. Bawa whispered, 'please let us go, the Assistant Head is coming here.'

Reflection

- i. What is your opinion on the discussion in the staff common room?
- ii. What can you do as a Head to salvage the situation?
- iii. What strategies would you suggest ensuring the effective implementation of the school curriculum?

3.1 Curriculum Leadership

This section of the handbook is a revisit of the discussion in Module Two: *Leading Change for Students' Achievement: Operations Leadership 1* because of its centrality to your role as a school leader. As done in Module Two, the section explores the meaning of curriculum leadership, the role of school leaders in enabling curriculum changes for improving students' achievement, and the importance of teachers' continuing professional development.

3.1.1 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 learnt and how it is taught or delivered both 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 and the environment 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 to improve student achievement.
- focusing on what is learnt, 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*.
- 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 Fig. 8 below:

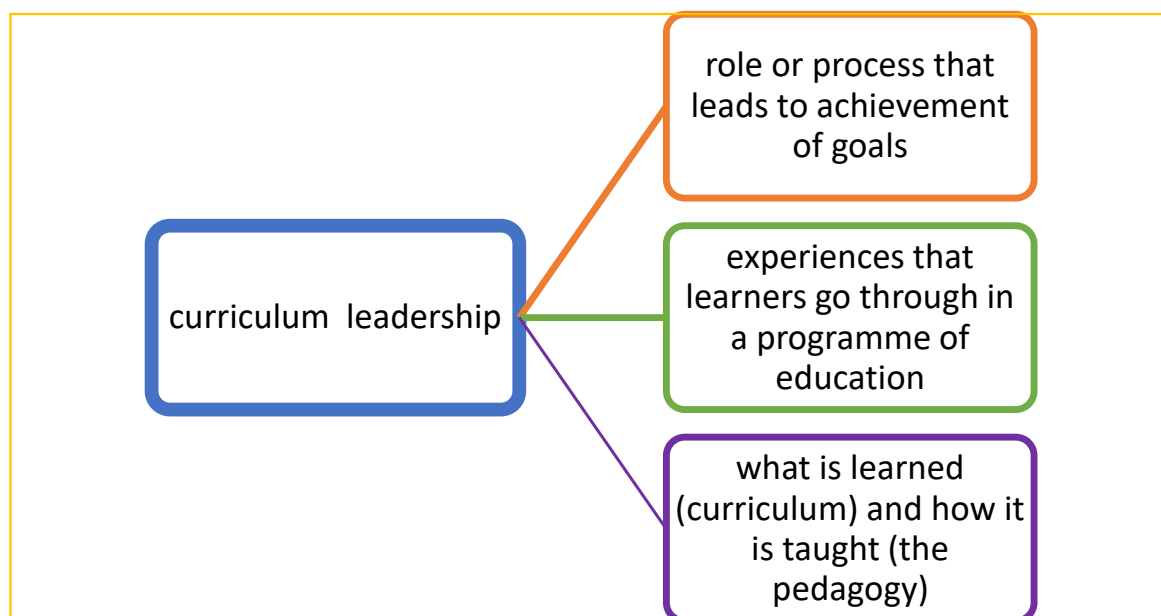


Fig. 8: Curriculum leadership

- *Official curriculum – This is the prescribed or intended curriculum to be adopted and followed by the Senior High Schools.*
- *Hidden curriculum – This refers to the characteristics, understandings, assumptions, and values that teachers and students bring to teaching and learning processes.*

3.1.2 Who is a curriculum leader?

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

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.
- 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.

3.1.3 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.

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 include:

- Visualisation
- Inquiry-based instruction
- Differentiation
- Scaffolding
- Technology in the classroom
- Behaviour management
- Professional development

3.1.4 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 by applying differentiated approaches to support and assess members of staff.

Teachers are encouraged to participate in professional development programmes and to 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.

3.2 Developing Partnership for Curriculum Implementation

As we will be exploring later in Module 4, it is now common practice for schools to enter partnerships with other communities and within and outside their schools and with a focus on *how, what, when and where* learners who are mostly from the communities learn.

An effective school and community partnership includes:

- Partnership within the school
- Partnership with other schools
- Partnership with other educational institutions
- Partnership with the community, parents, and old students
- Partnership with corporate organisation

3.2.1 Partnership within the school (such as intra-departments, inter-departments)

Partnerships with other schools and educational institutions are key to sustainable development and progress of our schools in an environment of scarcity of resources and human capital. Nevertheless, these cannot be partnerships between schools and amongst departments are important for an engaging school environment and businesses. Some of these intra-school or intra department or

unit partnerships may not even be captured in a formal Memorandum of Understanding (MOU) yet they are functional and essential.

3.2.2 Partnership with other school

Let us reflect on the scenario below.

Activity 10

Scenario: The “Beef”

School A has a science resource centre while school B has none.

The head of school A is not on good terms with the head of school B because of a long-standing rivalry between the two schools. School B as part of the preparation of its SHS3 candidates has plans to visit a resource centre for hands-on science lessons. The only nearby resource Centre is in their “rival” school A.

The only option left for the school was to prepare the students for the WASSCE without any hands-on lesson.

Reflections

- i. As the head of School B, what would you do?
- ii. What is the best approach to remedy the situation?
- iii. Should students be allowed to suffer for this? Give reasons to your answer.
- iv. What are the best practices to foster/strengthen partnerships amongst other schools?
- v. Suggest at least 3 best practices to ensure effective partnerships.

Partnerships among schools are powerful alliances or connections. These collaborations, which can be formal or informal, benefit the schools by allowing them to share their resources, expertise, and knowledge to improve the learning outcomes for learners.

Partnership in any form is a guarantee for mutually advantageous relationships between persons, institutions, or entities. The relevance of partnership between two or different institutions that share similar goals or aspirations cannot be overemphasised, as the short-term and long-term benefits to each party are limitless. However, that can be derailed by personality differences, ego, or uncompromising attitudes of the individual leaders or offices who are involved.

Effective partnerships with other schools in the immediate and surrounding communities are key to the successful growth and development of any school, irrespective of how well-endowed a particular school might be in comparison to the others.

Firstly, by establishing a functional partnership with a sister-school, a school can benefit tremendously from the other schools on different levels. This may be sharing of infrastructure and human resources at little or no cost. Examples may be the use of library facilities, science and computer laboratories, bulk printing of documents, use of public address systems, even the access to emergency transport facilities.

Activity 11

Scenario: Open the flood gate

Despite having three English teachers in Mawuwoe SHS, performance in English Language has been poor compared to Dzokohie SHS, even though the student-teacher ratio at Mawuwoe is lower compared to Dzokohie SHS.

The worrying situation compelled the government-appointed board member of Mawuwoe SHS, who is also a parent at Dzokohie SHS to suggest to the head of Mawuwoe SHS to collaborate with Dzokohie SHS to improve performance in English Language.

Reflections:

- i. Do you think the advice of the government-appointed board member was necessary?
- ii. What type of partnership do you think is needed here?
- iii. What role can you play as a teacher to ensure partnership with other schools?

3.2.3 Partnership with the community

A community partnership is a collaborative relationship a professional develops with another service provider or unofficial support person (community) who may be beneficial for the families (institutions) we work with.

The role of society is that of a partner and facilitator. Successful schools are aware of how crucial it is to build positive, cooperative relationships with the local community. There are two layers to these relationships: a formal level and an unofficial level. The former is exemplified by the community's representation through formal groups like Parent and Teacher Associations (PTAs), School Management Committees (SMCs), and School Development Committees (SDCs). The latter takes the form of informal participation, where people of the community take part in unique activities or events like speeches, fund-raising events, and award ceremonies.

Promoting a school atmosphere where community members feel welcomed, respected, trusted, heard, and needed is crucial for increasing community involvement in schools.

Activity 12

Scenario: The Influential Citizen

At their most recent school board meeting, Gborblenukpor SHS expressed a need for computers and related equipment. This is a result of the school using defective computers for ICT instruction.

The assembly member did, however, contact the traditional council to make a request for support.

An appeal for funds was issued during the community's Yam Festival to raise money for the purchase of twenty (20) computers and related accessories.

Reflections

- i. Is a school – community collaboration necessary?
- ii. Is there the need to involve the community in the governance of schools?
- iii. What roles can the community play in school governance?

3.2.4 Partnership with other educational institutions

Before going into details, let us reflect on the scenario below.

Activity 13

Scenario: The benevolent

Dorkorfe Community Day Senior High School lacks a good educational infrastructure. There have been several unsuccessful attempts to get the Amuga District Assembly to consider offering the school a six-unit classroom block. A teacher at the school gave the school management committee the advice to seek help from a corporate organisation. Management made a request for a six-unit classroom block in writing to the Amuga rural bank. The bank responded to the school administration in writing after six weeks, asking for the structural design and location for the classroom unit's development.

Reflections:

- i. Do you think partnership with corporate organisations is the way to go?
- ii. What do you think made the Amuga District Assembly attempts unsuccessful?
- iii. What roles can the staff play in partnership with a corporate organisation?

3.2.4.1 The importance of partnerships between schools and other educational institutions such as Universities, Colleges of Education, Nursing Colleges

The obvious benefits of partnerships among other educational institutions have been stated severally. However, there is another facet of educational partnerships that can benefit every school immensely, especially partnerships with educational institutions of higher learning, for example, the universities and the Colleges of Education.

A sound partnership with a university can result in short formal interactions among the teachers at the school and some lecturers from the University in respect of career orientations for teachers, and academic morale-boosting for students who may be inspired by the stories of the lecturers' humble beginnings, etc.

Further, engaging with similar higher institutions of learning such as the Colleges of Education may bring about direct interaction among the students and their potential future teachers.

For example, as the Colleges of Education are training the future teachers, some of their lecturers/tutors may assist the schools in direct tutoring of some students who need extra help that might be unavailable through their own regular teachers.

Activity 14

Scenario: Saving grace

Your school needs a science laboratory. This is because students offering science programmes do not have the opportunity to use the various models or apparatus in science. They lack the opportunity to put into practise most of the scientific theories and concepts being taught in class. This affects their learning outcomes.

There is an NGO in the region which is committed to providing science resource materials and financial support to schools in need. It recently built a science resource centre for a school in the same community.

Reflections

- i. What are the lessons learnt?
- ii. In such a situation, as a school leader what approaches would you adopt?
- iii. How can your school foster a relationship/partnership with this NGO, focusing on: *how, what, when and where* learners learn?
- iv. What are the best practices that can be adopted?

3.2.5 Partnership with corporate organisations

One of the aims of the senior high school curriculum is to train learners who would be well equipped and fit for the world of work. The school does not exist as an employment agency, also the heads or teachers do not have the skills required by the workforce to enable them to prepare the learners for the world of work. It is, therefore, important that the school collaborates with corporate organisations outside the school to be able to understand the expectations of employers in preparing and shaping learners who are well balanced and equipped for the world of work.

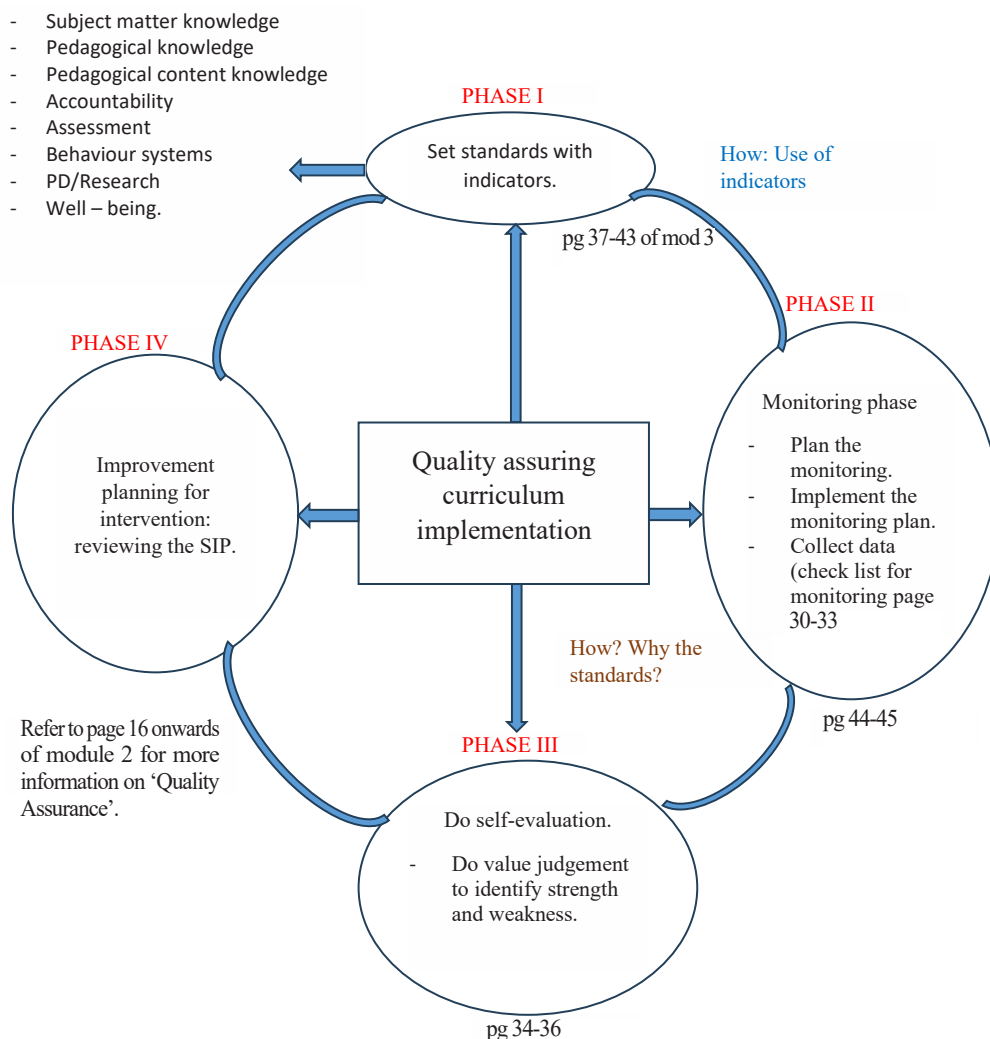
Given that the demand for partnerships with schools is increasing, every corporation (corporate entity) must do so. A Public Private Partnership with Ghana Education Service schools will be the main strategy. The private organisations could fund teachers' specialised training workshops, providing schools with resources, facilities, and other incentives.

