



the  
good  
school  
toolkit for  
secondary schools



step  
one



creating your team and network

School Activities

Leadership Workshop

Tools & Materials

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## The Good School Toolkit Objectives

1. To increase **students'** and **teachers'** skills, voices and leadership
2. To create a **learning environment** that is safe and respectful
3. To support the **administration** in becoming more transparent and accountable

### Step 1 . . .

Step 1 gathers the people needed to lead the planning and coordination for all three objectives. Prior to starting Step 1, be sure to choose your six protagonists (see the end of the *Good School Toolkit Overview* for details).



## A Guide to using the Good School Toolkit

The Good School Toolkit is implemented through six sequential steps. Each step in the Toolkit has its own objectives which are complementary to the objectives in the other steps. Here are some guidelines that can help your schools make the most of the information in the Toolkit:

**Package 1:** Introductory package. This contains a set of materials that aim to explain the Toolkit and arouse interest in implementation. It includes the Good School Toolkit Overview, A Companion for Teachers and Students, four Cartoon Booklets and five posters.

**Package 2:** Contains handbooks for steps 1-3. You will also find a handbook on a Good School for additional reading and a cartoon booklet on Good Teachers.

**Package 3:** Contains handbooks for Steps 4-6, a handbook on positive discipline and alternatives to corporal punishment, cartoon booklets on positive discipline and conducive learning environments, and a poster on positive discipline responses.

Each step has a title which helps to summarize the underlying objective of the step as illustrated in the table below.

No.	Toolkit steps	Title	Summary of each step
1	Step 1	Your Team and Network	This step aims to create and build the capacity of the Good School sub-committees who provide leadership for the implementation of the Toolkit. This step will also help you to connect with others with whom you share a commitment to creating better schools.
2	Step 2	Preparing for Change	In this step, schools conduct preliminary activities that will spark school-wide interest in creating a good school. Schools document their starting point and launch the project.
3	Step 3	Good Teachers and Teaching	This step seeks to give teachers a renewed sense of their role, greater professional pride, and approaches for interacting positively with students. The goal of this step is to create motivated teachers who excel in their work.
4	Step 4	Positive Discipline	In this step, your school will establish a culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who are confident and motivated.
5	Step 5	Good Learning Environment	This step will help your school to create an environment that is psychologically and physically conducive for learning. The goal is to give students a sense of security, dignity and voice.
6	Step 6	Good Administration and the Future	This step provides insight on how to measure and celebrate the success your school has achieved while implementing the Toolkit. It will provide guidance on how to transition the leadership of the committees and sustain Toolkit ideas.

## How to use each step in the Toolkit

Each step is divided into three sections: school activities, leadership workshops, and tools and materials. Each of these three parts has a different color theme for easy identification.

### About the School Activities

These activities are the heart of the Toolkit. Each are specially designed to engage the entire school community in creating a Good School. For each activity, there is a brief overview of the activity's purpose and easy-to-follow suggestions for implementation. Reference pages are also provided under each respective school activity in case there is need for additional information. Schools are encouraged to conduct as many activities as possible within each step so that they can attain meaningful change. Schools are expected to develop action plans based on the activities for each of the steps that they will be implementing.

### About the Leadership Workshops

Each of the six steps (except Step 6) has a leadership workshop. Each leadership workshop is organized in the form of a module for strengthening the capacity of the committees to implement the Toolkit ideas effectively. The modules in each step correspond with the objective of the step. For example, the module in Step 1 is about understanding the concept of a Good School, while the module in Step 2 is about understanding violence against children.

Each module contains series of related sessions. For example, the first module on understanding the Good School concept is broken down into five workshop sessions: What is a Good School? What is a Good Teacher? What is a Conducive Learning Environment? Creating Positive Discipline at your School and Creating Accountable and Transparent Governance at your School.

You will find clear instructions for each session for example the session objectives, the preparations required, the materials required to facilitate the session, duration for the sessions and a step-by-step guide on how to conduct the sessions.

The modules can be implemented as a single workshop or introduced individually over several weeks.

### About the Tools and Materials

Each step contains useful tools and materials at the back of each handbook. These are designed to make your work easier. They include ready-to-use handouts, worksheets and references that support specific school activities. You can use them as they are or use them as an inspiration for customizing something unique for your school.

### Recommended Reading for Implementation:

- National Strategic Plan on Violence Against Children in Schools (from the Ministry of Education and Sports) <http://bit.ly/3qFIOAe>
- The National VAC Study 2018 (from the Ministry of Gender, Labour and Social Development) <https://uni.cf/3eyOr2G>
- The Uganda National Child Policy, 2020 <http://uni.cf/3tiyvnz>  
Reporting, tracking, referral and response (RTRR) guidelines on VAC in schools.  
<https://bit.ly/38xDs3X>



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Why? The Good School Morning is an opportunity for the entire school to learn and discuss key ideas and skills simultaneously, feeling their collective power when engaged together in change.

## Leadership Workshop

### Participatory Learning and Facilitation Guide page 31

Here you will find information and recommendations for implementing the leadership workshop in a participatory manner. You will want to use this guide again when implementing the leadership workshops in future steps.

### Leadership Workshop 1: Creating a Good School (Introductory Workshop) page 36

Here you will find step-by-step instructions for facilitating the workshop in Activity 1.8.

## Tools & Materials

Step 1 Monitoring Checklist page 73

Peer Learning Network Registration Form for Schools (Activity 1.1) page 81

Welcome Meeting Tools (Activity 1.7)

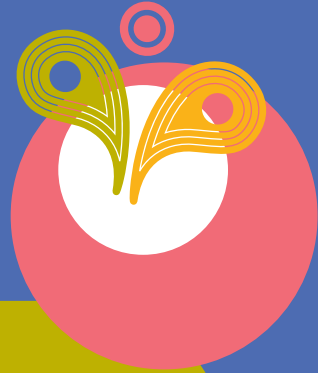
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# Activities



Notes



## 1.1 Join the Peer Learning Network.

Why? This network can provide inspiration and ideas that could be helpful from the start.



There may be many moments in this work when you want to look beyond your school for answers. The Peer Learning Network includes schools across the country that are implementing or have implemented the Good School Toolkit. To join the Peer Learning Network, use the Peer Learning Network Registration Form for Schools (found in Tools & Materials). Photocopy and complete the form, then post it or email it to Raising Voices. To become better acquainted with Good School issues and to better dialogue with others in the network, read *What Is a Good School?* by Dipak Naker (packaged with this step) as well as the cartoon booklets that came with the Introductory Package—especially *What Is a Good School? A Companion for Teachers and Students*.



### By joining the Peer Learning Network, your school will

- become a part of a larger group of schools that share ideas, experiences and skills;
- receive periodic updates and newsletters that summarise the experiences of other schools and highlight lessons learned;
- be able to send your comments, questions or ideas to the network and receive responses from a staff member or other resource people in your local area;
- be eligible to participate in various contests, such as for Outstanding Teachers or Students of the Year;
- be eligible to participate in ongoing learning and skill-building sessions that may be happening in your region.



## 1.2 Have the administration introduce the Toolkit to staff, students and parents.

Why? Creating a Good School begins with everyone understanding that this is a school-wide initiative of the utmost importance, with opportunities for everyone's involvement.



Soon word will begin to spread about this initiative, and you will want to be one step ahead. A series of formal announcements ensures everyone gets the same information around the same time. Having the announcements come from a member of the administration demonstrates the importance of becoming a Good School and communicates the administration's belief that these efforts affect and include everyone. By taking the time to give details about how the work will unfold, the presentation also serves to spark interest among those who may want to help.



### Planning and timing the announcements

- **First**, hold a *staff* meeting.
  - Ensure teachers and other administrators have an opportunity to ask questions, and are thus prepared to answer questions from students.
  - For staff who express interest in the project, share with them *The Good School Toolkit Overview* (from the Introductory Package) as well as *What Is a Good School?* by Dipak Naker (packaged with this step).
- **Second**, hold a *student* assembly, followed by classroom discussions.
  - Dedicate time at an upcoming assembly for an administrator to introduce the Good School project to all students.
  - Ask the administrator to finish the assembly by asking all teachers to take 10 minutes at the start of their next class to discuss the project with students and answer any of their questions.
- **Third**, notify *parents* as soon as possible following the assembly, remembering that you can engage them more deeply in Activity 1.5.
  - Option 1: Ask an administrator to repeat the same presentation at the next parents' meeting.
  - Option 2: Summarise the presentation in a letter home to parents, signed by the administration.

## An outline for the administrator's presentation

Using the *Good School Toolkit Overview* as a guide, create a 20- to 45-minute presentation that explains the following points and leaves time for questions (use the same presentation for all three stakeholder groups).

- Hundreds of schools are working to become the best they can be by using the Good School Toolkit.
- A Good School has three qualities: good students and teachers, a good learning environment and a good administration.
- Over several months, our school will work hard to create all three. Specifically, we will aim to achieve the following objectives:
  1. To increase students' and teachers' skills, voices and leadership
  2. To create a learning environment that is safe and respectful
  3. To support the administration in becoming more transparent and accountable
- The Toolkit will guide us through this process and has suggestions for how we can achieve this.
- This initiative will require everyone's help to be successful, even the help of parents and other community members who are interested.
- Over the coming weeks, we will form the Good School Committee: a committee of teachers, students and community members who will help with planning and organising the various activities. The committee members will also receive special learning and skill-building opportunities related to the ideas of a Good School. Two members of the administration will join the committee primarily as students and advocates.
- There will be more activities soon to get everyone involved, and more information about how to join the Good School Committee.
- In a few weeks/months, after some initial preparations, there will be a special celebration to launch the project in the community (see Step 2).

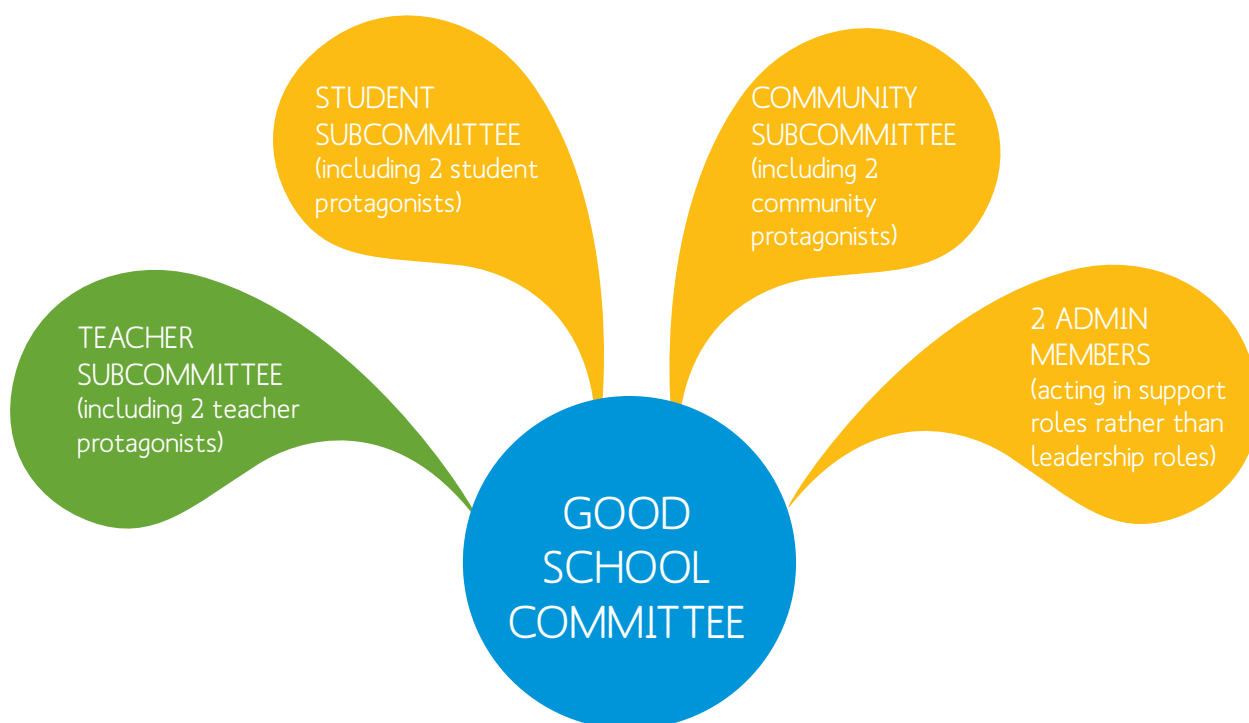


## 1.3 Recruit teachers for your Good School Committee.

Why? Involvement and leadership from teachers is essential to the Toolkit's success.