4.0 Session Four of the Workshop: Quality Assuring the Curriculum Implementation

The curriculum implementation should have a clear focus that assesses the intent and purposes of the curriculum. The curriculum implementation process equally has a set of objectives that it sets out to achieve. These objectives clearly spell out the set standards under the various Key Performance Indicators in the different stages/ aspects of the curriculum, including:

- Effective learning environment that reflects the quality of learners being trained.
- The availability of adequate physical infrastructure, resources, and teaching personnel to ensure quality of lesson delivery to improve learning outcomes.
- Continuous Professional Development of teachers and other staff members. Training and learning of new pedagogies, teaching strategies and methodologies that are introduced especially in the curriculum development phase.

4.1 Overview of Session Four



4.2 Teacher-Focused Quality Assurance Indicators to be used by the school leaders.

Developing Teacher-Focused Schools			
S/N	Core Area	Verifiable Statement	Evidence and justification of Evaluation
	Subject Matter Knowledge	Teachers discuss content knowledge of topics in the curriculum	
		Teachers discuss how topics are related throughout grade levels	
		Teachers discuss subject knowledge that goes beyond what is contained within the curriculum & textbooks.	
		Teachers discuss their strengths and weaknesses in the content areas in the curriculum.	
	Pedagogical Knowledge	Teachers discuss the learning outcomes in the curriculum to meet students' expectations.	
		Teachers produce a variety of teaching and learning resources that promote learning and critical thinking.	
		Teachers discuss learner-centred and creative instructional approaches.	
	Pedagogical Content Knowledge	Teachers collectively reflect on their lessons and better strategies for re-teaching the same lesson.	
		Teachers collectively reflect on students' misconceptions about content and how to address them.	
		Teachers discuss how the topics in the curriculum are organized at each grade level	
	Accountability	Teachers observe colleague teachers' lessons (critical friends) and collectively reflect on the feedback for improvement.	
		Management teams discuss feedback from student appraisal of teachers to improve teachers' performance.	
		Management teams discuss feedback from student assessment results	
		Management provides feedback to departments on their needs	
	Assessment	Teachers communicate the purpose of the assessments to students	
		Consistency and fairness in scoring learners' work are monitored.	
		Assessment methods are clearly related to the learning outcomes	
		Feedback from the assessment is given to students and parents/guardians	
		Feedback from assessments is used for decision-making and improvement in lesson delivery.	

Developing Teacher-Focused Schools			
S/N	Core Area	Verifiable Statement	Evidence and justification of Evaluation
	Behaviour System	Teachers are regular and punctual in the school	
		Teachers see themselves as potential agents of change in the school.	
		Teachers see themselves as potential agents of change in the community.	
		Teachers see themselves as agents of change in the country.	
		Teachers are role models to the learners	
		GES ethical codes guide teachers' behaviour	
		MoE/GES policies in the school are operational.	
	Professional Development/ Research	Teachers participate in professional development sessions in the school	
		Professional development activities address teachers' pedagogical issues	
		Teachers have opportunities to attend appropriate conferences, seminars, workshops, etc.	
		Teachers undertake reflective practices after every lesson	
		Teachers conduct action research and use the results to improve their practices	
		Teachers apply teaching strategies/concepts discussed at PD sessions in classrooms.	
	Well-being	Teachers receive counselling services periodically	
		Management and staff receive coaching services for soft skills and confidence building	
		Teachers receive health and wellbeing services from specialists	
		Teachers receive financial, legal, and practical support from qualified professionals.	

4.3 Learner-Centred Quality Assurance Indicators for learners

S/N	Mode of Delivery	Rating		
		Frequently	Sometimes	Never
1	The teacher discussed Learning Outcome(s) before each lesson to cater for all learners			
2	The teacher encouraged learners to give their expectations before the lesson is delivered			
3	The teacher was regular in class			
4	The teacher is always punctual to class			
5	The teacher ensured learners collectively reflected and discussed group or individual presentations for improvement			
6	The teacher allowed females and males to lead activities in class			
7	Class activities catered for all learners including their needs			
8	The teacher used strategies that allowed learners to think critically			
9	Learners acquired knowledge that helped them to solve real-life problems			
10	The subject matter was presented in a way that the learner can independently solve problems			
11	Lesson strategies gave opportunities for learners to develop new ideas from the lesson			
12	The teacher's explanations, strategies, and use of teaching-learning resources showed mastery of content knowledge			
13	The teacher combined procedures and other strategies in teaching concepts			
14	The teacher used other simple approaches different from the ones contained in textbooks to explain concepts.			
15	The teacher helped learners to identify misconceptions/errors about the topic taught. Teacher helped learners to address misconceptions/errors about the topic taught.			
16	The teacher created opportunities for learners to work together and solve problems			
17	The classroom environment was friendly for learners to interact and ask questions.			
18	The teacher maintained non-threatening classroom atmosphere during lessons.			
19	The teacher supported lessons with ICT tools (e.g., Computers, mobile phones, calculators)			
20	The teacher used a variety of teaching and learning resources that promoted critical thinking.			

S/N	Mode of Delivery	Rating		
		Frequently	Sometimes	Never
21	The teacher asked probing questions during lessons.			
22	Learners asked questions for clarification about the topic in class			
23	The teacher gave out the assignments based on the topic			
24	The teacher marked the assignments given			
25	The teacher returned marked assignments to learners			
26	The teacher discussed feedback with learners			
27	Students in their mixed groups prepared project works, presented them, and collectively reflected on them			

5.0 Session Five of the Workshop: Revisiting School Improvement Planning

The focus of this session is to revisit school improvement planning as covered in Module Two: *Leading Change for Students' Achievement: Operations Leadership 1*. This is an opportunity to undertake a final review of your existing School Improvement Plan (SIP) implementation to celebrate the progress you have made and to engage your school community to develop a new SIP.

5.1 How to Lead Improvement Planning in a Learning-Focused School

5.1.1 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 institutional operations and leadership behaviour. Therefore, the leadership of senior high/technical schools must establish a culture of improvement through periodic self-assessment of all aspects of institutional operations.

5.2 What is Self-Evaluation?

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.

5.2.1 Benefits of Self-Evaluation

a. Benefits to school

It helps the school to:

- identify its strengths and weaknesses by providing evidence of 'good practice'.
- identify future needs and areas for improvement.
- 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, cooperation, and teamwork.
- gain feedback on critical issues and concerns.

b. 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-evaluation 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.

c. 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.

d. 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 schools.

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

The self-evaluation 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.

5.2.2 Challenges of Self-Evaluation

Challenges that are likely to be faced in developing self-evaluation include:

- the amount of time needed for the self-evaluation exercise.
- extra workloads
- the need for training and professional support
- inadequate lines of communication within the school
- the inability of some staff or stakeholders to cope with new demands.

5.2.3. The Self-Evaluation Processes.

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-evaluation process and use the information to identify priorities and strategies for improvement.

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

5.2.4 Areas for Self-Evaluation

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. Student support services
5. Gender equality and social inclusion
6. Monitoring and evaluation
7. School environment and infrastructure
8. Partnerships and cooperation

Stakeholder involvement: It is a central requirement that the opinions of the school board, teaching and non-teaching staff, students, and any other significant stakeholders be involved in the self-evaluation process. This is essential because these groups of stakeholders have a role to improve the culture of learning in the school and making the school a learning-focused one where all learners are learning and achieving their full potential.

Refer to module two, leading change for students' achievement: operational leadership for a comprehensive information on each of the indicators. The process involved in the self – evaluation process as part of school improvement planning are also covered in the module two of the leadership handbooks.

Activity:

Self-Evaluation Practice

Use the toolkits for self-evaluation to help your group complete the next activity. The toolkits also include a step-by-step guide and exemplars that you may find useful.

1. Select the first three areas and conduct a self-evaluation.
2. Analyse your findings and identify areas that need improving.
3. Arrange the areas that need improving for each quality indicator in order of priority and select the top two for each.
4. Revise your existing Evaluation Report to capture your findings and priority areas.
5. Develop a new improvement plan using the template and the process you had used previously to develop your first SIP.

APPENDIX ONE: TEACHER-FOCUSED QUALITY ASSURANCE INDICATORS TO BE USED BY SCHOOL LEADERS

These are specific criteria or measures that school leaders can utilize to evaluate and ensure the quality of teaching practices within their educational institutions. The following eight (8) indicators are designed to focus on the professional development and performance of teachers, with the goal of promoting effective instruction and improving student outcomes.

Subject Matter Knowledge assesses the depth and breadth of a teacher’s understanding and expertise in the specific subject they teach. It focuses on their knowledge of the content, concepts, principles, and theories related to the subject matter. It ensures they have a strong foundation to effectively teach and engage students in that subject. When evaluating a teacher’s Subject Matter Knowledge, school management should look for the following indicators and evidence:

- a. *Teachers discussed content knowledge of topics in the curriculum.*
 - Documentation of collaborative discussions or meetings focused on content knowledge.
 - Records of professional development sessions or workshops on content knowledge.
- b. *Teachers discussed how topics are related throughout grade levels.*
 - Lesson plans that demonstrate the integration and progression of topics across grade levels.
 - Documentation of collaborative discussions or professional development sessions on curriculum alignment.
- c. *Teachers discussed subject knowledge that goes beyond what is contained within the curriculum & textbooks.*
 - Evidence of teachers incorporating additional resources or materials beyond the prescribed curriculum.
 - Examples of teachers bringing real-world applications and experiences into the classroom.
- d. *Teachers discussed their strengths and weaknesses in the content areas in the curriculum.*
 - Documentation of self-reflection or professional growth plans addressing strengths and weaknesses.
 - Evidence of seeking support or guidance from colleagues or instructional leaders.

Pedagogical Knowledge evaluates a teacher’s understanding of instructional strategies, teaching methods, and techniques. It encompasses their knowledge of how to deliver effective lessons, manage classrooms, engage students, and create a conducive learning environment. Pedagogical knowledge ensures that teachers possess the skills necessary to facilitate meaningful and impactful teaching and learning experiences. When evaluating a teacher’s Pedagogical Knowledge, school management should look for the following indicators and evidence:

- a. *Teachers discussed the learning outcomes in the curriculum in order to meet students’ expectations.*
 - Lesson plans or instructional materials explicitly aligned with the stated learning outcomes.
 - Documentation of discussions or professional development sessions on designing instruction to meet learning outcomes.
- b. *Teachers made use of a variety of teaching and learning resources that promote learning and critical thinking.*

- Examples of diverse instructional materials, such as worksheets, multimedia resources, or project-based activities.
 - Student work or assessments that demonstrate critical thinking and engagement with the resources.
- c. *Teachers discussed learner-centred and creative instructional approaches.*
- Lesson plans or instructional strategies that prioritize student engagement, choice, and active participation.
 - Documentation of discussions or professional development sessions focused on learner-centred teaching methods.

Pedagogical Content Knowledge combines subject matter knowledge with pedagogical knowledge. It assesses the teacher's ability to integrate both aspects into their teaching practice. It focuses on their understanding of how to present subject matter in a way that is accessible and meaningful to students, considering their diverse learning needs and backgrounds. When evaluating a teacher's Pedagogical Content Knowledge, school management should look for the following indicators and evidence:

- a. *Teachers collectively reflect on their lessons and better strategies for re-teaching the same lesson.*
- Documentation of collaborative lesson planning or post-lesson discussions aimed at improving instructional strategies.
 - Incorporation of feedback from colleagues or instructional leaders into lesson plans.
- b. *Teachers collectively reflect on students' misconceptions about content and how to address them.*
- Records of discussions or meetings focused on identifying and addressing student misconceptions.
 - Evidence of adjustments made to instructional approaches based on student feedback and needs.
- c. *Teachers discussed how the topics in the curriculum are organized at each grade level.*
- Lesson plans that outline the organization and progression of topics across grade levels.
 - Documentation of collaborative discussions or professional development sessions on curriculum organization.

Accountability emphasizes a teacher's responsibility for their actions, decisions, and outcomes in the classroom. It includes their adherence to professional standards, fulfilment of curriculum requirements, and maintenance of accurate records of student progress. Accountability ensures that teachers are aware of their role in promoting student learning and take ownership of their professional responsibilities. When evaluating Accountability, school management should look for the following indicators and evidence:

- a. *Teachers observe colleague teachers' lessons (critical friends) and collectively reflect on the feedback for improvement.*
- Records of lesson observations and feedback provided by colleagues.
 - Documentation of collaborative reflection sessions or meetings centred on lesson observations.
- b. *Management discussed feedback from student appraisal of teachers to improve teachers' performance.*
- Documentation of management meetings or discussions focused on analysing and utilizing student appraisal feedback.

- Evidence of action plans or support provided to teachers based on student appraisal results.
- c. Management discussed feedback from student assessment results.*
- Records of management meetings or discussions addressing student assessment data and its implications.
 - Evidence of collaborative analysis of assessment results and subsequent instructional adjustments.
- d. Management provides feedback to departments on their needs.*
- Documentation of feedback or communication channels established between management and departments.
 - Evidence of management responding to departmental needs through resource allocation or professional development opportunities.

Assessment focuses on a teacher's ability to design and implement various assessment strategies to evaluate student learning and progress. It includes their understanding of formative and summative assessment techniques, their ability to provide constructive feedback to students, and their use of assessment data to inform instruction and drive improvement. When evaluating a teacher based on their Assessments, school management should look for the following indicators and evidence:

- a. Teachers communicate the purpose of the assessments to students.*
- Examples of clear instructions and explanations provided to students regarding the purpose and expectations of assessments.
 - Student surveys or feedback indicating understanding of assessment purposes.
- b. Consistency and fairness in scoring learners' work are monitored.*
- Documentation of scoring rubrics or assessment guidelines used to ensure consistency and fairness.
 - Evidence of regular checks or audits of assessments to maintain consistency and fairness.
- c. Assessment methods are clearly related to the learning outcomes.*
- Alignment between assessment tasks or questions and the stated learning outcomes.
 - Documentation of instructional planning or discussions highlighting the connection between learning outcomes and assessment methods.
- d. Feedback from the assessment is given to students and parents/guardians.*
- Examples of feedback provided to students on their assessments or assignments.
 - Documentation of communication channels established with parents/guardians to share assessment feedback.
- e. Feedback from assessments is used for decision-making and improvement in lesson delivery.*
- Evidence of adjustments made to instructional strategies or lesson planning based on assessment feedback.
 - Documentation of collaborative discussions or professional development sessions focused on using assessment data to inform instruction.

Behaviour System addresses a teacher's skills in managing student behaviour and creating a positive and supportive classroom environment. It encompasses their knowledge and implementation of behaviour management strategies, the establishment of clear expectations and routines, and their ability to address disciplinary issues in a fair and consistent manner. When evaluating a teacher based on their Behaviour System, school management should look for the following indicators and evidence:

- a. *Teachers are regular and punctual in the school.*
 - Attendance records demonstrating regular and punctual attendance.
 - Compliance with school policies and procedures regarding punctuality and attendance.
- b. *Teachers see themselves as potential agents of change in the school, community, and country.*
 - Evidence of teachers actively participating in school improvement initiatives or community engagement activities.
 - Documentation of teachers' involvement in professional networks or organizations promoting educational change.
- c. *Teachers are role models to the learners.*
 - Observations or reports indicating positive teacher-student relationships and respectful interactions.
 - Instances of teachers modelling desired behaviours and attitudes for students.
- d. *GES ethical codes guide teachers' behaviour.*
 - Adherence to the established ethical guidelines set by the Ghana Education Service (GES) or other relevant authorities.
 - Documentation of professional development sessions or discussions focused on ethical conduct in teaching.
- e. *MoE/GES policies in the school are operational.*
 - Evidence of compliance with Ministry of Education (MoE) or GES policies and guidelines.
 - Documentation showing the implementation of specific policies within the school context.

Professional Development/Research relates to a teacher's commitment to continuous learning and professional growth. It includes their participation in ongoing professional development activities such as workshops, conferences, and training programs to enhance their knowledge and skills. It also involves their engagement in educational research, staying abreast of current trends and applying research findings to improve teaching and learning practices. When evaluating a teacher in Professional Development/Research, school management should look for the following indicators and evidence:

- a. *Teachers participate in professional development sessions in the school.*
 - Attendance records or sign-in sheets from professional development sessions.
 - Evidence of acquired knowledge or skills from professional development activities applied in classroom practices.
- b. *Professional development activities address teachers' pedagogical issues.*
 - Documentation of professional development sessions targeting specific pedagogical challenges or needs.
 - Evidence of follow-up activities or support provided to teachers based on identified pedagogical issues.
- c. *Teachers have opportunities to attend appropriate conferences, seminars, workshops, etc.*
 - Records of teachers attending external professional development events.
 - Documentation of reimbursement requests or travel itineraries related to attending conferences, seminars, or workshops.
- d. *Teachers undertake reflective practices after every lesson.*
 - Evidence of reflective journals, lesson reflections, or self-assessment notes.

- Examples of adjustments made to future lessons based on reflective practices.
- e. *Teachers conduct action research and use the results to improve their practices.*
 - Documentation of action research projects conducted by teachers.
 - Evidence of changes or modifications made to teaching practices based on research findings.
- f. *Teachers apply teaching strategies/concepts discussed at PD sessions in classrooms.*
 - Lesson plans or instructional materials showcasing the application of teaching strategies or concepts from professional development sessions.
 - Observations or classroom walkthroughs demonstrating the implementation of discussed strategies.

Well-being recognizes the importance of teacher well-being in ensuring effective teaching and student outcomes. It involves creating a supportive work environment that prioritizes the physical, mental, and emotional well-being of teachers. This includes providing resources and support systems, promoting work-life balance, and fostering a positive and inclusive school culture that promotes the well-being of all staff members. When evaluating a teacher's Well-being, school management should look for the following indicators and evidence:

- a. *Teachers receive counselling services periodically.*
 - Records of teachers attending counselling sessions or seeking support from the counselling department.
 - Documentation of the availability and utilization of counselling services for teachers.
- b. *Management and staff receive coaching services for soft skills and confidence building.*
 - Evidence of coaching sessions or workshops focusing on soft skills and confidence building for management and staff.
 - Feedback or evaluations from coaching sessions indicating improvements in soft skills and confidence.
- c. *Teachers receive health and wellbeing services from specialists.*
 - Documentation of health-related workshops, seminars, or sessions provided to teachers.
 - Evidence of teachers accessing health and wellbeing resources or support.
- d. *Teachers receive financial, legal, and practical support from qualified professionals.*
 - Documentation of financial, legal, or practical support provided to teachers.
 - Records of consultations or engagements with qualified professionals for guidance and assistance.

APPENDIX TWO: LEARNER-CENTRED QUALITY ASSURANCE INDICATORS FOR LEARNERS

By collecting and examining the following indicators and evidence, school management can gain a comprehensive understanding of the teacher's pedagogical practices, the extent of student engagement and learning, and the overall effectiveness of the learning environment, towards creating a learner-centered classroom. School management should look for the following evidence when evaluating:

- a. *The teacher discusses Learning Outcome(s) before each lesson to cater for all learners.* Look for lesson plans or documented discussions that clearly outline the learning outcomes addressed in each lesson. Also, observe classroom teaching.
- b. *The teacher encourages learners to give their expectations before the lesson was delivered.* Look for records or documented instances where the teacher seeks and values student input or feedback on the lesson's objectives or expectations.
- c. *The teacher is regular and punctual in class.* Observe the teacher's attendance records and punctuality in starting classes.
- d. *The teacher reports to class on time.* Observe the teacher's consistent presence and readiness to start the class at the designated time.
- e. *The teacher ensures that learners collectively reflect and discuss group or individual presentations for improvement.* Look for evidence of structured reflection activities or discussions among students, such as recorded group feedback sessions or individual reflections.
- f. *The teacher allows females and males to lead in-class activities.* Observe classroom dynamics to ensure equitable opportunities for both genders to take leadership roles during activities.
- g. *Class activities cater to all learners, including their needs.* Review lesson plans and classroom observations to determine if the teacher employs strategies that accommodate diverse learning styles and address individual student needs.
- h. *The teacher uses strategies that allow learners to think critically.* Look for evidence of instructional techniques that promote higher-order thinking skills, such as problem-solving tasks, open-ended questions, or opportunities for analysis and evaluation.
- i. *Learners have acquired knowledge that helps them solve real-life problems.* Assess student work, projects, or assessments to determine if they demonstrate the application of learned concepts to real-world situations.
- j. *The subject matter is presented in a way that the learner can independently solve problems.* Observe classroom activities and instructional materials to see if they encourage independent thinking and problem-solving skills.
- k. *Lesson strategies give opportunities for learners to develop new ideas from lessons.* Review lesson plans and instructional materials for activities that foster creativity, innovation, and the generation of new ideas.
- l. *The teacher's explanations, strategies, and use of teaching-learning resources show mastery of content knowledge.* Assess the accuracy, clarity, and depth of the teacher's explanations, as well as their ability to effectively utilize teaching resources to support student understanding.
- m. *The teacher combines procedures and other strategies in teaching concepts.* Observe classroom instruction to see if the teacher integrates various teaching methods, techniques, or approaches to enhance learning and engagement.

- n. *The teacher uses other simple approaches different from the ones contained in textbooks to explain concepts.* Observe classroom instruction and review lesson plans for instances where the teacher employs alternative explanations or examples beyond the textbook content.
- o. *The teacher assists learners in identifying misconceptions/errors about the topic taught and addresses them.* Look for evidence of targeted feedback, clarification, or follow-up activities that help students recognize and correct misconceptions or errors in their understanding.
- p. *The teacher creates opportunities for learners to work together and solve problems.* Observe classroom activities to see if the teacher promotes collaborative learning, group work, or problem-solving tasks that require student cooperation.
- q. *The classroom environment is friendly for learners to interact and ask questions.* Observe classroom dynamics to determine if students feel comfortable, encouraged, and supported in their interactions and inquiries.
- r. *The teacher maintains friendly but firm discipline to control the class.* Observe the teacher's classroom management strategies, noting the balance between maintaining a positive and respectful learning environment while ensuring effective discipline and order.
- s. *The teacher supports lessons with ICT tools (e.g., computers, mobile phones, calculators, etc.).* Observe if the teacher effectively incorporates technology tools into lessons and assess the quality and relevance of their use.
- t. *The teacher uses a variety of teaching and learning resources that promote critical thinking.* Assess the range and appropriateness of instructional materials, such as textbooks, supplementary resources, visuals, or manipulatives, in fostering critical thinking skills.
- u. *The teacher asks probing questions about the topic in class for explanations to promote critical thinking.* Observe classroom interactions and review lesson plans for instances where the teacher poses thought-provoking questions that encourage students to analyse, evaluate, or provide explanations.
- v. *Learners ask questions for clarification about the topic in class.* Observe classroom interactions and assess student engagement through their active participation in discussions or inquiries seeking clarification.
- w. *The teacher gives out assignments based on the topic.* Review assignment instructions or prompts to ensure they align with the topic being taught.
- x. *The teacher marks the assignments given.* Look for evidence of graded assignments or assessments with feedback provided to students.
- y. *The teacher returns marked assignments to learners.* Observe if the teacher returns graded assignments within a reasonable timeframe and provides constructive feedback.
- z. *The teacher discusses feedback with learners.* Look for evidence of teacher-student interactions focused on discussing assignment feedback, addressing misconceptions, or providing guidance for improvement.
- aa. *Students in their mixed groups prepare project works, present them, and collectively reflect on them.* Observe group projects and presentations and look for evidence of subsequent reflection activities or discussions that involve the entire class.

APPENDIX THREE: SAMPLE QUALITY ASSURANCE MONITORING PLAN

To be completed by the officer(s) assigned to quality assure effective curriculum implementation in the school.

ACTIVITY	TIMELINES			REMARKS		
	Semester	Start Date	End date	Completed	Partially Completed	Not Done
Teacher-Focused Quality Assurance	Semester One					
	Semester Two					
Learner-Centred Quality Assurance	Semester One					
	Semester Two					
	Name(s) Officer(s) in charge: Signature(s):					

FACILITATORS' GUIDE

LEADERSHIP TRAINING WORKSHOP FOR PUBLIC SENIOR HIGH AND SENIOR HIGH TECHNICAL SCHOOLS

KEY INFORMATION: SCHOOL-BASED LEADERSHIP TRAINING WORKSHOP FOR PUBLIC SENIOR HIGH AND SENIOR HIGH TECHNICAL SCHOOLS

- 1. Registration:** All participants register for each day of the workshop and do self-introduction.
- 2. Purpose of workshop:** The workshop over the coming days is aimed to:
 - I. support you in your effort to ensure that all learners under you achieve their full potential. All learners are learning!
 - II. discuss and agree strategies and practical approaches that you can use to make your school a centre of learning. Government strategy (past and present) is to make Ghana a learning nation. This is clearly captured in the Education Strategic Plan 2018 – 2030.
 - III. build a culture of self-led transformation and systems leadership in all schools: – envisioning, self-evaluation, planning for improvement, implementation, monitoring & evaluation of, and reporting on the impact of the implementation and lessons learnt in implementing the plan.
- 3. General Learning Outcomes:**

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

- a) create an enabling environment within the school for effective implementation of the curriculum.
- b) show ability to develop a Teacher-Focused school as an enabler for creating Learner-Centred classrooms.
- c) demonstrate how to lead and guide the creation of partnerships for implementing the curriculum.
- d) explain what quality assurance systems are and how to institutionalise these in schools.
- e) ensure effective curriculum implementation in a Teacher-Focused school.
- f) lead improvement planning in a learning-focused school.

SESSION ONE

PEDAGOGICAL LEADERSHIP IN SHS/SHTS

1.1 Introduction to Session:

This session is designed to equip participants with what pedagogical leadership, Teacher-Focused schools and Learner-Centred classrooms are, for the purpose of building Learning-Focused schools. Participants are expected at the end of the session to be able to devise various techniques to create Learner-Focused schools.

1.2 Learning outcomes for the Session:

After completing this session of the module, participants will be able to:

LO1: Demonstrate understanding and appreciation of the concept of pedagogical leadership.

LO2: Explain the concept of Teacher-Focused schools.

LO3: Identify and implement strategies that can be used to create Teacher-Focused schools.