Prior to Step 1, your school recruited two teacher protagonists (see the Good School Toolkit Overview). Now is the time to create your Good School Committee, starting with the recruitment of more teachers. Teachers who are passionate about the issues will likely be quick to express their interest. We recommend recruiting five to eight additional teachers for your Good School Committee (depending on your school's size and the level of teacher interest). Aim for a balance of women and men, since one aspect of the Toolkit is addressing gender issues at school. Thus, having female role models on the committee will be a key part of the Toolkit's success. Also, ensure that the chosen teachers are excited to be involved and committed to the project's success. The chosen teachers will operate as a subcommittee of the Good School Committee.



## A process for recruiting teachers

- Share the role, benefits and responsibilities of involvement with all teachers (see below).
- Ask teachers to elect three women and three men from those interested.
- Then, make sure the person currently responsible for school discipline is also included on the committee, if not already selected.
- Lastly, have students elect one teacher as the final committee member.

## Role, benefits and responsibilities for teacher committee members

### ROLE:

- You will offer your skills and ideas to support the decision-making, planning and implementation of the Good School Toolkit.
- For other teachers, you will become a role model and resource, practicing and promoting the ideas of a Good School and supporting them in doing the same.
- You will take the lead in implementing teacher-led activities, such as organising an open meeting between all students and teachers, and organising teacher-to-teacher mentoring.

### BENEFITS:

- You will have the opportunity to help lead valuable improvements to the school.
- You will gain knowledge and skills that will inspire you in your work and life.

### RESPONSIBILITIES:

- The commitment is completely voluntary. There are no financial rewards.
- You are expected to practice and share the Good School ideas with family and friends.
- you should be able to attend to regular meetings, and at times, one- to three-day workshops.\*
- You are expected to contribute your time and leadership to the implementation of Good School activities
- You must have the intention to remain a committee member for at least one year.\*


*\*Adjust timeframes for your school if needed.*

1



## 1.4 Recruit students for your Good School Committee.

Why? Involving students in decision-making and school leadership is a key part of creating a Good School.



Prior to Step 1, your school recruited two student protagonists (see the *Good School Toolkit Overview*). Now is the time to recruit more students for your Good School Committee. Students may be unaccustomed to helping lead a school project, but with encouragement many will be excited to join in. We recommend recruiting eight additional students, with four females and four males representing various standards. The chosen students will operate as a subcommittee of the Good School Committee. While they may at times need support or guidance from a teacher, good things can come from letting their subcommittee be a student-led space.



### A process for recruiting students

- Announce at assembly that there will be a Good School Committee and a school-wide election to identify the student members. Explain that those wishing to stand in the election can nominate themselves by submitting their names to a designated teacher.
- Explain that the student committee members should represent the mix of students at the school, and thus include girls and boys and students of different ages, religions, etc. Therefore, on election day, everyone will vote for one girl and one boy for the committee. From the six girls and six boys who receive the most votes, the administration will select the eight students who together create the right mix.
- Have the teacher of each class review the Good School project, the election process and the role, benefits and responsibilities of being on the Good School Committee (see below).
- Try to encourage wide participation and ensure that it is not only the popular students who get nominated.
- Give each nominee two minutes at a school assembly to explain why students should vote for them. The nominees may also campaign for votes by organising events or talking to students independently. During this time, ensure that students are not bullied or forced into supporting a particular nominee.
- On a selected day, hold classroom-based elections. Have each student choose one girl and one boy from the list of nominees. Students can vote by all putting their heads on their desks and then raising their hands for their students of choice. Alternatively, students can write the names of their preferred candidates on a small piece of paper and submit it to the teacher.
- Add up the votes, and identify the six girls and six boys who get the highest number of votes. From these students, choose the four girls and four boys who together create a good mix of ages, backgrounds, etc. Announce or post the names of the chosen students, and thank all students for their participation.
- Follow up with remaining candidates to commend them for their efforts and explain other opportunities for involvement. Explain to all students that their skills and ideas will be needed to create a Good School and that there will be many ways to make contributions along the way.

## Role, benefits and responsibilities for student committee members

### ROLE:

- You will offer your skills and ideas to support the decision-making, planning and implementation of the Good School Toolkit.
- For other students, you will become a role model and resource, practicing and promoting the ideas of a Good School and supporting them in doing the same.
- You will take the lead in implementing student-led activities, such as performing short plays at assemblies to promote the ideas of a Good School and doing training sessions for school clubs about Good School skills.

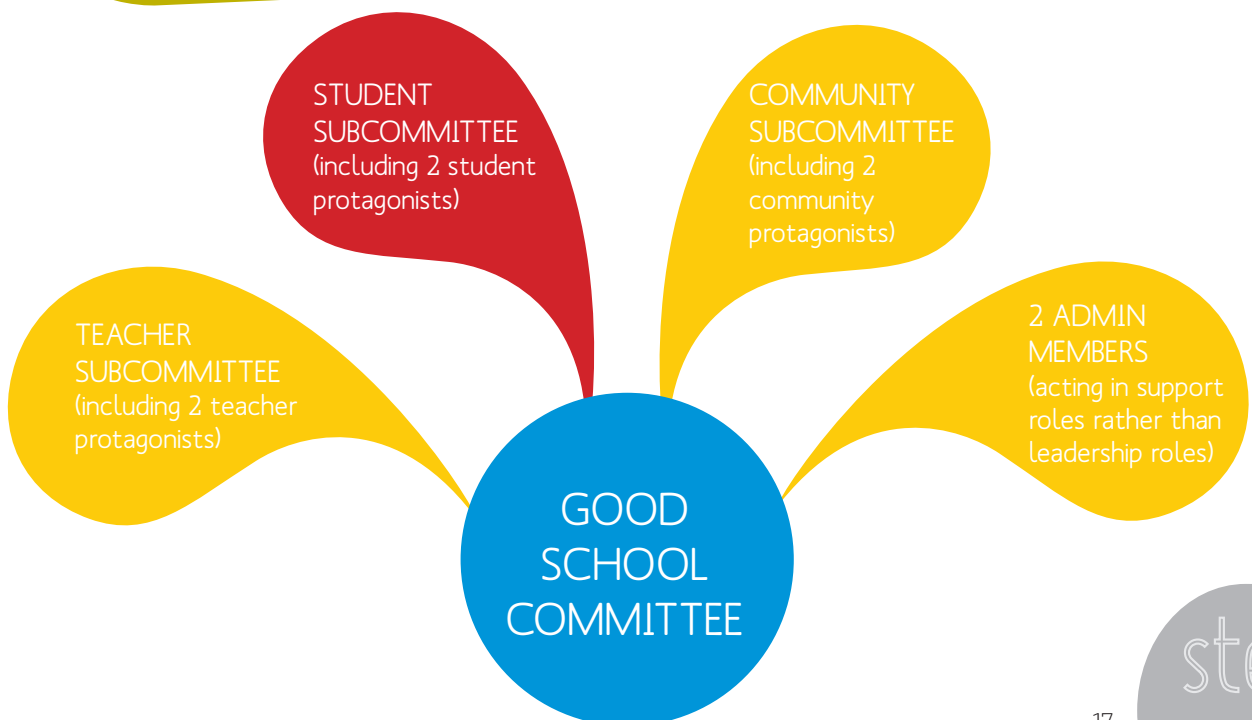
### BENEFITS:

- You will have the opportunity to help lead valuable improvements to the school.
- You will gain knowledge and skills that will inspire you in school, at home and in the community.

### RESPONSIBILITIES:

- The commitment is completely voluntary. There are no financial rewards.
- You are expected to practice and share Good School ideas with family and friends.
- you should be able to attend to regular meetings, and at times, one- to three-day workshops.\*
- You are expected to contribute your time and leadership to the implementation of Good School activities.
- You must have the intention to remain a committee member for at least one year.\*

*\*Adjust timeframes for your school if needed.*





## 1.5 Recruit community members for your Good School Committee.

Why? Community support, including that of parents, will greatly increase the long-term impact of your efforts.



Prior to Step 1, your school recruited two community protagonists (see the *Good School Toolkit Overview*). Now is the time to recruit more community members for your Good School Committee. This Toolkit will quickly reveal how a school is inseparable from its community. Having the involvement of community members, and especially parents, is essential. We recommend recruiting a maximum of 10 additional community members for the Good School Committee. Aim for a balance of women and men, since one aspect of the Toolkit is addressing gender issues at school. Thus, having female role models on the committee will be a key part of the Toolkit's success. Also, consider a mix of parents, influential community leaders, religious leaders and more. These individuals will support activities within the school. However, above all, they will promote Good School ideas within the community through their everyday actions and through supplementary community activities (ideas found in Tools & Materials). The chosen members will operate as a subcommittee of the Good School Committee.



### A process for recruiting community members

- Seek recommendations from members of the school administration, board of governors and school management committee, as well as from community leaders and existing Good School Committee members. Consider the recommendation of people already involved in the school as well as those who may be interested in becoming involved for the first time.
- Announce the opportunity at school and community meetings, and post signs around the community.
- Visit recommended and interested community members. Explain the project using the *Good School Toolkit Overview* as a guide, emphasising that community support is needed for success. Do not force people's interest. Watch for those who are naturally excited about the ideas.
- Invite all interested community members to a special meeting at your school. Ensure anyone you invite is *nonviolent, respected, invested in your school and able to volunteer*.
- At the school meeting, review the importance of a Good School, invite student and teacher committee members to speak and clearly outline the role, benefits and responsibilities of involvement (see below).
- If more than 10 people express interest, choose or elect the community committee members (as more than 10 members becomes difficult to manage, despite the appeal of extra help).
- Remember to aim for equal numbers of women and men. Ideally you would have at least one representative from the school management committee and one representative from the Parents Teachers Committee.

## Role, benefits and responsibilities for community members

### ROLE:

- You will offer your skills and ideas to support the decision-making, planning and implementation of the Good School Toolkit.
- For other community members, you will become a role model and resource, practicing and promoting the ideas of a Good School and supporting them in doing the same.
- You will take the lead in implementing community activities that get parents and others thinking about Good School ideas, and even using these ideas in their homes and as parents.