PHASE	FACILITATOR ACTIVITY <i>(What the facilitator will have to say/do during each phase)</i>	PARTICIPANTS ACTIVITY <i>(What participants will say/do during each stage of the session)</i>	DURATION <i>(Time allocated for each activity)</i>	RESOURCES <i>(What materials and resources are needed to carry the activity)</i>
START TASK(S)	<p>1.3 Welcome participants to the workshop and solicit their support for the programme.</p> <p>1.4 Start the session by giving participants the opportunity to share what they have learnt and implemented from module one and two.</p> <p>1.5 Link the review of previous sessions by telling a story, showing a picture, or showing a video relevant to the topic under discussion. Example, show the video on the EAGLE STORY, “The Motivational Story of Change”.</p> <p>Ask questions based on the video and have participants share their thoughts on the video.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. <i>Coin a title for the video.</i> 2. <i>What in your opinion is the video about?</i> 3. <i>What are the lessons learnt from the video?</i> <p><i>(Questions should be based on the starter used.)</i></p> <p>1.6 Introduce the session by asking participants to read through the Scenario silently: Akwele’s Dilemma in Module 3,</p> <p>1.7 Engage participants to discuss and provide answers to the questions provided in the scenario and share with the larger group.</p> <p>Ref. Akwele’s Dilemma in session 1</p>	<p>1.3 Listen attentively and contribute if need be.</p> <p>1.4 Share lessons learnt and practically describe what has been implemented.</p> <p>1.5 Listen to story, observe the picture, or watch the video and give responses to the questions based on the starter used. In this case watch the video on the EAGLE STORY and answer the questions posed</p> <p>1.6 Participants read the scenario silently.</p> <p>1.7 Participants discuss and provide answers to the questions in their groups and share with the larger group.</p>	20 minutes	<p>Projector, smart phones, laptops, print out of the story.</p> <p>Module 3</p>

PHASE	FACILITATOR ACTIVITY <i>(What the facilitator will have to say/do during each phase)</i>	PARTICIPANTS ACTIVITY <i>(What participants will say/do during each stage of the session)</i>	DURATION <i>(Time allocated for each activity)</i>	RESOURCES <i>(What materials and resources are needed to carry the activity)</i>
<p>MAIN</p> <p>LO1: Demonstrate understanding and appreciation of the concept of pedagogical leadership.</p> <p>Mini Plenary</p>	<p>Activity 1.8: Put participants in groups to brainstorm and discuss the concept of pedagogical leadership. (The groups should be GESI responsive)</p> <p>Explanation of GESI</p> <p><i>Pedagogical leadership: when all levels of school leadership, school boards and all stakeholders' direct efforts and resources into planning and implementing a school culture that enhances quality learning outcomes for all learners despite their diversity.</i></p> <p>Activity 1.9: Discuss with your elbow partner the key elements of pedagogical leadership.</p> <p><i>key elements identified: Development of a Teacher-Focused School and a Learner-Centred Classroom for the purpose of building a Learning-Focused School.</i></p> <p>1.10 Lead a whole group discussion on pedagogical leadership.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. In your own words explain pedagogical leadership. 2. What are the key elements of pedagogical leadership? 3. What can you do to instill pedagogical leadership in your school? 	<p>1.8: Discuss the concept of pedagogical leadership in groups and share with the larger group.</p> <p>1.9 participants discuss the key elements of pedagogical leadership with elbow partner and share with the larger group.</p> <p>1.10 Discuss and paste your answers to the questions for a gallery walk.</p>	<p>40 minutes</p>	<p>Notes pad, pens, flip chart</p>

PHASE	FACILITATOR ACTIVITY <i>(What the facilitator will have to say/do during each phase)</i>	PARTICIPANTS ACTIVITY <i>(What participants will say/do during each stage of the session)</i>	DURATION <i>(Time allocated for each activity)</i>	RESOURCES <i>(What materials and resources are needed to carry the activity)</i>
LO2; Explain the concept of Teacher-Focused school. Mini plenary	<p>Activity 1.11: Put participants in groups (example round table) to discuss the concept of Teacher-Focused school and present their findings. (GESI should be taken into consideration in group formation)</p> <p>Activity 1.12: Lead a discussion for participants to come out with a common definition of Teacher-Focused school.</p> <p><i>Teacher-Focused school is a school in which teachers are provided with the opportunity to develop their pedagogy and content knowledge, to engage in current research, have fair knowledge about their students' learning needs and prior attainment and are able to synthesize all this into a knowledge base that informs the delivery of effective learning.</i></p> <p>Activity 1.13: In groups participants list some common characteristics of Teacher-Focused schools. (Remember to be GESI responsive in the group formation)</p> <p>Example:</p> <ul style="list-style-type: none"> · <i>Schools in which teachers are accountable to stakeholders.</i> · <i>Schools that have Team spirit.</i> · <i>Where teachers are actively involved in decision making.</i> · <i>Welfare of teachers is taken into consideration.</i> · <i>Where there is transparency in the day-to-day activities. etc.</i> 	<p>1.11 In groups, discuss and present findings on Teacher-Focused school to the larger group.</p> <p>1.12 Agree on common definition of Teacher-Focused school.</p> <p>1.13 List and share common characteristics of Teacher-Focused schools with the larger group.</p> <p>1.14 Discuss the rationale of Teacher-Focused school.</p> <p>Write down responses on flip chart and present to the larger group.</p>	40 minutes	Notes pad, pens, flip chart

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	<p>Activity 1.14: Lead participants to discuss the rationale for Teacher-Focused schools (whole group discussion).</p> <p><i>(Refer to relevant pages of Module 3)</i></p> <p>Engage participants to respond to the following key questions to wrap up this session.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>What is pedagogical leadership</i> 2. <i>Mention 3 characteristics of Teacher-Focused school</i> 3. <i>How will a Teacher-Focused school improve learning outcome?</i> 			

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LO3: Identify and implement strategies that can be used to create Teacher-Focused schools. Mini Plenary	<p>Activity 1.15: Brainstorm with participants on the roles teachers play in creating a Teacher-Focused school.</p> <p>Some roles are:</p> <ul style="list-style-type: none"> • <i>Play leadership roles to achieve learners' learning outcomes.</i> • <i>Involved in decision-making to develop the school.</i> • <i>Ensure discipline in the school.</i> • <i>Implement the curriculum through teaching and assessment</i> • <i>Facilitate learning in the schools.</i> • <i>Serve as role model to learners.</i> <p>Activity 1.16: In groups, participants read and reflect on questions on the scenario "Higher space" leading to the understanding of how to create a Teacher-Focused school.</p> <p>Ref. to relevant pages of module 3</p> <p>Activity 1.17: engage participants to discuss the structure and culture of a Teacher-Focused school.</p> <p>Ref. module 3 Fig 2</p> <p>Activity 1.18 Lead participants to read and answer the questions based on the Scenario in Module 3, page 11 "The specialist" in session A.</p>	<p>1.15 Identify and explain teachers' role in creating Teacher-Focused schools.</p> <p>1.16 Read the scenario on "Higher Space". Reflect and answer the questions on the scenario.</p> <p>1.17 In groups, participants discuss the structure and culture of a Teacher-Focused school and share with the larger group.</p> <p>1.18 Read the scenario on "The Specialist". Discuss and answer the questions on the scenario.</p>	40 minutes	

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FINAL PLENARY (Discussion/presentation)	<p>Randomly sample participants to share with the larger group what they have learnt in the session (consider GESI).</p> <p>Example</p> <ol style="list-style-type: none"> 1. <i>Pedagogical leadership and its implications</i> 2. <i>Teacher-Focused Schools</i> 3. <i>The rationale of Teacher-Focused School</i> <p>Participants share how they will implement what they have learnt to improve learning outcomes in the school.</p>	<p>Share with the larger group what has been learnt by responding to the questions posed by using the <i>talk to the finger approach</i> or any other relevant approach.</p>	12 minutes	
NEXT STEP/ ACTION TAKEN	<ul style="list-style-type: none"> · In groups, participants write down two strategies each and how they will implement these strategies to create a Teacher-Focused school. · Read on Learner-Centred classrooms in preparation for the next session. 	<p>Participants write down two strategies each and how to implement these strategies in their note pad.</p>	8 minutes	

SESSION TWO

Introduction to Session:

This session is on how we can make our classrooms learner centred and school learning focused. A learner-centred classroom and a learning-focused school share a synergetic relationship, as they both prioritize student engagement, individualized learning, and continuous improvement. There can be significant improvements in learning outcomes for learners when these two components work together cohesively. When a strong relationship is established between a learner-centred classroom and a learning-focused school, educators can create a cohesive and supportive learning environment that maximizes student engagement, individualized learning, and continuous improvement. This collaborative approach fosters a culture of academic excellence, enhances student motivation and achievement, and ultimately leads to improved learning outcomes for all learners.

Learning outcomes for Session:

At the end of the session, participants should:

L.O 1

1. Describe clearly what constitutes a learner-centred classroom.

- 1.1 *Incorporate 21st Century skills in the learning process. E.g., collaboration, critical thinking, problem solving skills, digital literacy etc.*
- 1.2 *Engender inclusivity issues (GESI, SEL, SEN) in the learning process; consider the diverse learning needs of all learners.*

L.O 2

2. Demonstrate competences (e.g., setting expectation for learners, dialoguing for learning, effective use of pedagogy etc) in creating a learner-centred classroom.

- 2.1 *Engage learners in active learning to develop them into life-long learners.*
- 2.2 *Consider the prior knowledge of all learners.*

L.O 3

3. Equip themselves with the knowledge and skills in transforming schools into learning-focused schools.

- 3.1 *Use of Professional Learning Community (PLC) to develop effective pedagogy to improve learning outcomes.*
- 3.2 *Set up and use of efficient monitoring and evaluation system for learning*

Training Outline:

Phase	Facilitator Activity <i>(What the facilitator will have to do during each phase)</i>	Participants Activity <i>(What participants will do during each stage of the session)</i>	Duration: <i>(Time allocated for each activity)</i>	Resources: <i>(What materials and resources are needed to carry the activity)</i>
2.0 Start task(s) Key Messages 1. <i>Teacher-focused school is necessary for a learner-centred Classroom.</i> 2. <i>A teacher-focused school and learner-centred classroom is necessary for creating a learning-focused school.</i> 3. <i>Learner-centred classroom is essential for every learner to learn.</i>	2.0.1 Welcome participants by using the statement under introduction to session, remind them of registration, initiate self-introduction and agree on expectations for the engagement.	2.0.1 Participants register, introduce themselves and agree on expectation for the workshop		
	2.0.2 Start the session using an appropriate story, song, video, or any other relevant activity and create room for participants to reflect on the previous session on teacher-focused school.	2.0.2 In groups, present the strategies you have documented and implemented in creating a teacher-focused school from session one.		

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<p>2.1.1 Main (Key messages):</p> <p>i. <i>Teachers in the school are aware of the different approaches of lesson delivery (teacher-focused, learner-centred etc.)</i></p> <p>ii. <i>No, because learner-centred approach incorporates 21st century skills in the learning experience (collaboration, leadership skills, critical thinking, problem solving digital literacy) with leads to developing life-long learning in learners.</i></p> <p>iii. <i>Organize a PLC session to discuss the importance of using learner-centred approach to learning.</i></p>	<p>2.1.1 Ask a participant to read Activity 5 (Scenario: The dynamics) in module 3 and answer the reflection questions. Reflection:</p> <p>2.1.2 Allow participants to share with the larger group their opinion on the reflection questions that follows:</p> <p>i. <i>What is your opinion of the issue?</i></p> <p>ii. <i>Is the justification of the teacher, right? Explain your answer.</i></p> <p>iii. <i>What can you do as the Head to avert the situation?</i></p>	<p>2.1.1 Read the Scenario: The dynamics in module 3.</p> <p>2.1.2 Share with the larger group your opinion on the reflection questions that follow the passage.</p>	10 mins	Module 3 handbook

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Activity 1: 2.2 Learner-centred Classroom Key messages: <i>A learner-centred classroom is a learning environment where teachers consider the needs and aspirations of all learners and adopt appropriate pedagogical strategies that encourage all learners to always participate in the learning process. It promotes independence and develops learners to become lifelong learners.</i> (Key messages). <ul style="list-style-type: none"> · Use of effective pedagogy · Conducive environment for learning · Setting of expectation for learners · Dialogue for learning · Learning support and well-being · Monitoring and evaluation of learning 	THE WHAT? 2.2.1 Using a mix-grouping, allow participants to discuss and share with the whole group what in their opinion a Learner-centred Classroom is. Guide participants to read the relevant pages of module 3 on Learner-centred classroom. (Note: a mixed group should be representative of all interest groups; female, male, PWD etc.)	2.2.1 In groups, discuss and share with the whole group what in your opinion a Learner-centred Classroom is. (Kindly read the relevant pages of module 3 on Learner-centred classroom.)	30 mins	Module 3 handbook, flip charts, marker pens
	THE WHY? (Guided Brainstorming using the Alphabet game) 2.2.2 Put Alphabet cards into a box for participants to pick. 2.2.3 Coordinate the conversation for participants to state any importance of creating a learner-centred classroom that begins with the chosen alphabet. e.g. ‘C’ – creativity.	2.2.2 Pick alphabets at random from the box. 2.2.3 Form words with the chosen alphabet that depicts the importance of learner-centred classroom.		Module 3 handbook, A4 sheets, pens

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	<p>THE HOW?</p> <p>2.2.4 Put participants in mixed groups and ask each group to discuss one component of a Learner-centred Classroom and come out with innovative strategies in creating learner-centred classrooms in the school.</p> <p>Refer to appropriate pages of Module 3.</p>	<p>2.2.4 In groups, each group should discuss one component of a learner-centred classroom and come out with innovative strategies in creating same in the school, using the available resources at their disposal.</p>		<p>Module 3 handbook, flip charts, marker pens</p>

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<p>Mini Plenary <i>(Key messages)</i></p> <p>1.</p> <p>a. <i>When teachers consider the individual learners' perspectives, backgrounds, capacities, and needs.</i></p> <p>b. <i>When teacher incorporates 21st century skill in the learning process.</i></p> <p>2.</p> <p>a. <i>Learners become independent and reflective learners.</i></p> <p>b. <i>Learners turn to own the learning process thereby taking initiative for learning.</i></p> <p>3.</p> <p>a. <i>Use of effective pedagogy</i></p> <p>b. <i>Conducive environment for learning</i></p> <p>c. <i>Monitoring and evaluation of learning</i></p>	<p>2.2.5 Walk participants through a collective reflective session to provide summary to the:</p> <ol style="list-style-type: none"> 1. what components define a learner-centred classroom? 2. importance of creating a learner-centred classroom 3. innovative strategies that can be used in creating a learner-centred classroom. <p>Provide sticker notes to each participant to write out their responses and post it to a cardboard for a gallery walk during break.</p>	<p>2.2.5 Participants reflect and provide summary to:</p> <ol style="list-style-type: none"> 1. Components that define a learner-centred classroom. 2. the importance of creating a learner-centred classroom. 3. innovative strategies that can be used in creating a learner-centred classroom. 		<p>Module 3 handbook, cardboards, sticker notes, pens</p>

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<p>2.3 Activity 2: Learning-Focused Schools <i>(Key messages)</i> <i>A learning-focused school is where school leadership and management demonstrate pedagogical leadership by committing resources to building teacher-focused schools and creating learner-centred classrooms</i></p>	<p>THE WHAT? 2.3.1 Put participants into mixed groups to discuss and share with the whole group what in their opinion a learning-focused school is. Refer to the appropriate page of module 3.</p>	<p>2.3.1 In groups, discuss and share what in your opinion a learning-focused school is.</p>	40 mins	Module 3 handbook, flip charts, marker pens
<p>Key messages:</p> <p>a. <i>To improve learning outcomes of all students</i></p> <p>b. <i>Learners will acquire the requisite competencies for further education, world of work and responsible adult life.</i></p>	<p>THE WHY? (Guided Brainstorming using the Alphabet game) 2.3.2 Put Alphabet cards into a box for participants to pick two (2) at random. 2.3.3 Ask participants to state any importance of creating a learning-focused school that begins with the chosen alphabets. e.g. 'I' – Improvement 'E' – Excellence Refer to an appropriate page of module 3.</p>	<p>2.3.2 Pick two alphabets at random from the box. 2.3.3 Form words with the chosen alphabets that depict the importance of learning-focused school.</p>		Module 3 handbook, sticker notes, cardboards, pens.

Phase	Facilitator Activity <i>(What the facilitator will have to do during each phase)</i>	Participants Activity <i>(What participants will do during each stage of the session)</i>	Duration: <i>(Time allocated for each activity)</i>	Resources: <i>(What materials and resources are needed to carry the activity)</i>
<p>Key messages:</p> <p>a. <i>School leadership should share school vision and mission with critical stakeholders and ensure it is visible.</i></p> <p>b. <i>Teachers should participate in Professional Learning Communities to develop effective pedagogy.</i></p> <p>c. <i>Learners should be actively engaged in the learning process.</i></p>	<p>THE HOW? (Panel Discussion)</p> <p>2.3.4 Divide participants into target groups – Learners, Teachers, and School Leadership to discuss and share innovative strategies in transforming their school into a learning-focused school.</p> <p>2.3.5 Let each group empanel a representative in a Panel Discussion on how to turn their school into a learning-focused school.</p> <p>Note: Refer to appropriate pages of Module 3,</p>	<p>2.3.4 Discuss in your target groups - Learners, Teachers, and School Leadership - and share innovative strategies in transforming your school into a learning-focused school.</p> <p>2.3.5 Each group selects a representative that will engage in a panel discussion on how to transform your school into a learning-focused school</p>		<p>Module 3 handbook, notepads, pens.</p>

Phase	Facilitator Activity <i>(What the facilitator will have to do during each phase)</i>	Participants Activity <i>(What participants will do during each stage of the session)</i>	Duration: <i>(Time allocated for each activity)</i>	Resources: <i>(What materials and resources are needed to carry the activity)</i>
<p>Mini Plenary</p> <p>1. <i>A learning-focused school is where school leadership and management teams demonstrate pedagogical leadership by committing resources to building teacher-focused schools and creating learner-centred classrooms.</i></p> <p>2.</p> <p>a. <i>To improve learning outcomes of all students</i></p> <p>b. <i>Learners will acquire the requisite competencies for further education, world of work and responsible adult life.</i></p>	<p>(Gallery walk)</p> <p>2.3.6 Lead Participants in a collective reflection session to brainstorm and summarise the key take-aways on:</p> <ol style="list-style-type: none"> 1. What a learning-focused school is. 2. Why it is important to create a learning-focused school and 3. innovative strategies to use in creating a learning-focused school. 	<p>2.3.6 Brainstorm and summarise the key take-aways on</p> <ol style="list-style-type: none"> 1. What a learning-focused school is. 2. the importance of creating a learning-focused school. 3. innovative strategies that can be used in creating a learning-focused school. 		<p>Module 3 handbook, cardboards, sticker notes, pens</p>

Phase	Facilitator Activity (What the facilitator will have to do during each phase)	Participants Activity (What participants will do during each stage of the session)	Duration: (Time allocated for each activity)	Resources: (What materials and resources are needed to carry the activity)
<p>3.</p> <p>a. School leadership should share school vision and mission with critical stakeholders and ensure it is visible.</p> <p>b. Teachers should participate in Professional Learning Communities to develop effective pedagogy.</p>				
<p>2.4 Final Plenary (Open Discussion) <i>Example, if the learner becomes an active participant in the learning process, (learner-centred classroom) it leads to improvement in learning outcomes of all learners. (Learning-focused classroom)</i></p>	<p>(Group Discussion) 2.4.1 Lead participants to engage in an open discussion to establish a strong relationship between a learner-centred classroom and a learning-focused school and how these are important ingredients to improving learning outcomes for all learners.</p>	<p>2.4.1 In groups, discuss how creating a learner-centred classroom and a learning-focused school, will be necessary to improve learning outcomes for all learners.</p>	<p>30 mins</p>	<p>Module 3 handbook, flip charts, marker pens, sticker notes.</p>

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2.5 Reflection:	(Open Discussion) 2.5.1 Lead participants to reflect on the key messages from the session.	2.5.1 Reflect on the key take-aways from the session. 1. What new knowledge and skills have you acquired? 2. What are the key takeaways from this session? 3. How will this knowledge and skills help to improve learning outcomes in your school?	20 mins	
2.6 Next Step (Actions)	2.6.1 Guide participants to document how to use their available resources coupled with the knowledge and skills acquired in this session to create a learner-centred classroom as well as a learning-focused school.	2.6.1 As a school, demonstrate how you will use your available resources to create learner-centred classroom as well as transform your school to become learning-focused. As a school, put these strategies into an actionable document for the reference of all relevant stakeholders.	30 mins	A4 sheets.

SESSION THREE

Session Name: Leading School Curriculum Implementation

A. Registration and Opening Prayer

B. Introduction to the Session:

Welcome to Session Three (3) of the module. This session introduces participants to an in-depth understanding of some critical aspects of curriculum implementation. Therefore, by the end of this session it is expected that participants will be able to demonstrate a clear understanding of the following:

1. Why the need for a new Secondary Education Curriculum.
2. What the new Secondary Education Curriculum seeks to achieve.
3. How leading the implementation of the new Secondary Education Curriculum can be achieved.

C. Learning outcome(s) for Session:

1. Demonstrate understanding of what the new school curriculum entails.
2. Identify those responsible for leading the curriculum implementation.
3. Develop Partnership strategies for effective curriculum implementation.

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
Start Task(s)	<p>3.0 Welcome participants to the session using the information in the Introduction part (B) above.</p> <p>3.0.1 Start the session by sharing or inviting a participant to share a quotation, poem, song, rhyme, joke, picture or short video to elicit the attention of the participants.</p> <p>Note: Facilitator must be guided to ensure that the content of materials used as ice breaker are appropriate and not insensitive to any participant.</p> <p>3.0.2 Review previous session by asking participants how learning from the Session has been useful and how they have applied it in their professional practice.</p> <p>Key Messages:</p> <ol style="list-style-type: none"> 1. <i>21st Century Skills are essential in creating a learner-centred classroom.</i> 2. <i>Creative approaches to teaching will enhance learner-centred classroom.</i> 3. <i>Creating a good teacher-focused school translates into a good learner-centred classroom.</i> <p>3.0.3 Walk participants through the expected outcomes for the day in (C) above.</p>	<p>Share a quotation, poem, joke, rhymes, or song to start the session.</p> <p>Share what you learnt in the previous session.</p>	10 minutes	Pictures, smart phone, projector and screen, speakers, microphone etc.

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
<p>Main Activities</p> <p>LO.1</p> <p>Demonstrate understanding of the new school curriculum.</p> <p>Activity 1:</p>	<p>Questions and Answers</p> <p>3.1 Stimulate a discussion on the new curriculum by asking the following questions:</p> <p>3.1.1 What do you know about the new Secondary Education Curriculum?</p> <p>Expected Answers: <i>The New Secondary Education Curriculum comprises the Rationale, Teaching and Learning Philosophy and other components.</i></p> <p>3.1.2 Why do you think there is a need for a change in the curriculum?</p> <p>Expected Answers:</p> <ol style="list-style-type: none"> i. <i>To capture national priorities and policies.</i> ii. <i>To address key issues such as inclusion, differentiation, content, pedagogy, and progressions appropriate for the Ghanaian context. (From objective-based to standard based)</i> 	<p>3.1.1 Participants share their views on their understanding of the new curriculum.</p> <p>3.1.2 Participants share their views on the need for a change in the new curriculum.</p>	<p>10 minutes</p>	<p>Notebooks and pens, Module Three</p>

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
	3.1.3 What new or different things do you expect in the new curriculum? Expected Answers: <i>Strands and sub-strands, Goals and Learning Standards, Pedagogy (Learning Experiences and Exemplars, cross-cutting themes among others.)</i>	3.1.3 Participants share their views on the new or different things they expect in the new curriculum?		

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
Mini Plenary	<p>Group Activity</p> <p>3.1.4 Put participants in groups to read and discuss the questions in the Scenario, The Old Fashion Philosopher in Module Three, Activity 7 for presentation (<i>ensure a mixed group (gender, abilities, experience, and different levels of leadership in the school)</i>)</p>	3.1.4 Read aloud the scenario under Activity 7.	15 minutes	Module Three, notepads and pens.
	3.1.5 Invite groups to present their responses to the questions in Scenario .	3.1.5 In your group, discuss and answer the questions that follow in the scenario in Activity 7.	15 minutes	Microphone, Speakers.
	<p>3.1.6 Engage participants to read and discuss the components of the curriculum in Module Three as key messages.</p> <p>Key Messages</p> <p>The new Secondary Education curriculum comprises classroom practice (<i>Strands and sub-strands, Goals and Learning Standards, Pedagogy (Learning Experiences and Exemplars)</i>), <i>cross-cutting themes</i>) and other school practices (<i>Co-and Extra-curricular activities</i> Examples: <i>teamwork, leadership, time management, sharing of knowledge</i>).</p>	3.1.6 Participants read and discuss the components of the curriculum in groups.	10 minutes	

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
Break out session	Take a 5-minute break to engage participants with an energizer (riddles, songs, stretching) to get the participants relaxed for the next activity.	Participants participate in the breakout activities.	5 minutes	Microphone, speakers

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
LO. 2 Identify those responsible for leading the curriculum implementation.	<p>Activity 2</p> <p>Group Activity</p> <p>3.2 Ask participants to discuss in their groups the Scenario, The Silent Majority Resistance in Module Three Activity 9, and to record their responses on flip chart for presentation to the larger group.</p> <p>3.2.1 Invite the groups to present their responses to the questions in the Scenario for discussion.</p> <p>Expected Answers:</p> <p>Question 1</p> <ul style="list-style-type: none"> · <i>Little understanding of what CPD is about.</i> · <i>Earlier sessions were not interesting or well delivered.</i> · <i>Teachers simply resisting change.</i> <p>Question 2</p> <ul style="list-style-type: none"> · <i>The head can talk about how CPD can help raise the performance of the students, raise the image of the school as well as that of the teachers in the school.</i> <p>Question 3</p> <ul style="list-style-type: none"> · <i>Head to promote a learning-focused environment.</i> · <i>Head to provide effective curriculum leadership.</i> 	<p>3.2 In pairs or in groups of 3, engage with Activity 9 of the module.</p> <p>3.2.1 In your groups, reflect and record your responses on Activity 9 of the module on flip charts. Groups present their answers on a flip chart to the larger group for discussion.</p>	<p>15 minutes</p> <p>10 minutes</p>	<p>Module Three, notepad and pens</p> <p>Module Three, notepad and pens</p>

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
	<p>Panel Discussion</p> <p>3.2.2 Composition of the Panel</p> <ul style="list-style-type: none"> · 1 participant as Moderator · 3 other participants as Panel Members · A participant as rapporteur <p>Guidelines for Panel Composition</p> <ul style="list-style-type: none"> · Encourage a participant to volunteer as a moderator. · Encourage each group to nominate a member for the panel discussion. Ensure a mixed group (gender, abilities, experience, and different levels of leadership in the school). · Assign a panel number to each of the three members. · Encourage a participant to act as rapporteur to record the salient points during the panel discussion. 	<p>3.2.2 Composition of the Panel</p> <ul style="list-style-type: none"> · 1 participant as Moderator · 3 other participants as Panel Members · A participant as rapporteur <ol style="list-style-type: none"> 1. Nominate a member from your group for a Panel Discussion. Note: Consider GESI in your nomination. 2. A participant volunteers as a moderator for the Panel Discussion. 	5 minutes	Microphone and Speakers

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
	<p>3.2.3 Lead participants to set up a stage for the Panel Discussion and introduce them to the following areas for discussion:</p> <ul style="list-style-type: none"> · <i>Who a curriculum leader is.</i> · <i>What the roles and functions of a curriculum leader are.</i> · <i>How students learning can be improved by curriculum leaders.</i> <p>Consider measures that cater for students with special educational needs.</p> <ul style="list-style-type: none"> · <i>Why teachers' continuous professional development as curriculum leaders is essential.</i> <p>Sample questions to guide the Moderator.</p> <ul style="list-style-type: none"> · To Panel Member 1-<i>In your opinion, who is a curriculum leader?</i> <p>Expected Answers:</p> <p>All teaching staff could be considered as Curriculum Leaders. However, in a typical school situation, there is one person who is officially recognised as the ultimate curriculum leader.</p> <p>a) To Panel Member 2 - <i>What is the work of a curriculum leader?</i></p> <p>Expected Answers:</p> <p><i>The curriculum leader plays a wide range of roles to support the school and students' success.</i></p>	<p>3.2.3 Organize and appoint a member of your group for Discussion on the following areas:</p> <ol style="list-style-type: none"> a) <i>Who a curriculum leader is.</i> b) <i>Roles and function of curriculum leader.</i> c) <i>How students learning can be improved by curriculum leaders.</i> d) <i>Why teachers' continuous professional development as curriculum leaders is essential.</i> <p>Participants take notes for questions and submissions.</p>	30 minutes	Notepads, pens, Microphone and Speakers