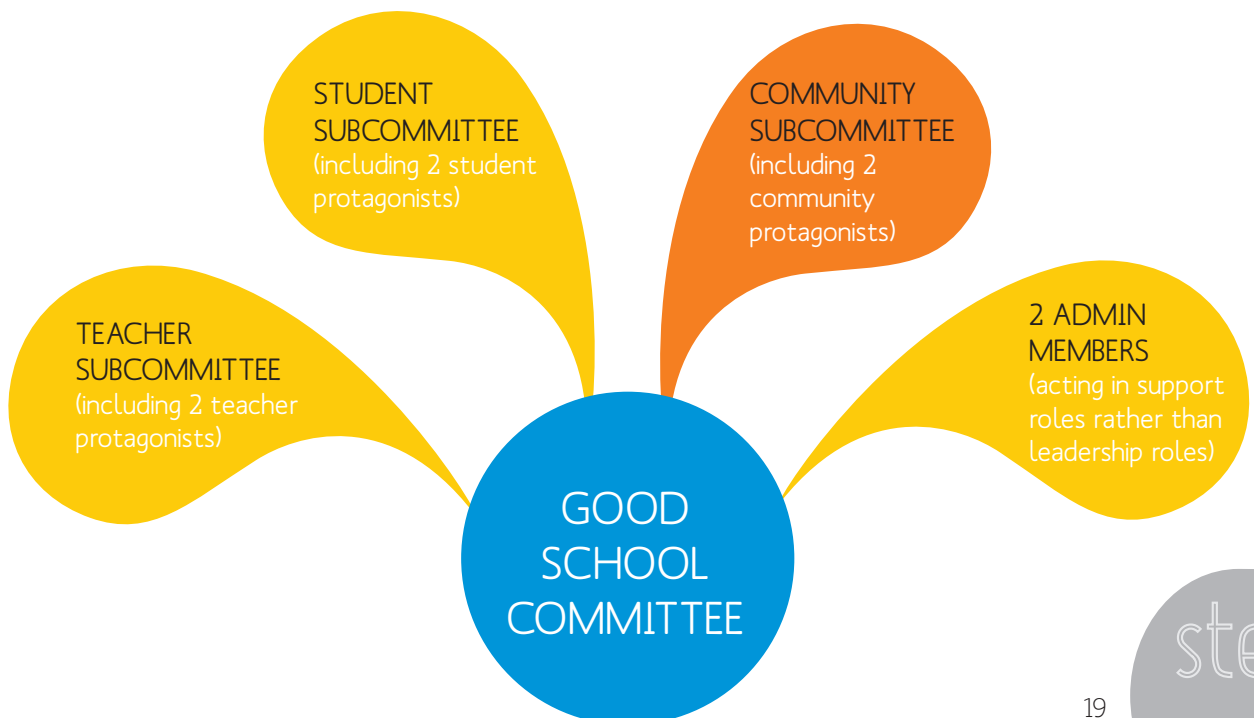
### BENEFITS:

- You will have the opportunity to help lead valuable improvements to the school.
- You will gain knowledge and skills that will inspire you in your work and life.

### RESPONSIBILITIES:

- The commitment is completely voluntary. There are no financial rewards.
- You are expected to practice and share Good School ideas with family and friends.
- you should be able to attend to regular meetings, and at times, one- to three-day workshops.\*
- You are expected to contribute your time and leadership to the implementation of Good School activities.
- You must have the intention to remain a committee member for at least one year.\*

*\*Adjust timeframes for your school if needed.*





## 1.6 Recruit administrative members for your Good School Committee.

Why? The involvement of administrators as students and advocates, and not just as individuals of authority, is a key component of building power within others.



The Good School Committee should be dominantly made up of and led by students, teachers and community members. However, including one female and one male member of the administration is very important for advancing Good School ideas. **Most importantly, this administrative role is not one of authority, but rather just the opposite.** It is an opportunity for administrative members who are especially enthusiastic about the Good School Toolkit to engage in all the associated skill building and planning, and while doing so, act as equal participants and students.

With this type of administrative participation, your school will do the following:

- Deepen the administration's engagement in and connection to the initiative.
- Create opportunities for the administration to support and advocate for the leadership of others and Good School ideas.
- Help other committee members understand the administrative perspective.
- Speed up administrative approval as needed and ensure the inclusion of Good School activities in school planning and scheduling.
- Reinforce the administration's commitment to supporting the leadership of others (especially teachers and students).

**Important Note:** The time commitment for administrative members is substantially less, and there is no subcommittee for this group.



### A process for recruiting administrative members

- Share the role, benefits and responsibilities of involvement (see below) with all members of the administration.
- Since there is one female position and one male position, when more than one female or one male express interest, have the administration elect who will represent them.

## Role, benefits and responsibilities for administrative members

### ROLE:

- You will not take the lead. Instead you will play a critical role in supporting and encouraging the leadership of others.
- For other members of the administration and school management, you will become a role model and resource, practicing and promoting the ideas of a Good School and supporting them in doing the same.
- You will promote Good School ideas when talking to parents and in the community, thereby connecting the wider community to the initiative.
- You will monitor the implementation and success of Good School activities and leadership workshops.
- You will participate in all learning, skill-building and key planning sessions, but will not be expected to take part in coordinating school activities.

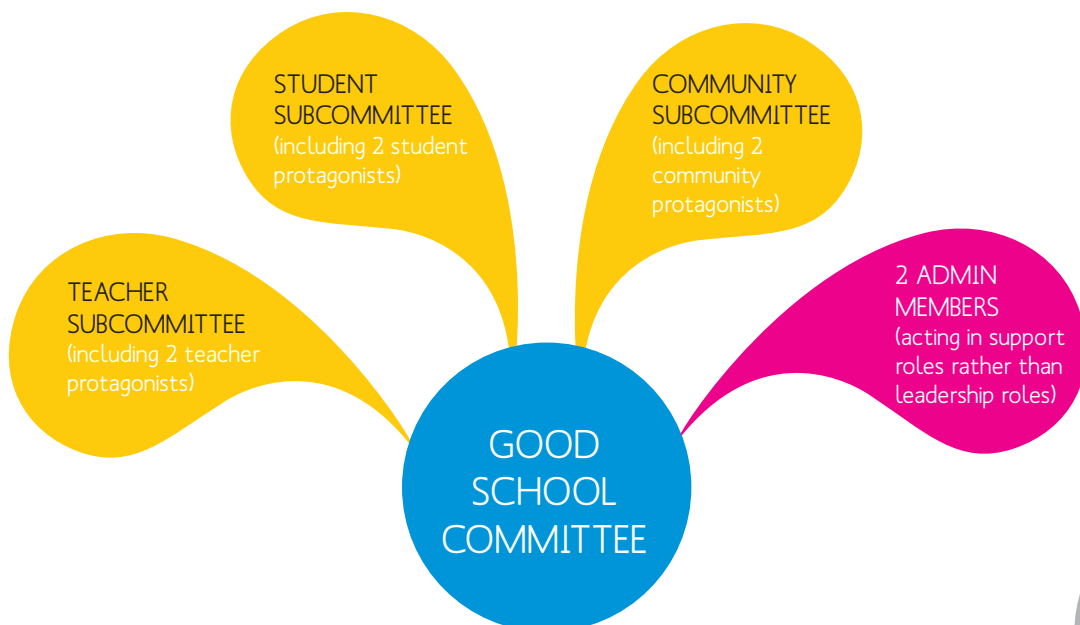
### BENEFITS:


- You will have the opportunity to empower others in leading valuable improvements to the school, creating the collective involvement critical for a Good School.
- You will gain knowledge and skills that will inspire you in your work and life.

### RESPONSIBILITIES:

- The commitment is completely voluntary. There are no financial rewards.
- You are expected to practice and share Good School ideas with family and friends.
- You must be flexible to attend regular meetings, and at times, one- to three-day workshops.\*
- You are expected to contribute a minimum of 2 hours\* per month, in addition to your participation in leadership workshops and other skill building.
- You must have the intention to remain a committee member for at least one year.\*

*\*Adjust timeframes for your school if needed.*





## 1.7 Hold welcome meetings for Good School subcommittees.

Why? Your Good School Committee will be most effective if teachers, students and community members function as subcommittees, each unified by shared experiences and roles.



Committee members will likely be keen to get started. They should first meet in their subcommittees, which include the committee members they will work with the most closely. This first meeting is an important time for orienting members to the project and to each other. Roles will be defined and commitments put into writing. You can conduct each welcome meeting as a two-hour gathering or a full-day workshop, depending on how you choose to customise it for the subcommittee.



### What to do in each welcome meeting

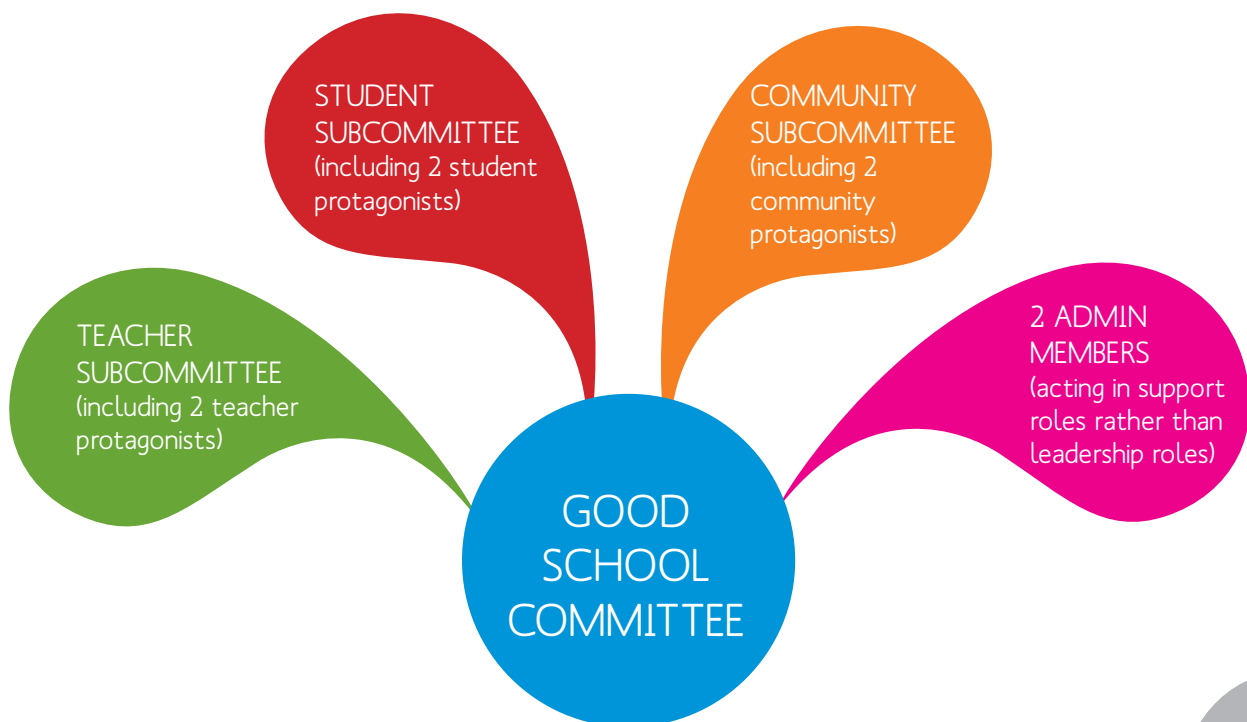
For the teacher, student and community subcommittees:

- **Foster positive relationships:** Facilitate some fun activities that allow members to move around, share something about themselves and get to know each other.
- **Review the opportunity:** Write the “role, benefits and responsibilities” for the subcommittee on the chalkboard (see Activities 1.3, 1.4, 1.5). Congratulate members and encourage them to fulfil the role to the best of their abilities.
- **Establish subcommittee positions (e.g. chairperson, secretary):** Assign each subcommittee member a specific position and its associated responsibilities (found in Tools & Materials).
- **Review the Toolkit:** Present the contents of the *Good School Toolkit Overview* in an interactive manner. Also, identify the additional resources that came with the Introductory Package and Step 1, which committee members can read if desired.
- **Present current conditions:** It is important for committee members to receive a general overview of where the school is starting from.
- **Sign commitment letters:** Each subcommittee must draft a letter for members to sign—a letter that recognises how change is difficult and how everyone’s commitment is needed to achieve the goal of a Good School (see Tools & Materials for a sample commitment letter).
- **Determine meeting times and introduce a meeting format:** Meetings should be scheduled for approximately one hour. It is recommended that all subcommittees meet weekly at first, and then once or twice a month as needed (see Tools & Materials for a sample meeting agenda).
- **Discuss supplementary community activities (community subcommittee only):** Discuss the many ways members can creatively share the ideas of the project outside the school (see Tools & Materials for a list of supplementary community activities and the Community Activities Reporting Form).

## An alternative process for administrative members

The two administrative members of the Good School Committee do not operate as a subcommittee. Instead, they support all subcommittees without taking the lead, by doing things like speeding up administrative approval. Therefore, it is recommended that you conduct only the following steps at the next meeting of the administration, so that their administrative colleagues can ask any questions they have.

- **Review the opportunity:** Write the “role, benefits and responsibilities” for the two administrative committee members on the chalkboard (see Activity 1.6). Congratulate them and encourage them to fulfil the role to the best of their abilities.
- **Review the Toolkit:** Present the contents of the *Good School Toolkit Overview* in an interactive manner. Also, identify the additional resources that came with the Introductory Package and Step 1.
- **Present current conditions:** It is important for the administration to receive a general overview of where the school is starting from.
- **Sign commitment letters:** Draft a letter for the two administrative committee members to sign—a letter that recognises how change is difficult and how everyone’s commitment is needed to achieve the goal of a Good School (see Tools & Materials for a sample commitment letter).





## 1.8 Engage the Good School Committee in learning the essentials of a Good School.

Why? Many people will be asking the new committee members about the initiative, so they will need a solid understanding of the characteristics of a Good School.



This first leadership workshop is a two-day session that will build project momentum and begin establishing committee culture. Notify committee members well in advance about the time, place and agenda for the workshop (you may even share this information during the recruitment process). For those committee members elected first, you may choose to involve them in the workshop preparations to maintain their interest and sense of value. Also, for this first leadership workshop, you may want to invite additional stakeholders from within the school or surrounding community. However, your group should not exceed 32 people. If your group is especially large or has special considerations, you may choose to implement the workshop modules separately for teachers, students, community members, etc.



### Leadership Workshop 1: Creating a Good School

Also see the Participatory Learning and Facilitation Guide on page 31

- Module 1.1: What Is a Good School?
- Module 1.2: Creating a Conducive Learning Environment
- Module 1.3: What Is a Good Teacher?
- Module 1.4: Creating Positive Discipline at Your School
- Module 1.5: What Is Good Governance?
- Module 1.6: Four Types of Leaders
- Module 1.7: Using Participatory Facilitation
- **Belief Statement:** If the school has a busy schedule the different sessions can be broken down and done in bits based on what is convenient for the school.

After completing these learning modules, have committee members create and sign a shared belief statement (see Tools & Materials for sample). Post the belief statement in the school and, if desired, in appropriate locations in the community.

**TIP:** For more information to support the facilitation of this workshop, see *What Is a Good School?* by Dipak Naker (packaged with this step)

## 1.9 Prepare for and implement the Good School Morning for Step 1.

Why? The Good School Morning is an opportunity for the entire school to learn and discuss key ideas and skills simultaneously, feeling their collective power when engaged together in change.

The Good School Morning activity in this step is **Module 1.6: Four Types of Leaders**, from Leadership Workshop 1 (see Activity 1.8). A major theme of the Good School Toolkit is an understanding that good leadership is more than commanding attention, and that everyone has the capacity to lead.

This Good School Morning will guide students through the following:

- Learning about the four types of leaders
- Reflecting on their own natural leadership styles
- Considering how this aspect of their personalities influences their helpful and unhelpful behaviours among peers

### How to implement a Good School Morning

#### At the start of term

- Schedule the day and time for your Good School Morning well in advance. While the morning is an optimal time, you may choose to conduct it later in the day.
- Plan how to organise students. The idea is for the Good School Morning to take place with students' class teachers. It is recommended that larger schools find the most convenient way to divide these classes so that each Good School Morning group has between 20-40 students. (Note: The Good School Morning activities are interactive sessions designed especially for groups of this size and will be challenging to implement otherwise.)

#### Two to three weeks before

- Hold a two-hour staff meeting for all teachers and administrators (divide the group if needed):
  - o Engage *all staff* as participants in **Module 1.6: Four Types of Leaders**.
  - o Explain to *all staff* how the Good School Morning will unfold, and answer any questions.



### One to two weeks before

- Hold a two-hour meeting in which **teacher protagonists** train class teachers in how to use **Module 1.6** with students. During this meeting, have **teacher protagonists** do the following:
  - Engage *class teachers* as participants in **Module 1.7: Using Participatory Facilitation**.
  - Guide *class teachers* through the unique considerations for facilitating **Module 1.6: Four Types of Leaders** with students. (Take some time to consider this yourselves in advance, so that you come to the meeting with ideas.)
  - Explain to *class teachers* that while they may get students to support activity set-up and clean-up, it is important that the activity is facilitated by them as part of strengthening their relationships with students.
  - Send every *class teacher* home with a photocopy of the instructions for **Module 1.6: Four Types of Leaders**.

### The day before

- Have the students on the Good School Committee prepare any supplies needed for the Good School Morning and distribute them to classrooms (including an additional copy of the activity instructions).

### The day of the Good School Morning – before the activity

- Have the administration introduce the Good School Morning at assembly, building school enthusiasm and encouraging full participation and idea sharing.

Here is a possible script:

*Today, we will be doing our first Good School Morning. After assembly, you will return to your class teachers, and each class will participate in the same activity, learning the same new ideas about being a Good School.*

*Today, our Good School Morning is about leadership. We all need to be leaders in becoming a Good School, but there are many types of leaders. Part of becoming a Good School is understanding that good leadership is more than commanding attention, and that everyone has the capacity to lead.*

*Today's activity includes the following:*

- > *Learning about the four types of leaders*
- > *Thinking about your own leadership style*
- > *Considering how your leadership style influences how you behave at school and around others*

*Here are some important things I want you to remember:*

- > *This activity is meant to get you thinking in new ways and sharing new ideas.*
- > *The more participation the better.*
- > *There are no right or wrong answers.*
- > *There are no good or bad contributions.*
- > *This is about learning together and having fun as we create a Good School.*

The day of the Good School Morning - after the activity

- Ask the students on the Good School Committee to go back around to classes and pick up any supplies from the classrooms.
- Ask the students on the Good School Committee to make a *4 Types of Leaders* poster to hang in the school as a reminder of what was learned (see Tools & Materials for a sample of what could be created on paper or chalkboards).



## MAKE A POSTER! 4 TYPES OF LEADERS

See the sample in Tools & Materials, and then make your own.





# Leadership Workshop



## Notes



## Participatory Learning and Facilitation Guide

Creating a Good School requires new skills, new ideas and new ways of doing things. At times, this includes participating in a new way of Learning—shifting from conventional ways of learning to “participatory learning”. Participatory learning helps people learn from their experiences and from each other. In the Good School Toolkit, it is used in the leadership workshops and in the Good School Mornings (which use modules from these workshops).

Participatory learning may be different from what you are used to. It is not usually used in schools and other conventional learning environments. Instead of the customary teacher-student relationship, the participatory learning method uses a *facilitator* who guides the group in taking an active role in their own learning process. The learning process taps into the wealth of experiences that participants have and uses these for group problem-solving. Participatory learning has proven very useful for promoting change and working with participants who may not be used to being students.

Participatory learning and conventional learning are both useful methodologies. The best method to use depends on your objectives. The following table summarises some of the differences between the two.



## Participatory Learning Vs. Conventional Learning

Participatory Learning	Conventional Learning
Values personal experiences	Values objective facts and knowledge
Participants and facilitator share power in the learning environment	Teacher holds all the power in a classroom-style setting
Everyone contributes to the learning process	Teacher gives students information
Is based on mutual respect and collective responsibility between participants	Values obedience and “good behaviour”
Aims to create safety during the learning experience	Creates fear of the authority figure or teacher
Values diversity of experiences	Focuses on correct answers and success
Values emotions as well as logical thinking	Values logical thinking and discounts emotions
Values co-operation among participants	Fosters competition between students
Encourages creative and critical thinking	Values memory-based learning
Focuses on building skills that affect participants’ personal lives	Usually focuses on imparting theoretical knowledge

# Facilitation



## What is Facilitation?

Participatory learning is *facilitated*, not taught. Facilitation involves enabling participants to share, learn from and use their experiences to develop solutions and new ways of thinking.

Facilitation begins with the assumption that participants are experts on issues that affect their lives. It emphasises that everyone has valuable experiences and knowledge to share that will help the group develop new ideas and solve existing problems. By using various facilitation skills, the facilitator helps participants engage differently with their own experiences, deepen their understanding of issues of importance to them and find ways to apply their learning to improve their school (or whatever issue they are focusing on).

As you read about these facilitation skills, think about how you could transfer them to your classroom. Use these ideas to analyse what you are trying to do when you are teaching and how the same objective could be achieved through participatory learning.



# Developing Facilitation Skills

There are several important skills that a facilitator can develop and use to create a safe and dynamic learning environment. Some of these skills are listed below with tips for how to use them.

## a. Develop a relationship of trust with the participants.

- Be respectful, honest, open and friendly before, during and after the process.
- Whenever possible, conduct group work while sitting in a circle, the way people do in informal discussions. Sitting behind desks or tables may intimidate some participants and create a competitive setting for others.
- Encourage and value all the participants' contributions.
- Use words and actions that encourage an informal and comfortable atmosphere.
- Emphasise that you are learning and growing through the process as well; avoid presenting yourself as the expert.
- Openly share the objectives of the process, and address the expectations that the participants may have.

## b. Structure the learning process in an understandable and meaningful way.

- Think about and plan how you will facilitate each activity so that the participants can feel that you are a reliable and credible person.
- Keep time and negotiate any major schedule changes with the participants.
- Share the timetable. Explain the flow of the process and obtain agreement. Be willing to modify the schedule if the group suggests alternatives.

## c. Enable the participants to share their experiences meaningfully.

- Develop ground rules with participants at the beginning of the process to share responsibility for the outcome of your work together.
- Create a safe way for participants to introduce themselves to the group at the beginning of the process, and thus help them feel that they are members of the group. A fun activity often works well.
- Protect shy and vulnerable participants from being forced into silence or being pressured into revealing personal information.
- Delegate some of the "disciplinarian" roles, such as time-keeping, monitoring whether the objectives are being met, etc., to nominated members of the group.
- Ask open-ended questions that help participants expand on what they are sharing and that help the group broaden their discussions.

- Emphasise in words and actions that all contributions are valid. Build on and make links between participants' contributions instead of searching for "right answers". Avoid pressuring participants or singling them out to share their views (i.e., calling on participants when they are not ready, putting people on the spot, etc.). This may inhibit the participants and make them feel anxious about getting it wrong.
- Clarify what participants contribute using gentle probing questions and by repeating back what you think is being said.
- Invite elaboration without embarrassing participants by using neutral questions, such as "Can you say more?" Extract meaning from a set of contributions by summarising them and linking them to form a collective understanding.

#### d. Intervene if you feel the group's objectives are being compromised.

- Seek contributions from different participants if one or two members are dominating the group.
- Have a private word with any participant who seems to be promoting an agenda for personal instead of collective learning or one that undermines the group's learning objectives.
- Focus the discussion if it is becoming diffuse and straying from your objectives.
- Boost the energy of the group by introducing a game or a physical activity, especially if energy is low during a demanding discussion or the heat of the afternoon.

#### e. Ensure that the work remains a learning process.

- Summarise frequently and always summarise at the end of each activity to highlight the collective learning that has occurred.
- End each session with an overview of the discussions and, if appropriate, questions for reflection until the next session.
- Begin each new session with an overview of the previous session's work and with an opportunity for participants to contribute reflections.
- Conduct an oral evaluation of the process and a written evaluation if appropriate. This allows the participants to come to a collective understanding of the process.
- Ensure, whenever possible, that participants have had an opportunity to think about what they will do practically with what they have learned.
- Discuss, if appropriate, what support the participants will need, and from whom, to apply what they have learned.
- Every time you facilitate a learning process, the participants are placing their trust in you. In return, your responsibility is to be as effective as you can be. Becoming an effective facilitator is primarily about having respect for the participants you are working with. If you begin with that, the rest will come with experience and practice. It is also important to believe in your ability to make a meaningful contribution to the development of the participants. Keep learning from each process you facilitate and, above all, make it fun!