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
	<p>b) To Panel Member 3 – <i>Let me have your take on what constitutes the functions of a curriculum leader.</i></p> <p>Expected Answers: <i>This includes the management of academic progress by overseeing and coordinating the curriculum, staff, budget, and resources.</i></p> <ul style="list-style-type: none"> To each Panel Member (Each panellist takes their turn at responding to the questions)- <i>As a curriculum leader, in what ways can we improve student learning? Add measures that cater for students with special educational needs.</i> <p>Expected Answers: <i>This includes the Management of academic progress by overseeing and coordinating the curriculum, staff, budget, and resources.</i></p> <ul style="list-style-type: none"> To each Panel Member (Each panellist takes their turn at responding to the questions)- <i>How essential is CPD to the teacher as a curriculum leader?</i> <p>Expected answers: <i>To ensure the collection and management of data to inform strategic interventions including visualization, use of technology in the classroom.</i></p>			<p>Script of questions, notepad and pens, microphone, speakers</p>

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
Mini plenary	<p>Open Forum Segment</p> <p>3.2.4 Give the rest of the participants the opportunity to provide their reactions or submissions on issues raised during the Panel Discussion.</p> <p>3.2.5 Invite rapporteur to share summary of key messages recorded during the discussion.</p> <p>Key Messages</p> <p><i>A summary of the key areas of curriculum leadership comprises:</i></p> <ul style="list-style-type: none"> · <i>role or process that leads to achievement of goals.</i> · <i>experiences that learners go through in a programme of education.</i> · <i>what is learnt (curriculum) and how it is taught (the pedagogy).</i> 	3.2.4 Participants take notes and present their questions and submission.	10 minutes	Note pads and pens, microphone and speakers
Break out session	3.2.6 Take a 5-minute break to engage participants with an energizer (riddles, songs, stretching) to get the participants relaxed for the next activity.	Participants participate in the energizer activity	5 minutes	

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
<p>Activity 3</p> <p>LO. 3</p> <p>Develop partnership strategies for effective curriculum implementation.</p>	<p>Open Forum</p> <p>3.3 Invite a participant to read aloud The Beef in Module Three, Activity 10, for open forum discussion.</p> <p>3.3.1 Lead open forum discussion to elicit responses on the questions that follow the scenario.</p> <p>Expected Answers:</p> <ol style="list-style-type: none"> 1. <i>The Head of school B should seek the intervention of the regional director and School Board.</i> 2. <i>The regional director/ school board must engage the Heads of the two schools to dig into the matter for redress,</i> 3. <i>No, the action of the school heads works contrary to the improvement of students' achievement.</i> 4. <i>Establishing a good working relationship with colleague heads of school.</i> <p>Group Activity</p> <p>3.3.2 Put participants into two groups to brainstorm and record their responses on the following areas on flip charts or any mode appropriate for presentation to the larger group.</p>	<p>3.3 A participant to read aloud the scenario in Module Three, Activity 10,</p> <p>3.3.1 Discuss the questions that follow Activity 10</p> <p>3.3.2 In groups, brainstorm and record your responses on the following areas on flip charts or any mode appropriate for presentation to the larger group.</p>	<p>10 minutes</p>	<p>Note pads and pens, microphone and speakers.</p>

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
	<p>Group 1</p> <p>Outline some possible partnerships for effective curriculum implementation.</p> <p>Expected Answers: <i>Partnership within the school, Partnership with other schools, Partnership with other educational institutions, Partnership with the community, Partnership with corporate organizations.</i></p>	<p>Group 1</p> <p>In your existing groups, outline some possible partnerships for effective curriculum implementation for display at the gallery corner.</p>		
	<p>Group 2</p> <p>Suggest measures to ensure effective participation of partners in the school curriculum implementation.</p> <p>Expected Answers: <i>Signing MoUs, Community engagements, Regular SPAM.</i></p>	<p>Group 2</p> <p>In your group, engage in a discussion and suggest measures that can be put in place to ensure effective participation of partners in the school curriculum implementation</p>	15 minutes	Note pads and pens, microphone and speakers
Mini plenary	<p>3.3.3 Ask groups to present their responses to the larger group on flip chart or any mode appropriate for presentation.</p> <p>Key Messages:</p> <ul style="list-style-type: none"> · <i>Partnership within the school, Partnership with other schools, Partnership with other educational institutions, Partnership with the community, Partnership with corporate organizations</i> · <i>Signing MoUs, Community engagements, Regular Regional Oversight Committee (ROC) meetings.</i> 	<p>3.3.3 In groups, present your responses to the larger group on flip chart or any mode appropriate for presentation.</p> <p>Note the summary of the key points discussed as key messages</p>	10 minutes	Note pads and pens, microphone and speakers

Phase	Facilitator Activity <i>(What the facilitator will have to say or do during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
Final Plenary (Discussion/ presentation)	Lead a discussion to provide a recap of the key messages discussed in the entire session.	Participate in the discussion for summary of the key messages discussed in the entire session.	10 minutes	Note pads and pens, microphone and speakers
Reflection	Lead participants to discuss how key messages from this Session are useful and applicable in their professional practice.	Participants to answer questions on key issues discussed in the session.	5 minutes	Note pads and pens, microphone and speakers
Next Step (action to be taken)	<ol style="list-style-type: none"> 1. Ask participants to read the introduction of session 4 in preparation for the next session. 2. Assign participants a task to research and draft an MOU for partnership with a corporate body within their locality. 	<ol style="list-style-type: none"> 1. Participants read the introduction of Session 4 in preparation for the next session. 2. Participants are assigned teamwork to research and draft an MOU for partnership with a corporate body within their locality. 	5 minutes	Note pads and pens, microphone and speakers

SESSION FOUR:

QUALITY ASSURING THE CURRICULUM IMPLEMENTATION

Training Guide and Outline

Introduction to Session

Welcome participants to the session, remind them to register and do self-introduction of facilitators and participants. Also Introduce any dignitary present.

Select a timekeeper for all activities.

State the purpose, key points, and expectations of the session using the descriptions and learning outcomes below.

Description/Content

To ensure effective curriculum implementation, school management needs to conduct regular quality assurance. In this session, we will focus on two crucial aspects of quality assurance in schools that directly impact curriculum implementation: Teacher-Focused and Learner-Centred quality assurance. It is expected that the school management will develop the necessary competencies to formulate strategies for conducting periodic and effective quality assurance in these areas to make the school more learning-focused.

Learning Outcomes for the Session

Participants will be able to:

4.1 LO 1: Demonstrate understanding of quality assuring curriculum implementation.

L11: Reflect on the importance and processes of quality assurance in curriculum implementation.

4.2 LO 2: Evaluate Teacher-Focused activities in the school for effective curriculum implementation.

L11: Reflect and identify practical evidence for the core areas of Teacher-Focused quality assurance indicators.

L12: Assess Teacher-Focused activities in the school using the quality assurance indicators and evidence.

4.3 LO 3: Conduct school-based quality assurance of learner-centred activities using quality assurance indicators.

L11: Reflect on the learner on the Learner-Centred quality assurance indicators.

L12: Assess Learner-Centred activities in the school using the quality assurance indicators.

4.4 LO 4: Develop strategies to carry out periodic teacher-focused and learner-centred quality assurance in the school.

L11: Develop a monitoring plan for periodic evaluation of quality assurance of Teacher-Focused and Learner-Centred activities for effective curriculum implementation in the school.

Phase	Facilitator Activity <i>(What the facilitator will have to say during each phase)</i>	Participants Activity <i>(What participants will do at each stage of the session)</i>	Duration <i>(for each activity)</i>	Resources <i>(Resources needed for each activity)</i>
<p>4.1. Activity 1:</p> <p>LI1: Reflect and discuss the concept, importance, and process of quality assurance in curriculum implementation.</p> <p>Mini Plenary At the plenary session, discuss key messages with participants.</p>	<p>4.1.1. After the introduction and starter, engage participants in groups to read, reflect and make presentations on the WHAT, WHY and HOW questions using Sections 5.2, 5.2.2, 5.2.6 and 5.2.7 of the Leadership Resources Handbook, module Two, Pages 12 to 16 as guide.</p> <p>4.1.2. Decide together with participants and agree on the duration for the activity.</p> <p>4.1.3. Provide participants with needed resources.</p> <p>4.1.4. Guide the participants to do group presentations on the following questions.</p> <p>4.1.5. Highlight the key takeaways after the discussions.</p> <p>WHAT?</p> <ul style="list-style-type: none"> • What is quality assurance and its purpose in school curriculum implementation? <p>Expected Answer: Refer to Sections 5.2 and 5.2.2 of the Leadership Resources Handbook, module Two, Pages 12 and 13.</p> <p>WHY?</p> <ul style="list-style-type: none"> • Why is quality assurance important in your school? <p>Expected Answer: Refer participants to section 5.2.6 of the Leadership Resources Handbook, module Two, Page 14.</p>	<p>4.1.1. In groups, read, reflect, and discuss the meaning, importance, and process of quality assurance in schools.</p> <p>NB: Refer to section 5.2 to 5.2.7 of the Leadership Resources Handbook, module Two, Pages 12 to 16. Presentation</p> <p>Make presentations using available resources. E.g. Discuss and appreciate each other's understanding of the questions in groups.</p>	<p>40 minutes</p>	<p>Note pads, Sticky notes, Marker pens, Flip charts, Leadership Resources Handbook Module 2</p>

	<p>HOW?</p> <ul style="list-style-type: none"> As management, how would you quality assure an effective GESI inclusive curriculum in your school? Give practical examples. <p>Expected Answer: Refer participants to table 1 of section 5.2.6 on page 15 in the Leadership Resources Handbook, module Two as a guide.</p> <p>KEY MESSAGES</p> <ol style="list-style-type: none"> <i>The purpose of quality assurance is to establish legal frameworks, ensure progress towards educational goals, and prepare students for tertiary education, the world of work, and adult life.</i> <i>Quality assurance standards require clear policies, public availability, consistency of assessment regulations, curriculum approval and monitoring, adequate resources, high-quality staff, and systematic collection of relevant information.</i> <i>An embedded quality assurance system serves as a checkpoint for feedback, builds capacity, and provides confidence that high standards are being met in Senior High/Technical Schools.</i> <i>Effective leadership and management are responsible for ensuring improvement planning and quality assurance in pre-tertiary education institutions.</i> 			
<p>Ice breaker</p>	<p>Engage participants by allowing them to either sing a song, tell a joke or do an exercise to break boredom and refresh them for the session.</p> <p>NB: You may ask a participant to lead and be GESI sensitive about it by selecting both genders.</p> <p>E.g., Write ONE in words, hold your head as one; write TWO in words; hold your legs as two.</p>	<p>Sing a song/ do an exercise to break boredom and refresh them for the session.</p> <p>E.g., Write ONE in words, hold your head as one, write TWO in words, hold your legs as two.</p>	<p>5 minutes</p>	

<p>4.2. Activity 2:</p> <p>LI1: Reflect and identify practical evidence for the core areas of Teacher-Focused quality assurance indicators.</p> <p>LI2: Rate or assess Teacher-Focused activities in the school using the quality assurance indicators and evidence.</p> <p>Mini Plenary At the plenary session, discuss key messages with participants.</p>	<p>4.2.1. To start this activity, highlight at least one key takeaway from Activity 1 of session 4.1 to set the tone for this activity.</p> <p>NB: You may also select one or two participants to do so.</p> <p>KEY MESSAGE</p> <ul style="list-style-type: none"> <i>Quality assuring activities in a school are a checkpoint for reflection and feedback on institutional performance.</i> <p>4.2.2. Remind participants in groups to use the Teacher-Focused Quality Assurance Indicators and Appendix One in Module 3 as guides to do the following:</p> <ol style="list-style-type: none"> Reflect on the eight core areas for Teacher-Focused quality assuring indicators. Study the verifiable statements under each core area for discussions and identify practical evidence in their school to match the statements. Use the indicators and evidence generated to assess the quality of Teacher-Focused activities in their school. <p>NB: Encourage participants to use technology, collaborate, critically reflect, and appreciate the content under discourse.</p> <p>4.2.3. Guide the participants to do group presentations using the WHAT, WHY and HOW questions as a guide.</p> <p>4.2.4. Highlight the key takeaways after the discussions.</p>	<p>4.2.1. Discuss in small groups the meaning of Teacher-Focused Quality Assurance using a small group approach.</p> <p>4.2.2. Critically study and reflect the Table 4.1 and Appendix One in groups and do the following:</p> <ol style="list-style-type: none"> Identify and reflect on the eight core areas of Teacher-Focused quality assurance. Generate practical evidence for the Teacher-Focused quality verifiable statements as applicable to your school. With the evidence generated, rate the Teacher-Focused activities in your school using the scale Frequently, Sometimes or Never. 	<p>40 minutes</p>	<p>Note pads, sticky notes, marker pens, pens.</p> <p>Modules two and three Leadership Resource Handbook</p>
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	<p>WHAT?</p> <ul style="list-style-type: none"> • What constitutes Teacher-Focused quality assurance indicators for a school? <p>Expected Answer: Refer participants to the relevant page(s) in the Leading and Managing Curriculum Planning and Implementation Handbook, Module Three as a guide.</p> <p>WHY?</p> <ul style="list-style-type: none"> • Why should the leaders of schools support verifiable statements of Teacher-Focused quality assurance with evidence and justification of evaluation? <p>Expected Answer: Refer to Section 5.2.4 of the Leadership Resources Handbook, Module Two, Page 13 and Appendix One of Session Four of this module as a guide. E.g.,</p> <ul style="list-style-type: none"> • Qualified and updated subject teachers. • Practicum supervisors and head of Departments. • Student information systems that accurately record learning achievements and assessment. • Guidelines in place that would promote research, the use of ICT tools, gender equality and inclusiveness. • Lesson observation records. • Students feedback records (appraisal). • Staff development plans • Well-developed course outlines or notes. <p>HOW?</p> <ul style="list-style-type: none"> • How will the identified evidence help management to quality assure a Teacher-Focused school? <p>Expected Answer: Refer to table 1 under Section 5.2.6. of the Leadership Resources Handbook, module Two, Page 16 as a guide.</p>	<p>Presentation</p> <p>Discuss your understanding and experiences of the questions in groups.</p>		
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	<p>KEY MESSAGES</p> <ol style="list-style-type: none"> 1. <i>Teacher pedagogical and content knowledge is a core area in Teacher-Focused quality assurance that impacts effective curriculum implementation.</i> 2. <i>For quality assessment, it is important that teachers communicate the purpose of the assessment with students and discuss feedback with the students and parents/guardians.</i> 3. <i>The quality of lesson delivery can be improved when teachers practice team teaching and collectively reflect on feedback from critical friends.</i> 4. <i>Ability of teachers to adhere to GES ethical codes and educational policies is a professional attitude that impacts quality curriculum implementation.</i> 5. <i>Professional development of teachers through attending workshops, seminars and PLC sessions helps to improve pedagogical issues.</i> 6. <i>Maintaining a healthy lifestyle, receiving financial, legal, and practical support from authorities are vital to sustain teacher well-being for effective curriculum implementation</i> 			
<p>Ice breaker</p>	<p>Show interesting video(s) on blended learning and give participants an opportunity to reflect and share their views and experiences to break boredom.</p> <p>NB: You may select a participant to share a practical classroom success story relating to effective teaching and learning and be GESI sensitive about it.</p>	<p>Watch inspiring educational video(s) on blended learning and reflect for discussion.</p>	<p>5 minutes</p>	<p>Suitable video on blended learning</p>