# Leadership Workshop 1

## Creating a Good School

# Creating a Good School

Module 1.1: What Is a Good School?	Page 40
Module 1.2: Creating a Conducive Learning Environment	Page 45
Module 1.3: What Is a Good Teacher?	Page 48
Module 1.4: Creating Positive Discipline at Your School	Page 51
Module 1.5: What Is Good Governance?	Page 58
Module 1.6: Four Types of Leaders	Page 62
Module 1.7: Using Participatory Facilitation	Page 68

**Belief Statement:** After completing these learning modules, have committee members create and sign a shared belief statement (see Tools & Materials for sample). Post the belief statement in the school and, if desired, in appropriate locations in the community.

## Recommended Two-Day Implementation

While the leadership workshops in other steps of the Toolkit can be divided and implemented one module at a time, it is particularly helpful to conduct this first workshop over a concentrated two-day period. This will help you begin to develop your collective vision of a Good School. In this workshop, you will explore the key components of a Good School and develop a collective understanding of how they can be realised at your school. You will also obtain a commitment from key stakeholders to invest their time and energy in creating a Good School.

## Suggested Schedule

### Day One

08.30 - 09.00	Introduction and Registration
09.00 - 10.30	1.1 What Is a Good School?
10.30 - 11.00	Break
11.00 - 12.30	1.2 Creating a Conducive Learning Environment
12.30 - 13.30	Lunch
13.30 - 15.00	1.3 What Is a Good Teacher?
15.00 - 15.30	Break
15.30 - 17.00	1.4 Creative Positive Discipline at Your School
17.00 - 17.30	Wrap Up

## Day Two

08.30 - 09.00	Review and Reflection
09.00 - 10.30	1.5 What Is Good Governance?
10.30 - 11.00	Break
11.00 - 12.30	1.6 Four Types of Leaders
12.30 - 13.30	Lunch
13.30 - 15.00	1.7 Using Participatory Facilitation
15.00 - 15.30	Break
15.30 - 16.30	Wrap Up, Social Gathering and Signing of the Belief Statement

**Note:** If your group cannot stay as late as 16.30, shorten discussions to cut 15 minutes from select modules.

Notes

# Module 1.1

(Also the Good School Morning activity in Step 6)



## What is a Good School?

1 hour, 20 minutes

### Preparations

- Read the cartoon booklet *Creating a Good School: How Do We Do It?*
- Choose a space with a chalkboard and chalk.
- Clear the chalkboard so it is blank, and divide it into three equal sections. Label those sections 1, 2 and 3.
- Ask participants to bring their notebooks and pens/pencils.

### Competences

The Participant;

- freely narrates his/her experiences at School
- describes the three components of a Good School
- evaluates his/her own school
- demonstrates the steps in conducting the session on a Good School



## Steps

### Part 1 - What Was Your School Like? (35 minutes)

1. Explain to the participants that they are going to exercise their imaginations by reflecting to the past. Remind them that for this exercise to work, they must actively imagine what you say based on their own experiences. Acknowledge that it may be difficult for some to keep their eyes closed during the exercise, but that the key is to invest energy in seeing in their minds what your words are prompting them to see.
2. Ask participants to close their eyes and relax. Ask them to take a few deep breaths in and out, and when they breathe out, to sink back further into their chairs. With each breath, ask the participants to relax and prepare themselves to go on a journey.
3. Read the following text slowly and clearly in a calm, even voice:
 

"Imagine yourself at your secondary school. If you are a student, imagine yourself at this school as you experience it now. For adults, return to your own memories of being a student in secondary school. Imagine that you are walking to school early in the morning. What is going on around you? Notice the people around you. Who are they, and what are they doing?" (pause for a few seconds)

"Now turn your attention to yourself. Remember, you are a student. How are you feeling? Are you feeling good or bad? Explore whatever the feeling is. Think of words to describe what you are feeling as you get nearer to school." (pause for a few seconds)

"You are now in the classroom sitting at a desk. What is the classroom like? What do the walls of your classroom look like? How do they make you feel?" (pause for a few seconds)

"Imagine your teacher coming in. How does that make you feel? Are you looking forward to class? What happens when you don't know an answer? What happens when you misbehave?" (pause for a few seconds)

"Walk outside of the classroom. Picture the school grounds. What do they look like? What is the toilet like? Do you have access to safe water? How does this make you feel?" (pause for a few seconds)

"How do you feel at school? Are you happy to be there? Do you have a way to voice your problems, or do you keep them to yourself? Do other students bully you? Do you feel safe at school?" (pause for a few seconds)
4. When you feel that participants have had enough time, ask them to return to the room by breathing deeply three times and then opening their eyes.
5. After people open their eyes, ask them to share their stories of how they felt during this exercise when imagining their school experience in detail. Try to guide the responses in the same order that you asked the questions, starting with when they were walking to school, then being inside the classroom, then the teacher walking in and then the broader reflection on how they felt as they were walking around the school and noticing the environment at their school.
6. Explore by asking open-ended questions so that people connect with underlying



feelings.

7. As people are sharing, record one or two words that summarise key feelings or experiences from their stories. Record all the bad feelings or negative experiences under section "1" on the chalkboard. When it is a good feeling, write it on the other side of the chalkboard under section "3". For now, leave the middle (section "2") blank. For example:
  - People might say they felt hungry or anxious as they were walking to school, or fear when the teacher walked in, or shame when they were beaten or humiliated.
  - Some may say they felt good or excited when going to school because they were looking forward to their lessons.
8. After everyone has shared, you will have two sets of words on the chalkboard. Section "1" will be filled with negative words and section "3" with positive words. Ask everyone to look at the sections and reflect on them for a few moments in silence.
9. Ask the participants to get into pairs and discuss the following questions:
  - What kind of experience did/do most of us have at school?
  - What did/does that mean for our learning experience?
  - Would the adult participants be at different places in their lives if their experiences of school had been characterised by section "3" instead of section "1"?
10. After 10 minutes, ask the participants to come back to the larger group and share their observations.

## Part 2 - Building the Bridge to a Good School (20 minutes)

1. Ask participants if they would like to make any other observations of what a Good School would feel like. Add them to the list under section "3".
2. Explain to the participants that we all want to create schools that promote experiences described in section "3" on the chalkboard. But how do we create the bridge from what our school may be right now to a Good School?
3. Brainstorm with the participants what would be needed to build such a bridge.
4. List their ideas under section "2". For example, they may say we need good teachers, a conducive learning environment, alternatives to corporal punishment, etc.
5. Summarise their ideas by pointing out that the creation of a Good School requires four main components:
  - An imaginative view of what a Good School is
  - Good students and teachers
  - A conducive physical and psychological learning environment
  - Accountable school governance
6. Discuss these ideas and components, and explore how participants feel about them. Make sure you have read some of the accompanying materials, such as *What Is a Good School?* by Dipak Naker, to help you explain and elaborate on what these ideas mean in practice.



### Part 3 – The Purpose of a Good School (15 minutes)

1. Explain that we all know that the purpose of a school is to provide students with an education. Explain that a Good School helps students develop in three ways.
2. Draw the following diagram on the chalkboard, but only write in the words for the last circle: "Purpose of a Good School".
3. Write "**Cognitive Development**" in the first circle, and do the following:
  - Explain: "A Good School helps students build all the thinking skills associated with intelligence. Rote learning builds only a few thinking skills and misses many others."
  - Ask participants: "What thinking skills do students need to develop so that they can later manage the challenges of life?" Possible responses: problem-solving, analysing, investigating, logic, judgment, comparison, imagination, etc.
  - Summarise: "For teachers, this means using creative teaching techniques that build these other thinking skills."
4. Write "**Social Development**" in the second circle, and do the following:
  - Explain: "A Good School helps students become responsible adults with the confidence to contribute their ideas and skills to society."
  - Ask participants: "What social skills do students need to learn to become responsible adults who contribute to society?" Possible responses: appropriate behaviour, leadership skills, public speaking skills, confidence, loyalty, trust, relationship building, teamwork, etc.
  - Summarise: "For teachers and administrators, this means creating opportunities for students to develop some of these capacities in the classroom and beyond."
5. Write "**Ethical Development**" in the third circle, and do the following:
  - Explain: "A Good School helps students develop strong values to live by—values that will guide ethical behaviour."
  - Ask participants: "In what ways do students learn what is ethical and important in life?" Possible responses: from their parents, from school rules, etc.
  - Summarise: "For teachers and administrators, this means starting with ourselves, remembering the influence we have on students and being good role models."
6. Ask participants: "What surprises you about these ideas? What do you like about these ideas?"
7. Summarise as follows: "When we look at all three areas of development, we can see that a Good School educates students by providing all the skills to become a responsible adult, successful professional and valuable community member."

# 1.1

## Part 4 – Whose Responsibility Is It? (10 minutes)

1. Ask participants whose responsibility it is to ensure our school is a Good School. The list might include teachers, parents, administrators, the community, students, etc. Write the list on the chalkboard.
2. Explain that in the future you will explore the roles of many of these stakeholders. However, in this session, you would like to explore what role they, the individuals in this room, will play in creating a Good School. Ask participants to spend a few minutes thinking about this on their own and making a list of ideas in their notebooks.
3. After a few minutes, ask each participant to share their ideas.
4. Encourage participants to keep reflecting on this issue and to keep adding to their ideas as they learn more.
5. Sum up the session with a review:
  - Together we explored your experiences of secondary school.
  - We discussed what a Good School would look like.
  - We discussed what it would take to create a Good School.
  - We discussed what role individual participants will play in creating a Good School.

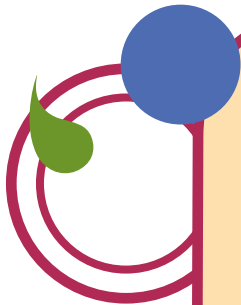


# Module 1.2



## Creating a Conducive Learning Environment

1 hour, 30 minutes



### Preparations

- Read the cartoon booklet *What Is a Good Learning Environment?*• Read *What Is a Good School?* by Dipak Naker, pages 21-29.
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

### Competences

The Participant;

- describes the manifestations of the learning environment at his/her school
- explains how the Learning environment affects learning
- identifies ways to improve the learning environment in his/her school
- demonstrates a session on a Good Learning Environment



## 1.2

### Steps

#### Part 1 - How Efficiently Can You Learn? (20 minutes)

1. Explain to the participants that they are going to play a game called "I Went to the Market".
2. Ask the participants to stand in a circle. Tell them that the aim of the game is to listen to everyone and remember what they say. Ask one participant to begin by saying, "When I went to the market, I bought a mango." Then the participant next to them says, "I went to the market and bought a mango and a \_\_\_\_\_." As you go around the circle, each participant adds their own purchase and repeats the purchases of the previous participants. The game gets harder as they go around, since there are more purchases to remember.
3. If a participant forgets any of the items purchased by previous participants or gets the order wrong, they must sit down. Play the game by going all the way around the circle and seeing how many people had to sit down.
4. For the first time around, the aim is to be helpful, so give clues and help participants who may be struggling to remember some of the items (without giving them answers). Make it a cooperative activity.

#### Part 2 - Changing the Learning Environment (20 minutes)

1. Explain to the participants that they are going to play the same game again, but that there will be an added challenge: there will now be two dangers in the room. Ask for two volunteers to help you during the game. Explain that one of the volunteers is a snake that can bite participants if they are not careful. The other is a stick that can "beat" them.
2. Explain that the only way participants can protect themselves against the snake is by clapping their hands if the snake looks like it is coming to attack them. If participants fail to clap before the snake touches them, they are eliminated from the game.
3. Explain that the only way they can protect themselves against the stick is to do as they are told by the stick. For example, the stick can come and whisper in their ear, "start dancing" or "sit on the floor" or "start singing" or "start shaking your head". It can be anything. If the participant does not do as they are told, they are eliminated.
4. Play the game and encourage the participants to be fast. This time, do not encourage cooperation, and instead make it competitive. Do not offer help or clues.
5. Continue playing until you have been around the group or until most participants are eliminated.

### Part 3 – Small Group Discussion (50 minutes)

1. Divide the group into two smaller groups. Ask each group to discuss how the learning environment changed between the first time around the circle and the second.
2. After a few minutes, write the following three tasks on the chalkboard and have each group complete them. (The “possible responses” listed below are here to assist you in supporting the two groups and in facilitating the discussion that will follow.)

a. Make a list of what changed.

Possible responses:

- I became afraid of the snake or stick.
- I became distracted by the dangers in the environment.
- I became confused by the disorganised circle.
- My fear made me forget the order of the list.
- My fear of the stick did not allow me to focus on the game.

b. Discuss how this game resembles the learning environment at our school. Is it more like the first time around the circle or the second? If it is like the second, how do you think it affects students’ ability to learn?

Possible responses:

- The fear of the stick and snake are like the psychological environment of our school.
- Students may not learn efficiently if they are afraid.
- Students may be so focused on the dangers or problems in their physical environment that learning suffers.

c. What can be done to improve the psychological and physical environment of our school?

Possible responses:

- Create order in the physical environment.
- Clean the school compound.
- Prohibit corporal punishment.
- Encourage students instead of instilling fear in them.

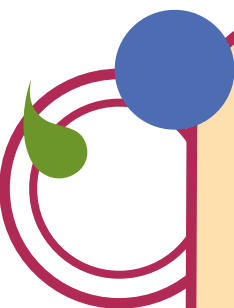
3. After 20 minutes, ask the participants to come back to the larger group. Ask each small group to report back about their answers to the three questions.
4. Wrap up the session with a review:
  - The physical and psychological environment of a school affects students’ ability to learn.
  - The school community can take specific steps to improve the learning environment.
  - A conducive learning environment is critical for promoting positive mental health among students



## Module 1.3

# What is a Good Teacher?

1 hour, 30 minutes



### Preparations

- Read the cartoon booklet *What Is a Good Teacher?*
- Read *What Is a Good School?* by Dipak Naker, pages 13-19.
- Choose a space with a chalkboard and chalk.
- Bring three pieces of paper and tape.
- Ask participants to bring their notebooks and pens/pencils.

### Competences

The Participant;

- shares his/her beliefs about a Good Teacher
- explains the qualities/attributes of a Good Teacher

## Steps

### Part 1 - What Is a Good Teacher? (20 minutes)

1. Remind the participants that many of us have been lucky enough to have gone to school, so we have all had teachers in our lives. In this session, we will explore what we believe is a good teacher.
2. Divide participants into three groups, and ask each group to discuss what they believe is a good teacher.
3. Ask each group to report back their ideas.

### Part 2 - Exploring What It Means to Be a Teacher (45 minutes)

1. Create three areas in the room, and label each with a piece of paper that reads "agree", "disagree" or "not sure" so that everyone is clear what each area represents.
2. Tell the participants that you are going to read some statements. If they agree with the statement, they should move to the area designated "agree". If they disagree or are not sure, they should move to the "disagree" or "not sure" area.
3. Explain that the last person to arrive at each designated area must tell the group why they chose that option. People who chose one area can try to persuade others to move to their area. People can change their minds, but if they do so, they must explain to the group why they are moving.
4. You can use the following statements, make up your own or ask participants to come up with the statements themselves:
  - Teachers have a bigger responsibility toward students than simply teaching their designated subjects.
  - A teacher should be feared.
  - A teacher who is not feared will never be respected.
  - The best teachers always ensure that students are quiet and obedient in their class.
  - A good teacher encourages students to ask questions.
  - The aim of a good teacher should be to help their students memorise information so that they can pass exams.
  - How teachers behave at school is their own business, as long as they do not tell students to misbehave.
  - Sometimes it is acceptable for a teacher to have a romantic relationship with a student as long as there is not too much of an age difference between the two.
  - There should not be a disciplinary policy for teachers.
  - Teachers always know what is best for their students.
  - Teachers need support just as much as students.
  - Teachers who are "soft" (too friendly) toward students are not good teachers.
  - A stick is a necessary tool for teachers.

## 1.3

5. Conduct the exercise. Allow discussions to flow freely between participants. Only intervene if you feel that the objective of promoting a broader understanding of the teaching profession is being lost. Even then, respond with questions or gently suggest alternatives rather than give definitive statements.

### Part 3 - Who Was Your Favourite Teacher (25 minutes)

1. Ask the participants to return to their three groups. Ask them to discuss who their favourite teacher was (when they were students) or is (for student participants) and why.
2. After about 15 minutes, ask everyone to come back into the larger group. Ask for two or three volunteers to share who their favourite teacher was/is and why. Others can comment on what is shared.
3. Wrap up the session by summarising key ideas that the group came up with regarding what makes a good teacher. Add some of the ideas from the *What Is a Good Teacher?* cartoon booklet accompanying the Toolkit, if they are not mentioned. For example:
  - A good teacher acts as a role model.
  - A good teacher never uses corporal punishment.
  - A good teacher cares about their students and listens to them.
  - A good teacher cares about the mental health and emotional well-being of their students.



# Module 1.4



## Creating Positive Discipline at Your School

1 hour, 30 minutes

### Preparations

- Read the cartoon booklet *What Is Positive Discipline?*
- Read *What Is a Good School?* by Dipak Naker.
- Prepare slips of paper with the statements from Part 1, Steps 3 and 8, written on them (kept in separate piles).
- Make copies of the Positive Discipline Self-Evaluation Instructions/Worksheet (one per participant, found at the end of this module's instructions).
- Choose a space with a chalkboard and chalk.
- Bring two pieces of paper and tape.
- Ask participants to bring their notebooks and pens/pencils.

### Competences

The Participant;

- describes the core elements of positive discipline
- differentiates between positive discipline and corporal punishment
- analyses the current approach to discipline in schools
- identifies ways to help young people become successful adults
- demonstrate a good session on Positive Discipline



step  
one

## Steps

### Part 1 – Positive Discipline Race (30 minutes)

1. On one end of the room, hang up a sign or write on the chalkboard “young student”. On the other side write “successful adult”.
2. Ask for a volunteer, and explain the activity:
  - The volunteer’s task is to make the journey from being a young student to a successful adult.
  - The volunteer must stand on one foot, hold their ears and balance their notebook on top of their head as they make the journey.
  - Every time the book falls, or they move their hands away from their ears, or they stand on both feet, they must go back to the beginning and start again.
  - Every time the volunteer goes back to the beginning, they will be punished by having to bend down and touch their toes five times.
3. Handout to half the participants the pieces of paper with the following statements on them:
  - Say: “What’s wrong with you? You’re never going to make it.”
  - Say: “You better hurry up. You only have one minute remaining.”
  - Say: “If you don’t make it, you’re going to be in big trouble.”
  - Say: “You must be stupid if you can’t make it across.”
  - Say: “I’ve explained this to you 100 times! Don’t you understand the task?”
  - Action: Pick up the book and pretend to hit the volunteer with it.
  - Action: Push the volunteer from behind, telling them that maybe that will help them to hurry up.
  - Action: Whenever a book falls, tell the volunteer they are clumsy.
  - Action: Forcefully adjust the way the volunteer is holding the book. As you are doing this, knock the book off their head.
4. Ask the participants with these statements to stand around the room from one end to the other. Ask the other half of the group to observe.
5. Explain that when you say “Go!” the volunteer should start hopping across the room, trying to make it to the other side. As the volunteer passes by, the participants holding notes should do or say what is on their pieces of paper.
6. After five minutes, stop the volunteer. Thank them and ask them to sit down.
7. Now, have a second volunteer try the same obstacle course.
8. Handout the pieces of paper with the following statements to the other half of the participants who were observing in the first round:

- Say: "Well done!"
  - Say: "You can do it!"
  - Say: "You are good at this!"
  - Say: "Keep trying, you're almost there."
  - Action: Tell the volunteer they can make a choice to make the task easier. Suggest tying a scarf around their head to hold the book in place.
  - Action: Help the volunteer. Every time a book starts to fall, steady it for them.
  - Action: If a book is about to fall, hold it on their head while they hop across.
9. Ask the participants with these statements to stand around the room from one end to the other.
  10. Explain that again, when you say "Go!" the volunteer should start hopping across the room, trying to make it to the other side. As the volunteer moves across the room, the participants holding notes should do or say what is on their pieces of paper.
  11. After five minutes, stop the volunteer. Thank them and ask them to sit down.

## Part 2 – Positive Discipline Race Debrief (45 minutes)

1. After both volunteers have completed the exercise, hold a discussion. Ask questions such as the following:
  - a. How did the volunteers do in each case? What made it difficult to complete the race?
  - b. How did it feel being the first volunteer?
    - How did you feel when your group members discouraged you or refused to help you?
    - Did their threats help you to do better or worse?
    - What did you do? Did you get frustrated and not complete the task? Did you feel like giving up?
    - What did you learn from this exercise?
  - c. How did it feel being the second volunteer?
    - How did the actions of your group members help you?
    - Did their positive words make a difference?
  - d. How did group members feel giving encouragement or support?
  - e. What was more useful in completing the task: helpful comments and assistance or negative comments and punishment?

## 1.4

2. Ask participants how this exercise might compare to the classroom. Possible responses:
  - The race can be compared to any classroom activity, such as doing homework or answering a question in class.
  - The group's comments can be compared to teachers' reactions to students. Some teachers use negative criticism, punishment or threats to motivate students. Other teachers use positive encouragement, support and a helpful attitude to motivate students.
3. What were some of the things the group did for the second volunteer? Possible responses:
  - Supported the volunteer
  - Gave encouraging words
  - Gave them choices
  - Made expectations more realistic
  - Had a positive relationship with the volunteer
  - Focused on the goal of getting to the "successful adult" side, rather than punishing the volunteer for mistakes along the way
4. Explain that these are all things we need to make the journey to "successful adulthood". All together, these things create something within us called "**positive discipline**".
5. Explain that positive discipline is a combination of two things— **positive** qualities and inner **discipline**, which come from the within and express how we feel about ourselves. It is created by how we are treated by others, and so "**positive discipline**" is also what we call the approaches for building this trait in students.
6. Using the race as an example, brainstorm with the participants what positive discipline is and what it includes. The list should include the following:
  - About creating relationships with and mentoring students
  - Rejects violence as a way of controlling students
  - Uses fair and non-violent responses
  - Helps students learn from their mistakes
  - Respects, nurtures and supports students
  - Empathises with the student's abilities and their situation in life
  - Focuses on long-term gains rather than short-term results
  - Includes realistic expectations of studentsTurns misbehaviour into a constructive learning event
  - Sees behaviour as a choice and guides students toward good choicesPrioritises consistently applying rulesUses logical consequences directly related to the offence
7. Emphasise that positive discipline does not mean replacing the cane with other humiliating punishments. Positive discipline is about creating good relationships with students and helping them learn right from wrong. It takes time and patience. Students who have been caned for a long time may, at first, have trouble understanding new forms of discipline.

### Part 3 – Positive Discipline Self-Evaluation (15 minutes)

1. Pass out copies of the Positive Discipline Self-Evaluation Instructions/Worksheet (found at the end of this module's instructions). Alternatively, you can copy the handout onto the chalkboard or read it aloud.
2. Explain that this self-evaluation is a tool to help teachers analyse their current approach to teaching. For students and adults who are not teachers, ask them to fill out the self-evaluation based on what kind of teachers they would like to see in their school.
3. As the participants read through the table and compare the two columns, ask them how they would rate themselves (or their ideal teacher). Ask them to be as honest as possible, since this is entirely for their own learning.
4. Individually or as a group, guide participants in using the instructions and key provided on the handout to rate where they are at in their development.
5. Encourage teachers to keep this self-evaluation and return to it in a few days or weeks, after reflecting on everything they have learned. Encourage them to fill out the self-evaluation again after some reflection, this time asking themselves, "What kind of teacher do I aspire to be?"
6. Wrap up the session with a review:
  - Positive discipline is a trait that we build within ourselves, and it is also what we call the approaches for building this trait in students.
  - As a trait, **positive discipline** is a combination of **positive** qualities and inner **discipline**, which help someone succeed and make responsible choices.
  - Teachers who use positive discipline as a teaching approach facilitate learning through respect and encouragement.
  - A positive discipline approach rejects violence and fear-based teaching strategies.
  - Through their actions, teachers can be an example of what it looks like to have positive discipline, while supporting students in developing positive discipline within themselves.
  - Everyone is encouraged to learn how to use positive discipline instead of corporal punishment because of the harm that corporal punishment can cause to students, and because corporal punishment is illegal in schools in Uganda.