<p>4.3. Activity 3:</p> <p>LI1: Reflect and discuss the Learner-Centred quality assurance indicators.</p> <p>LI2: Assess Learner-Centred activities in the school using the quality assurance indicators.</p> <p>Mini Plenary</p>	<p>4.3.1. Invite one participant to highlight at least one key message from Activity 4.2 of Section Four to set the tone for this activity.</p> <p>KEY MESSAGE</p> <ol style="list-style-type: none"> <i>Professional development of teachers through attending workshops, seminars and PLC sessions helps improve pedagogical issues.</i> <p>4.3.2. Participants discuss in pairs, the concept of Learner-centred Quality Assurance in curriculum implementation.</p> <p>(NB: Encourage participants to use reliable online information with their smartphones to enrich the discussion).</p> <p>4.3.3. Refer participants to Table 4.2 and Appendix Two to do the following:</p> <ol style="list-style-type: none"> Discuss the mode of delivery of Learner-Centred Quality Assurance Indicators and reflect on them. Use the indicators and the rating scale Frequently, Sometimes and Never to assess Learner-Centred activities in their school. <p>NB: Provide assistance to participants during the group activity.</p> <p>4.3.4. Guide the participants to do group presentations using the WHAT, WHY and HOW questions as a guide.</p> <p>4.3.5. Highlight the key messages after the presentations and discussions.</p> <p>WHAT?</p> <ul style="list-style-type: none"> What evidence is there to prove, or quality assure that the modes of delivery of teachers are Learner-Centred for effective curriculum implementation? 	<p>4.3.1. Talk about one key message from Activity 4.2 of Section Four</p> <p>4.3.2. In pairs, discuss the concept of Learner-Centred quality assurance in curriculum implementation. Make a presentation on the mode of delivery and assessment of Learner-Centred activities in your school for general discussion.</p> <p>Refer to Appendix 2 of Section 4 as a guide.</p>	<p>40 minutes</p>	<p>Note pads, sticky notes, marker pens, pens.</p> <p>Modules two and three</p>
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	<p>Expected Answer: Refer to Table 4.3.</p> <p>E.g.</p> <ul style="list-style-type: none"> • At the start of each lesson, teachers discuss learning outcomes with learners. • Teachers use strategies that allow learners to think critically. • Teachers use a variety of strategies to give every learner the opportunity to participate in lessons freely and effectively. <p>WHY?</p> <ul style="list-style-type: none"> • Why do management need to ensure that teachers use a variety of instructional strategies for quality curriculum implementation? <p>Expected Answer: Variety instructional strategies helps to meet the learning needs of students and promotes inclusive learning environments.</p> <p>HOW?</p> <ul style="list-style-type: none"> • How do you assure the quality of Learner-Centred activities for effective curriculum implementation? <p>Expected Answer:</p> <ul style="list-style-type: none"> • Through frequent sit-in lesson observation • Vetting of lesson notes/plans. • Through constant interviews and interaction with learners. • Providing needed socio emotional and physical support for teachers. <p>KEY MESSAGES</p> <ol style="list-style-type: none"> 1. <i>Teaching and learning should focus on inculcating lifelong skills to solve problems in real-life.</i> 2. <i>Supporting lessons with ICT tools like computers and smartphones and calculators helps impact acquisition of 21st century skills.</i> 3. <i>Critical thinking and collaborative skills can be enacted in learners when teachers use probing questions and engage learners in group projects and presentations.</i> 4. <i>It is important for teachers to conduct transparent differentiated assessments and provide timely need-based feedback to learners.</i> 		
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Ice breaker	One or two participant(s) lead in taking the group through aerobics or dance exercise to ease off boredom and be GESI sensitive about it. E.g. Ensure the activity is not discriminatory in any form.	Perform aerobics and stretching to ease off tension.	5 minutes	
<p>4.4. Activity 4: LI1: Develop a monitoring plan for periodic evaluation of quality assurance of Teacher-Focused and Learner-Centred activities for effective curriculum implementation in the school.</p> <p>Mini Plenary</p>	<p>4.4.1. Invite one participant to highlight at least one key message from Activity 4.3 of Session Four to set the tone for this activity.</p> <p>KEY MESSAGE</p> <ol style="list-style-type: none"> <i>Teaching and learning should focus on inculcating lifelong skills to solve problems in real-life.</i> <p>4.4.2. Lead participants in groups to brainstorm and come out with ideas or strategies through which they can successfully monitor, and quality assure Teacher-Focused and Learner-Centred activities in their school. (NB: Refer participants to Appendix Three of Section Four, Module Three as a guide)</p> <p>4.4.3. Guide the participants to do group presentations using the WHAT, WHY and HOW questions as a guide.</p> <p>4.4.4. Highlight the key messages after the presentations and discussions.</p> <p>WHAT?</p> <ul style="list-style-type: none"> What is the importance of developing a monitoring plan for quality assuring Teacher-Focused and Learner-Centred activities in school? <p>Expected Answer: The monitoring plan serves as a guideline to evaluate all aspects of Teacher-Focused and Learner-Centred quality assuring for effective curriculum implementation.</p> <p>WHY?</p> <ul style="list-style-type: none"> Why the need to evaluate Teacher-Focused and Learner-Centred activities as management members. <p>Answer: it helps to keep records of quality assurance activities and a form of self-evaluation to monitor the progress of the school towards achieving a learning focused institution (See Leadership Resource Handbook, Module Two, Section 5.2.4: Benefits of Quality Assurance).</p>	<p>4.4.1. Reflect on activity 4.3 and present one key message.</p> <p>4.4.2. Present a school-based monitoring plan to be used to evaluate the Teacher-Focused and Learner-Centred quality assurance activities in your findings for discussions.</p> <p>Presentations</p> <p>Discuss your understanding and experiences of the questions in groups.</p>	40 minutes	<p>Note pads, sticky notes, marker pens, pens.</p> <p>Modules Three Appendix Three</p> <p>ICT Tools like Computer, Smartphones</p>

	<p>HOW?</p> <ul style="list-style-type: none"> • How do you practically strategize to monitor, and quality assure Teacher-Focused school and Learner-Centred classrooms in effective curriculum implementation in your school? <p>Reflect with participants on the questions below:</p> <ul style="list-style-type: none"> • Is it possible to use ICT tools like Google Forms to ease data collection and improve data security? • Which other best approaches can be used to make quality assuring efficient and effective? • Is there a possibility to develop a schedule for monitoring? • Is it possible to appoint a committee or a member of staff to do the quality assurance? If so, who will that be? <p>KEY MESSAGES</p> <ol style="list-style-type: none"> 1. <i>A monitoring plan is essential for evaluating the quality assurance of teaching and learning activities in schools for effective curriculum implementation.</i> 2. <i>Both teacher-focused and learner-centred activities should be regularly assessed to ensure the quality of education delivery in a school.</i> 3. <i>The development of a monitoring plan can help identify areas of improvement and ensure effective curriculum implementation in the school.</i> 4. <i>Regularly monitoring and evaluating teacher-focused and learner-centred activities can lead to maintaining quality in teaching and learning processes and promote continuous improvement.</i> 5. <i>It is important to develop a monitoring plan and appoint an individual to be responsible for that.</i> 			
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<p>4.5. Reflections</p>	<p>4.5.1. Use the following questions to lead the participants to individually reflect on all the activities:</p> <ol style="list-style-type: none"> I. What roles would the headmaster, assistant headmasters and heads of departments play to ensure that the teacher is following the logical sequence in subject matter? II. Which learner-centred and creative instructional approaches should teachers employ and why? III. What are some of the monitoring tools or strategies used in monitoring the consistency and fairness in scoring learners' work? IV. How do management discuss feedback from student appraisal of teachers to improve teachers' performance? 	<p>4.5.1 Individually, reflect, appreciate, and share your thoughts about all the activities in this session.</p>	<p>15 minutes</p>	<p>Note pads, sticky notes, marker pens, pens. Modules two and three</p>
<p>4.6. Next Steps (Actions)</p>	<p>4.6.1. Ensure participants formulate a Quality Assurance Committee.</p> <p>4.6.2. Participants to quality assure the Teacher-Focused activities in their schools using the evident statements in Table 4.2, Section 3 of Module 3 as a guide.</p> <p>4.6.3. Participants to quality assure the Learner-centred activities in their school using the mode of delivery in Table 4.3.</p> <p>4.6.4. Discuss with participants timelines to complete the evaluation assignment given.</p> <p>4.6.5. Encourage participants to read on Section 4 (Revisiting School Improvement Planning) from the Leading Curriculum Planning and Implementation material for the next session.</p> <p>4.6.6. Agree with participants on the next visits.</p>	<p>4.6.1. Suggest a committee to perform the next steps.</p> <p>4.6.2. Use the lessons learnt and experiences gained from this session to quality assure at least Ten (10) Teacher-Focused activities in your school.</p> <p>4.6.3. Use the lessons learned and experiences gained from this session to quality assure at least five of the Learner-centred activities in your school.</p> <p>4.6.4. Agree with the facilitator timelines for submitting the deliverables.</p>	<p>20 minutes</p>	<p>Note pads, sticky notes, marker pens, pens. Modules two and three</p>

		<p>4.6.5. Read on section five (Revisiting School Improvement Planning) from the Leading Curriculum Planning and Implementation material for the next session.</p> <p>4.6.6 Suggest dates for subsequent visits.</p>		
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REVISITING SCHOOL IMPROVEMENT PLANNING

5.0 INTRODUCTION TO SESSION:

Leaders need training on how to make accurate judgements, to thoroughly analyse the outcomes of their leadership decisions. To be effective, the training must involve how the school must carry out an in-depth evaluation of its performance, identifying strengths and areas for improvement and developing improvement plans. This process must be cyclical starting with a whole school self-evaluation.

The findings and report assist school leaders to produce an improvement plan that matches the conclusions and the actions which need to be taken. The plan needs to be implemented, monitored, and evaluated on a termly basis to assess the impact it is having on outcomes and performance.

However, during the implementation stage, so much can change over the course of a school year, from a sudden influx of new students/staff to the country shifting directions (*example – the introduction of the new curriculum*) and placing new demands on you. The plan, therefore, needs to be revisited.

It is important that the school leadership continue to create the needed environment for the plan to be regularly reviewed, and performance indicators revisited to ensure they remain focused on their goals and make the appropriate changes to suit the current position of the school. It is time for your school to take a step back, examine what you have done so far, and then use that knowledge to make your next plan even more effective.

5.1 BROAD LEARNING OUTCOME FOR THE SESSION

To ensure the school is meeting the needs of students and providing the best possible outcomes (*creating a learning environment that is equitable and delivers effective education*) for their teaching and learning practices.

5.2 LEARNING OUTCOMES

After a year's implementation or during orientation, there may be the need for revisiting the school improvement plan. The purpose is to:

1. Revise the understanding of a school improvement plan.
2. Re-state the rationale for school improvement based on new priorities, if any.
3. Introduce the existing plan to new crop of learners/staff and other stakeholders into the school or new members of a department.
4. Review/assess outcomes of existing SIP for further improvement (situational analysis)
5. Develop a revised plan.
6. Draft and implement new SIP to suit the status of the school.

5.3 PROGRAMME GUIDE

The following guide is designed to help you facilitate this session. You are encouraged to engage participants in different kinds of activities. The activities for today are divided into four phases. Each phase comes with required and suggestive actions to be taken. Phase Four is required to be given maximum time and attention. Phases One to Three are to guide participants into Phase Four, where they develop the SIP. All groups and activities must be GESI (Gender Equality and Social Inclusion) inclusive.

The presentation does not have to be limited to one person. You have to co-lead or co-facilitate, this can greatly expand the possibilities of your training, and can make everyone's job easier. Each co-leader can be responsible for parts of the workshop, or all may work together throughout, considering the structure and purpose.