## POSITIVE DISCIPLINE SELF-EVALUATION: INSTRUCTIONS

### How do I know if I am using positive discipline?

The following table will help you analyse your current approach to teaching. Read through the table and compare the two columns. Assess yourself by circling a number for each row (rows A to F), based on the guide provided. Be as honest as possible, since this activity is entirely for your own learning.

#### Choosing a number

- 1 means your approach is completely described by the positive discipline column.
- 2 means your approach is mostly described by the positive discipline column, although you have some doubts.
- 3 means you are not sure. You agree with parts of the descriptions in both columns.
- 4 means your approach is mostly described by the corporal punishment column, although you have some doubts.
- 5 means your approach is completely described by the corporal punishment column.

#### Interpreting your score

Once you have circled a number for each row, add up the circled numbers to determine your score.

**A total score of 6 to 14** means you are already practicing the ideas of positive discipline. You could be a valuable role model for other teachers in your school and could take a leadership role in creating a safer school for your community.

**A total score of 15 to 21** means you agree with some ideas of positive discipline and would also gain from building your understanding and skills. Through Good School trainings and discussions with colleagues you can advance your skills and knowledge with greater ease and support.

**A total score of 22 to 30** means you approach education using the ideas of corporal punishment. We hope the Good School Toolkit will support you in thinking about the effectiveness of using a positive discipline approach and beginning to practice it in the classroom.

**Take a few days to reflect on your results.** Then repeat the questionnaire, except this time choose numbers based on what kind of an educator you aspire to be. Compare your two scores. As you improve your knowledge and skills for using positive discipline, continue to re-evaluate yourself. Aim to decrease the difference between the two scores.

## Positive Discipline Self-Evaluation: Worksheet

Positive Discipline		Corporal Punishment		
	<b>Motivates.</b> You never use violence and instead teach students values that encourage good behaviour (e.g. respect, responsibility). You also explain to students the rewards and consequences for different behaviours.	<b>Punishes.</b> You use fear or shame to ensure that students think or behave in a desired way. You use such punishments as beating, insulting and humiliating.		
A	1                      2	3	4	5
	<b>Aims to empower students.</b> You help students take responsibility for making good decisions by providing them with the skills and environment needed to freely exploring ideas.	<b>Aims to create obedient students.</b> You create a classroom environment in which students learn to obey what they are told instead of thinking for themselves.		
B	1                      2	3	4	5
	<b>Student-centric.</b> You want to understand your students and help them learn from their mistakes. When choosing the consequences for misbehavior, you listen to the student's version of what happened.	<b>Teacher-centric.</b> You believe that the teacher knows everything. When giving consequences for misbehavior you act quickly with no discussion.		
C	1                      2	3	4	5
	<b>Democratic.</b> You tolerate different ideas and even mistakes if they may lead to constructive learning. Your aim is to create workable rules that are mutually beneficial. You get students involved in creating classroom rules and making class decisions.	<b>Authoritarian.</b> You tell students what to do and punish them if they choose another course of action. You make all the classroom rules and class decisions without involving students.		
D	1                      2	3	4	5
	<b>Values and respects individuality.</b> You accept that all of us are individuals with a variety of views and priorities. You welcome these differences.	<b>Values conformity.</b> You reward those who behave and think like you do and punish those who do not.		
E	1                      2	3	4	5
	<b>Long-term development.</b> When responding to misbehaviour, you give consequences that help students practice and understand the better behaviour. Your approach is based on nurturing the whole student over a long period of time.	<b>Short-term compliance.</b> Your approach aims to create obedience in specific situations. It focuses on quick solutions rather than what will help the student in the long term.		
F	1                      2	3	4	5



# Module 1.5

## What Is Good Governance?

1 hour, 30 minutes




### Preparations

- Read *What Is a Good School?* by Dipak Naker, pages 31-41.
- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

### Competences

The Participant;

- explains the components of Good Governance at school
  - explains how good governance manifests at school
  - identifies practical ways of improving governance at school
- 

## Steps

### Part 1 - Why Good Governance Is Important (10 minutes)

1. Explain to participants that this activity is about governance in schools.
2. Ask participants to share their understanding of the word "governance". Possible responses: rules, guidelines, policies, actions, enforcement, modelling, vision for how an entity will be run. Ask participants to think about the governance they notice in different parts of their lives—from the government of the country to the leadership of various institutions. Allow a short pause while people think. Invite two or three participants to share their ideas.
3. Explain that good governance is the foundation of a Good School. It ensures that all the qualities of a Good School are understood by everyone and consistently enforced. It ensures that all the efforts to create a Good School lead to positive changes that last.

### Part 2 - Three Requirements for Good Governance (20 minutes)

1. Explain that all schools have some kind of governance structure that controls the school. However, *good* governance requires three things.
2. Explain that one way to understand what is required for good governance is to think about what is required to build a strong house.
3. Explain that the first thing we need to build a strong house is skilled and committed people. Ask participants for stories or examples of someone who tried to build a house *without* skilled and committed people.
4. Explain that good governance equally begins with having skilled and committed people—**people vested with the power to govern**. Explain how in schools these individuals include administrators, the board of governors and more. At a Good School, these individuals use their power in two specific ways:
  - To be the ultimate point of authority for decision-making, disciplining, advocating for students and protecting them from harm To build **power within** others and increase involvement in school governance (e.g. by inviting ideas and leadership from students and teachers)
5. Explain that just like building a house, the second thing needed is the right tools and supplies. Ask participants for examples of the tools and supplies needed to build a strong house.
6. Explain that the key tools for good governance are **policies and standards** that are documented and shared with everyone. Ask the group, "How do these policies and standards help make a Good School?" Gather answers until the following is clear:
  - They provide a clear vision of what appropriate behaviour looks like.
  - They ensure people are dealt with fairly when their behaviour does not meet the standards set.
  - They inspire people to work together in creating a Good School.

7. Explain that just like building a house, the third and essential requirement of good governance is a **culture of collective accountability and maintenance**. This means everyone working together and taking responsibility for the outcome.
8. Explain that when building a house, everyone needs to be watching out for the whole structure, and not just paying attention to their small role. Everyone needs to be talking about and solving any weak, forgotten or poorly build areas, otherwise their individual contribution will mean little when the house, as a whole, is unsafe. Explain that school governance equally needs a **culture of collective accountability and maintenance**, ensuring the collective vision is upheld and enforced. Ask participants: "How can everyone at our school work together and take responsibility to ensure good governance?" Gather answers, and guide the group in considering ideas such as the following:

Teachers can take the time to get to know and understand school policies.

- The administration can notify the entire school when a policy has been updated.
  - Instead of a teacher complaining about some way that the school is not living by its values, they can propose a solution.
  - Instead of students standing by and watching violence between peers, they can speak up and remind each other of what is appropriate.
  - When an aspect of a school policy is proving biased or incomplete, any stakeholder can provide the governing bodies with feedback and ideas to act upon as they see fit.
  - When a need is reported, the administration can respond to the feedback and make decisions for positive change, including immediate consequences when policies and rules are not followed.
9. Review again the three requirements for good governance:
    - People vested with the power to govern (i.e. administrators, board of governors, etc. who use their power for good and build **power within** others)
    - Policies and standards that are documented and shared with everyone
    - A culture of collective accountability and maintenance (including immediate consequences when policies and rules are not followed)
  10. If time permits, address one of these three requirements at a time, and discuss with participants what would happen if just that one requirement was missing.
  11. Explain that the Good School Toolkit will include many activities to help develop each of these areas of governance. Ask participants: "Are there immediate things you hope the school will do to make the governance stronger at our school?"
  12. Write all ideas on the chalkboard, identifying any that are already part of the Good School Toolkit and explaining that you will keep note of the others for future planning.

### Part 3 – Creating a School Mission (60 minutes)

1. Explain to participants: “We have now talked about what is included in good governance. However, to strengthen each of these, we need a guide: a sense of what we are ultimately trying to do as a school. This is called our **school mission**.”
2. Write on the chalkboard:
  - **School Mission = What we are ultimately trying to do. The reason the school exists.**
3. Explain, for example, that a market stall owner may have the following mission (write this on the chalkboard):
  - **Mission: To be the first choice for all market visitors, with the best prices, quality and customer service.**
4. If your school has a mission, write it on the chalkboard now. Read it aloud, and ask who is familiar with it.
5. Explain to participants: “Becoming a Good School includes expanding our ideas about the school we are trying to create. This includes creating/revising our mission to capture the main ideas of a Good School.”
6. Guide participants in thinking back to each of the modules they have completed in this leadership workshop. Ask for their ideas about what makes a Good School, and write these on the chalkboard. Ensure the following are among participants’ ideas:
  - **A school that ensures the cognitive, social and ethical development of students**
  - **A learning environment that is safe, respectful and violence-free**
7. Explain that it takes time to write a mission, but that the group will start drafting ideas today.
8. Divide participants into six groups. Ask each group to create a one-sentence draft mission. Remind them to start with the word “To” as in the market stall sample. Explain that after 15 minutes each group will present their draft idea to the whole group, and that these will then be saved for further development over time.
9. When the groups present their ideas, correct any ideas suggesting that some violence is acceptable, and remind participants that corporal punishment is illegal in schools in Uganda.
10. After the presentations, ask participants the following questions:
  - What was challenging or interesting for you about that exercise?
  - What are some common ideas seen in most of the draft mission statements?
  - What are some of the biggest differences between the draft mission statements?
  - Which are your favourite draft mission statements? Would you add/change anything?
11. Thank everyone for their contributions, and keep a record of the ideas shared. You will develop these further in Step 5, or earlier if you choose.

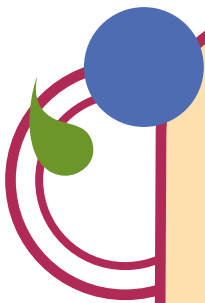
# Module 1.6

(Also the Good School Morning activity in Step 1)



## Four Types of Leaders

1 hour, 20 minutes



### Preparations

- Choose a space with a chalkboard and chalk.
- Bring four pieces of paper and tape.
- Ask participants to bring their notebooks and pens/pencils.

### Competences

The Participant;

- explains the four types of leadership
- explains the different styles of leadership
- describes how leadership manifests in our lives
- evaluates his/her own leadership style



## Steps

### Part 1 – Different Types of Leaders (50 minutes)

1. Explain to participants: "Imagine that you and your friends/colleagues have been asked to organise a bus trip for a group of students. You have been asked to work together in making all the plans, such as booking the bus, organising everything to bring and convincing students to buy a ticket. If you succeed in selling all the bus tickets, then the tickets for you and your friends/colleagues will be free."
2. Explain to participants: "I am going to write four options on the chalkboard. Decide which one best describes how you would take part in this group task."
3. Write on the chalkboard the following four letters and the bolded words next to each, then read the rest aloud:
  - A. **You like to take charge.** You share all your ideas confidently. You are good at explaining to others what needs to get done. You like to win and want to win those free tickets.
  - B. **You like working on tasks that involve thinking and planning.** You are very intelligent and a hard worker. You like solving detailed challenges for the group, such as figuring out how to fit everything on the bus.
  - C. **You are full of energy and great at expressing your ideas.** You are very talkative, and you are comfortable being the centre of attention, such as being the person who gets all the students excited about going on the trip.
  - D. **You like to support others and make sure everyone gets along.** You find that people often come to you for personal advice. You want to make sure everyone who wants to can come on the trip.
4. Explain that each of these is a type of leader. Add the following headings to the descriptions on the chalkboard:
 

A = Driver

B = Thinker

C = Influencer

D = Relator
5. Explain the following:
  - Leaders are using their **power to** take action—to help make something happen.
  - Leaders help a group get things done and/or guide a new way of doing things.
  - We often think of the "drivers" as the leaders.
  - In truth, each of these is a type of leader, all equally valuable.
  - We can be equally led and inspired into action by "thinkers" and their great ideas, by "influencers" and their great energy and by "relators" and their supportive and encouraging ways.