Phase	Facilitator Activity <i>(What the facilitator will have to say during each phase)</i>	Participants Activity <i>(What teacher will do during each stage of the session)</i>	Duration <i>(Time allocated for each activity)</i>	Resources <i>(What materials and resources are needed to carry the activity)</i>
Start Task(s)	<p>5.3.1. Welcome participants to the workshop using the introduction (5.0).</p> <p>5.3.2 Highlight key takeaways from the previous sessions.</p> <p><i>Key Message(s) from previous section:</i></p> <p><i>To create a learning focus school, there is the need for continuous quality assurance of:</i></p> <ol style="list-style-type: none"> i. <i>Teacher-Focused School practices</i> ii. <i>Learner-Centred Classroom Activities</i> <p>5.3.3 Then, highlight that, this is the last session of this module.</p> <p>5.3.4 In a discussion form, ask participants what they expect from this section.</p> <p><i>(You can let them write their thoughts down on sticker notes. When they write, allow them to share publicly some of what they have written)</i></p>	<p>Say or write what they learnt from previous section.</p> <p>Say or write their expectations for this section.</p>		<p>Copies of the existing SIP</p> <p>Sticker notes pads/papers for practical work</p> <p>Module 2</p> <p>Module 3</p>

PHASE ONE – REVISITING THE SCHOOL IMPROVEMENT PLAN

What is a school improvement plan (SIP)?

<p>Activity 1</p> <p><i>This activity is to demonstrate the basis of a school improvement plan.</i></p> <p>LO:</p> <ul style="list-style-type: none"> · <i>Revisit the current School Improvement Plan (SIP) and orient new members.</i> · <i>Go back and make meaningful changes to it.</i> · <i>Make needed recommendations for future planning.</i> 	<p><i>Group work to discuss and present.</i></p> <p>5.3.5 Puts participants into groups (<i>ensuring GESI</i>) <i>(Make sure each participant has access to the current SIP.)</i></p> <p>5.3.6 Lead discussion to review what an SIP is and its relevance. <i>(Participants answer questions on papers)</i> <i>(Go round groups to check and assist)</i></p> <p><i>The discussion could be guided by the following questions.</i></p> <ul style="list-style-type: none"> · <i>What is an improvement plan?</i> · <i>Why does a school need improvement plan?</i> · <i>Who does the school improvement plan?</i> · <i>What are the steps in the planning?</i> <p><i>(Refer to Module 2, section 5, pg. 16)</i></p> <p>5.3.7 Take participants through the current SIP and do the following:</p> <ul style="list-style-type: none"> · <i>Answer questions on what has been done so far</i> · <i>Identify the challenges they may have gone through in the implementation.</i> · <i>Provide suggestions for improving the new SIP</i> <p><i>Discussions can be guided by the following question:</i></p> <ul style="list-style-type: none"> · <i>What approach was used previously?</i> · <i>Did it work?</i> · <i>Yes or no. Why?</i> · <i>Any improvement suggestions for further planning?</i> 	<p>5.3.6 Study the document and discuss content of the SIP.</p> <p>5.3.7 Take notes of the major headlines, the content, and the relevant quality indicator.</p> <p>Write a report of findings on given papers.</p> <p>Do a presentation of report to members present.</p> <p>Take notes from the discussion questions.</p>		
<p>Mini Plenary</p>	<p>5.3.8 Allow participants to do a presentation on their report.</p>			

	<p><i>Key Message(s):</i> <i>Summarizes the section’s activities.</i></p> <ul style="list-style-type: none"> · A school improvement plan is a tool used by an institution to enhance an existing condition to maximise its performance. · The plan is to help establish a unified vision for the school, assess its needs, outline a programme to resolve all the issues uncovered, close the achievement gap, address low performance, and create equity in classrooms. · The entire school improvement planning process includes Conducting a Self–Evaluation, Establishing Priorities, Building Objectives, Identifying Targets & Success Criteria for the objectives, Assigning Responsibilities to the right persons for implementation, Implementing & monitoring activities, and, Reviewing and reporting outcome. · Involving stakeholders in the planning helps the school perform functionally and be able to clarify the need for interventions. · The three stages in the School Improvement Plan: <ol style="list-style-type: none"> i. Self-evaluation Report ii. Action Plan (Planning for Implementation) iii. Implementation Monitoring Plan (Monitoring and Reporting) · To effectively use or implement the plan, it needs to be revisited for amendments and recommendations for future planning. <p>5.3.9 Lead discussions onto the next step – section 2</p>			
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PHASE TWO – THE SELF-ASSESSMENT PROCESS

What self-evaluation is

Benefits of self-evaluation

Challenges in the self-evaluation processes.

What the quality indicators are

Why they are needed in the evaluation process

<p>Activity 2</p> <p><i>This activity is to assist participants to appreciate the need for self-evaluation.</i></p> <p>LO:</p> <ol style="list-style-type: none"> i. Define self-evaluation. Explain the use of KPIs in Self-Evaluation process. Recognise and identify key areas that require improvement. ii. State and explain the benefits of Self-evaluation to the school, the teachers, the learner, and other stakeholders. iii. State and explain the likely challenges faced in self-evaluation. iv. Familiarise themselves with the quality indicators. 	<p>5.3.10 Lead discussion on the self-evaluation processes. (Use Q & A at the beginning of this stage if possible) (Still in groups)</p> <p>5.3.11 Discussions can be based on the following questions:</p> <ul style="list-style-type: none"> · <i>What is self-evaluation?</i> · <i>Why self-evaluation?</i> · <i>What are the processes involved in self-evaluation?</i> · <i>Who leads the self-evaluation process?</i> · <i>What should they do to lead the process?</i> · <i>Who should be involved?</i> · <i>Why should the identified people be involved?</i> · <i>What are the benefits of self-evaluation?</i> · <i>What are the possible challenges in the self-evaluation processes?</i> <p>Refer to Module Two: Leading Change for Students' Achievement: Operations Leadership 1 for a comprehensive information on each of the indicators.</p> <p>Expected Answers: (Guide for the facilitator – refer to Module 3, Section 4, (Self-Evaluation) and Module 2, Section 4 (Whole School Self-evaluation), pgs. 9 – 11)</p>	<p>5.3.10 Individuals share their thoughts on what they think Self-Evaluation is and why the school needs to do it.</p> <p>5.3.11 Discuss in groups the guiding questions from the perspectives of: school teachers, learners and stakeholders</p> <p>Write reports on their discussions. Give reports gathered.</p>		
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<p>Explain why they are needed in the evaluation process.</p>	<p>Key Message(s): Self – evaluation is the process of evaluating a school’s performance against a set of expectations and goals. The concept is central to effective management. It is critically analysing how each area of the school impacts learner’s outcomes. The evaluation processes focus on expectations and maintain transparency about management processes. This can promote an honest performance-feedback discussion and help ensure that stakeholders’ contributions are not overlooked by management of the school.</p>			
<p>Activity 3 <i>This activity is to let participants familiarise themselves with the Quality Indicators and their need for the assessment processes.</i></p>	<p>5.3.12 Lead discussion on quality indicators within the school environment using the following questions as a guide rail.</p> <ul style="list-style-type: none"> · <i>What is a quality indicator?</i> · <i>In the school environment how many quality indicators can be identified?</i> · <i>State the various quality indicators and the relationship they have between and among them?</i> <p><i>Expected responses (Guide for the facilitator – refer to relevant pages of Module 3)</i></p> <p>Quality indicators</p> <p>Leadership and management Quality of teaching and learning Assessment Student engagement Monitoring and evaluation School environment and infrastructure Gender Equality and Social Inclusion Partnership and cooperation</p>	<p>5.3.12 Still in groups, discuss the guiding questions. Participants write reports on their discussions. Presentations on the reports gathered by participants. Participants come out with the various perspectives and relationships between and among the quality indicators and their roles in the school.</p>		

Mini plenary	5.3.13 Engage participants to do a presentation on the written report			
	<p><i>Key Message(s):</i></p> <p><i>The 8 quality indicators and their need for the evaluation.</i></p> <p><i>These indicators have several themes that will help you identify your school's strengths and weaknesses and give you a broad overview of your performance.</i></p> <p>5.3.14 Lead discussions on the next step – section 3</p>			

PHASE THREE – SELF - EVALUATION PRACTICE, EVIDENCE AND DOCUMENTATION

Evidence of findings

Data analysis

Evaluation Practice

<p>Activity 4</p> <p><i>This activity is to let participants practise the process of self-assessment processes and are able to write a sample SIP.</i></p> <p>LO:</p> <p>i. How to do Self-evaluation, and group report into key strengths and weakness.</p> <p>ii. Discuss the importance of involving stakeholders in the evaluation process.</p> <p>iii. Explain the rationale behind the use of both quantitative and qualitative methods of data collection.</p>	<p>5.3.15 Lead discussion on a whole school Self-Evaluation process itself.</p> <p>Discussions can be based on the following questions:</p> <ul style="list-style-type: none"> · <i>How should the evaluation process be conducted?</i> · <i>What evidence are you to provide?</i> · <i>How do they group results into strengths and areas that need improvement?</i> <p><i>Use the toolkits for the evaluation to help groups complete the next activity.</i></p> <p><i>The toolkit also includes a step –by –step guide and exemplars that you may find useful.</i></p> <p><i>There are eight areas (refer to activity 3) to choose the three areas to be evaluated.</i></p> <p>Expected Answers: (Guide for the facilitator – refer to Module 2 Section 5 (Leading Improvement Planning and Quality Assurance), pages 18/19)</p>	<p>5.3.15 As a practice, select any three key quality indicators and conduct a self-assessment.</p> <p>Prioritize and analyse the items according to areas of strengths and areas need improvement.</p> <p>Write a report on your activities and present.</p>		
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Mini plenary	5.3.16 Guide participants to do a presentation on report generated			
	<p><i>Key Messages(s):</i></p> <p>Doing Self-Evaluation helps you plan with your key strengths and weakness. The results of this process are used to make informed decisions for the school.</p> <p>One of the importance of involving stakeholders in the evaluation process is that, this can promote an honest performance-feedback discussion and help ensure that stakeholders' contributions are not overlooked by management of the school.</p> <p>Using both quantitative and qualitative methods of data collection helps to ensure that the limitations of one is balanced with the strength of the other.</p> <p>5.3.17 Lead discussions on the next step – section 4</p>			

PHASE FOUR – DEVELOPING THE SCHOOL ACTION PLAN FOR IMPROVEMENT

School Improvement Planning

STEP ONE

Identification of stakeholders

Identification of quality indicators and their standards

Operationalisation and provision of evidence

<p>Activity 5 <i>This activity is to let participants develop an SIP based on an actual assessment.</i> LO: i. Would be able to identify the various stakeholders involved in SIP planning. ii. Would be able to collect data using the various toolkits and other methods (appendix 1 – module 2, pg. 22–40). a. Quantitative data . Qualitative data iii. Would be able to analyse data. iv. Would be able to develop SIP. (appendix 2 – module 2, pg. 45–49)</p>	<p>5.3.17 Regroup participants based on the quality indicators (If possible and bearing in mind GESI) 5.3.18 Lead groups in identifying the various stakeholders of the school. (Refer to Module 2, section 3, pg. 8 for assistance) 5.3.19 Guide participants to identify the eight quality indicators and their standards. (Refer to Module 3, Section 4, and Module 2 section 3)</p>	<p>5.3.18 In groups, identify the school's stakeholders. 5.3.19 Identify the eight quality indicators and their standards.</p>		
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STEP TWO**Self – evaluation processes****Self – evaluation****Activity (table 1)**

	<p>5.3.20 Guide participants to operationalise the indicators by providing evidence for the indicators. (Module 3, Areas for self-evaluation) and Module 2, Section 5, pg. 18 for assistance)</p> <p>5.3.21 Guide participants to go through the Self-Evaluation process (use Module 2, Appendix 1, pg. 24)</p> <p>5.3.22 Assist participants to identify the toolkits in the module, then guide them in its use (Refer to sample from Module 2, Appendix 1 (School Self-Evaluation Form), pg. 22 – 40).</p> <p>5.3.23 Explain what quantitative and qualitative data collection methods are. (Find an internal assistance if possible). (Refer to Module 3, Section 4)</p> <p>5.3.24 Lead participants to use the toolkits to do the self-evaluation. (Activity – Module 2, table 1, section 5)</p> <p><i>(Allow groups to spend time on the data collection section.)</i></p> <p><i>(Go round and assist groups)</i></p>	<p>5.3.20 Use the sample in Module 2 to work on providing evidence.</p> <p>5.3.21 Do a self-evaluation of the school.</p> <p>Write group reports on the evaluation.</p>		
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STEP THREE**SCHOOL IMPROVEMENT PLAN**

	<p>5.3.26 Assist participants to understand the improvement planning cycle (refer to Module 3, Section 4 Session 5 and Module 2)</p> <p>5.3.27 In groups, guide them to develop school improvement plan from their Self-Evaluation Report. (Template action plan for school improvement – Module 3, section 4)</p>	<p>5.3.26 Based on the objectives set, start work on drafting a new SIP based on the report (Strengths/ Areas that need Improvement)</p> <p>(Refer to SIP Template – Module 2)</p> <p>Do presentations on the reports.</p>		
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Final Plenary (Discussion/ presentation)	5.3.28 Let participants do a presentation on the first draft of SIPs.			
Reflection (Take Home)	<p>5.3.29 Allow participants to share their knowledge on what have been learnt so far. The skills acquired in preparation of an SIP.</p> <ul style="list-style-type: none"> · <i>Know a School Improvement Plan</i> · <i>Appreciate the Self-Evaluation Processes.</i> · <i>Work with data collected from the evaluation to build an SIP.</i> 			
	<p><i>Key Takeaway(s):</i></p> <p><i>Developing an SIP is a cyclical process. This process helps: 1) to provide adequate feedback on practices against performance; (2) to serve as a basis for modifying or changing behaviour toward more effective working habits; and (3) to provide data to management team with which they may judge future work-related processes.</i></p>			
Next Step Actions	Produce a new SIP using the Template in Module 2/the Template you have used for your first SIP.			

Acknowledgements

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