## 1.6

6. Ask participants: "What do you think of these ideas?"
7. Identify each corner of the room as one type of leadership (post paper signs to make this clear).
8. Ask participants to go to the corner of the room that represents how they would act in this situation. Ask everyone to look around and see who is in each corner.
9. Explain the following:
  - Not only do we typically think of the "drivers" as the leaders, we often think being a "driver" is just something for males.
  - Women and men, girls and boys can all be drivers, influencers, thinkers or relators—and they can all be equally good leaders.
  - Sometimes social expectations may encourage girls to be relators and boys to be drivers. In reality, you may know girls who are naturally more of a driver or an influencer in their circle of friends, but who do not show this in class or in school because it may seem too "manly".
  - The way we act may not be who we are within but rather how we have been taught to act.
  - Part of becoming a Good School is about encouraging everyone to be the type of leader they naturally are within.
10. Ask participants:
  - What do you think of these ideas?
  - What are you surprised to hear? What are you glad to hear?
11. Ask everyone to return to their seat.
12. Explain to participants: "In history and every day, we can see people with these different leadership styles. You will notice all types of leaders if you think about leaders from the past or present, or the behaviours of friends, parents, teachers, community leaders, religious leaders and politicians."
13. One by one, review each type of leader, and invite participants to name people they believe show that leadership style and how.
14. Ask participants to look at the leadership categories on the chalkboard one more time and to think about whether the way that they act is what comes most naturally or whether they are trying to fit what others, such as friends or parents, expect of them. Allow a moment of silence to encourage reflection.
15. Ask participants to get into small groups, ideally with one or two people who know them well. Give participants 10 minutes to talk about the following two things for each person in their group:
  - The type of leadership that best describes how they act at school and in class.
  - The type of leadership that comes most naturally—the one closest to who they truly are rather than what people expect of them (which may be the same or different).
16. Ask everyone to return to the corner of the room that best represents **how they would typically act in the scenario**.

17. Next, ask everyone to go to the corner of the room that represents **the type of leadership that comes most naturally to them**, or to stay in the same corner if these are the same.
18. Ask participants: "For all those who changed corners, would anyone like to share what friends and teachers can do to make it easier for you to be the type of leader that comes most naturally?"
19. After a brief discussion, ask all participants to sit down.

## Part 2 – The Other Side of Leadership (30 minutes)

1. Remind participants that all types of leaders are equally important and needed, and that one type of leader is not better than the others.
2. Explain that no leader is perfect and that every leadership style has strengths as well as weaknesses.
3. Add the following to the descriptions on the chalkboard and read aloud:
 

**A = Driver**  
Beware: Overpowering or excluding others. Not listening to everyone's ideas.

**B = Thinker**  
Beware: Avoiding others. Not sharing your ideas and discoveries.

**C = Influencer**  
Beware: Running out of energy. Not finishing the task with the group.

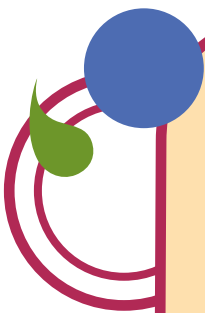
**D = Relator**  
Beware: Agreeing with others or not sharing ideas just to keep everyone happy.
4. Ask participants to think about whether they have noticed these challenges within themselves. Invite two participants to share examples from their own experiences and what they do (or could do) to avoid these traps.
5. Divide participants into three groups, and explain the following activity:
  - Each group has 10 minutes to do two things: (a) create a list of all the things that need to be packed on the bus for the fieldtrip, and (b) create a list of ideas for how to convince students to buy tickets. (Write these on the chalkboard. Provide pretend details about the field trip if needed to help focus the groups' work.)
  - Explain that in this activity, everyone should choose their natural leadership style (not just what others expect of them) and practice using that leadership style while trying to avoid the potential weaknesses.
6. Begin the activity, and visit each group to observe their process. After the activity, bring everyone back together, and conduct a brief discussion using the following questions:
  - How did it feel to be acting in your natural leadership style—for those who often act differently?
  - How did it feel for others to see their peers/colleagues participate differently?
  - Did you learn anything that might change how you participate in a group in the future?
  - How has this activity changed how you think about yourself and leadership?
7. Summarise by reminding participants that we are all different, but regardless of our differences, we can all be leaders in our own styles.

# Module 1.7



## Using Participatory Facilitation

1 hour, 30 minutes



### Preparations

- Choose a space with a chalkboard and chalk.
- Ask participants to bring their notebooks and pens/pencils.

### Competences

The Participant;

- explains the concept of facilitation
- explains the basic considerations for a good facilitation
- presents a demonstration session for a good facilitation



## Steps

### Part 1 – The Four Basics of Participatory Facilitation (15 minutes)

1. Explain to participants that going forward many of them will have the opportunity to facilitate activities with the broader school community, similar to and sometimes including the modules in these workshops.
2. Explain that Good School Toolkit modules are facilitated using an approach called “participatory facilitation”. Write the following definition on the chalkboard and read aloud:  
  
**Participatory Facilitation:** Introducing people to new ideas and then helping them consider these new ideas by learning from their own experiences and from each other.
3. Explain that there are many considerations when using participatory facilitation, but an easy trick is remembering that you want participants to feel four things: *safe, heard, energised and supported*. To elaborate, write the following on the chalkboard and read aloud:
  - **Safe** = No one is pressured to do/say anything that makes them feel uncomfortable.
  - **Heard** = Everyone’s ideas are valued, and everyone is listened to with respect and without judgment.
  - **Energised** = Participants take part in creative activities that provoke new ways of thinking.
  - **Supported** = The session creates a sense of shared power, with everyone learning and growing together.
4. Ask for the group to think about this leadership workshop and the modules completed together. Ask them, “What did we do as facilitators that helped you feel these four things?” Gather answers from the group.

### Part 2 – Facilitation Practice (1 hour, 15 minutes)

1. Explain to participants that there will now be time for everyone to practice participatory facilitation. Explain that one helpful tool is to practice some simple phrases that can help people feel *heard, safe, energised and supported*.
2. Write the following phrases on the chalkboard and read aloud:  
  
**Heard**
  - “Thank you for sharing.”
  - “Is there anyone else who would like to share?”
  - “Does anyone have an example to share from their own experience?”

### Safe

- "Only share what feels comfortable."
- "There are no right or wrong answers."
- "I encourage you to be honest. Our rule is to never judge people and what they share."

### Energised

- "I'm really excited about doing this activity with you today."
- "Let's have some fun."
- "Does anything about this discussion get you excited about taking action? How?"

### Supported

- "If anyone has a question after this session, please talk to me."
- "We are all here to learn from each other."
- "Take some time to share your ideas with the person beside you."

3. Divide participants into groups of five, and explain the practice exercise as follows:
  - Each person is going to take a turn facilitating a five-minute discussion, with the others in their group acting as the participants.
  - Each person in the group should pick one of the following five topics: (1) our school, (2) our country, (3) the local market, (4) our government, (5) our community. (Write these on the chalkboard.)
  - Each discussion should be facilitated by first introducing the topic and then asking the following questions one at a time with discussion in between: (1) What do you like about [enter topic]? (2) What do you not like about [enter topic]? (3) How would you change [enter topic] and why? (Write this on the chalkboard.)
  - The challenge is to facilitate the discussion in only five minutes while making people feel *heard, safe, energised and supported*. Facilitators are encouraged to use some of the key phrases provided.
  - After each discussion, the "participants" in each group should provide feedback for the "facilitator" in the following order: (1) what they did well, (2) suggestions for improvement and (3) their greatest strength. (Write these on the chalkboard.)
4. Conduct the exercise. After five minutes, remind the groups to start giving feedback, and after another five minutes to switch facilitators. Continue keeping time until everyone has had a turn.
5. Bring everyone back together. Invite everyone to share their experiences, including how it felt and what they learned.
6. Thank everyone for their participation.

Notes





# Tools & Materials

## Notes



## STEP 1: Monitoring Checklist

☐ Activity 1.1: Join the Peer Learning Network.

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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☐ Activity 1.2: Have the administration introduce the Toolkit to staff, students and parents.

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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☐ Activity 1.3: Recruit teachers for your Good School Committee.

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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☐ Activity 1.4: Recruit students for your Good School Committee.

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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☐ Activity 1.5: Recruit community members for your Good School Committee.

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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☐ Activity 1.6: Recruit administrative members for your Good School Committee..

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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☐ Activity 1.7: Hold welcome meetings for Good School subcommittees.

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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- ☐ Engage the Good School Committee in learning the essentials of a Good School.

Date Completed: \_\_\_\_\_

What You Did: \_\_\_\_\_

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Challenges: \_\_\_\_\_

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Successes: \_\_\_\_\_

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# Peer Learning Network Registration Form for Schools



## General Information

Name of School: \_\_\_\_\_

Location/Address: \_\_\_\_\_

District: \_\_\_\_\_

Head Teacher's Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Type of School: \_\_\_\_\_

circle one > primary                      secondary (S.1-S.4)                      secondary (S.1-S.6)

circle one > government      private

## Size

Students (# girls, # boys, # boarders): \_\_\_\_\_

Teachers (# females, # males): \_\_\_\_\_

Number of Students per Class: \_\_\_\_\_

## Exposure to the Good School Toolkit

Have you heard about Raising Voices? yes no

If yes, how did you hear about Raising Voices?

Have you heard about the Good School Toolkit? yes no

If yes, which statement most accurately describes your exposure to the Good School Toolkit:

- We have heard of it, but we have never used it.
- We are planning to use it, but have not yet started.
- We have begun implementing the Good School Toolkit.
  - Currently on Step 1 2 3 4 5 6 (circle one)
  - Implementation initiated on \_\_\_\_\_ (insert date)
- We have completed all steps of the Good School Toolkit.
  - Implementation initiated on \_\_\_\_\_ (insert date)
  - Implementation completed on \_\_\_\_\_ (insert date)
- Other: \_\_\_\_\_

## Communication Access/Methods

Which forms of communication are best for contacting you? (Please check and insert details.)

- Papermail(postage): \_\_\_\_\_
- Email: \_\_\_\_\_
- WhatsApp: \_\_\_\_\_
- Skype: \_\_\_\_\_
- Phone: \_\_\_\_\_

Who is the primary contact person? (Please provide their full name.) \_\_\_\_\_

\_\_\_\_\_

Are there additional ways to reach you?

\_\_\_\_\_

What internet presence do you have? (Please check and insert details.)

- We do not have any online platforms.
- Website: \_\_\_\_\_
- Twitter: \_\_\_\_\_
- Facebook: \_\_\_\_\_
- WhatsApp Group: \_\_\_\_\_
- Other: \_\_\_\_\_

## Participation in the Peer Learning Network

What are your expectations for joining the network? \_\_\_\_\_

\_\_\_\_\_

What support do you feel you need from the network? \_\_\_\_\_

\_\_\_\_\_

What resources can you commit to the network?

- People
- Time
- Other: \_\_\_\_\_

### Additional Information

Does your school have a discipline policy? yes no

If yes, what does it say about the use of corporal punishment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Thank you for your time. Welcome to the Peer Learning Network!*

## Subcommittee Positions



Subcommittees will benefit from everyone having a role. It is suggested that you assign the roles below. For subcommittees with more than six or seven members, allow some roles to be shared by two people or create additional roles based on the perceived need. Alternatively, you could choose your own way of running the subcommittees.

### Chairperson

This person is the head of the subcommittee. They are responsible for leading each subcommittee meeting and ensuring that meetings are held regularly and on time. The chairperson is the primary contact for the subcommittee. They represent the subcommittee within larger forums and are responsible for important verbal communications with stakeholders.

### Planning Coordinator

This person takes detailed notes at the Good School Committee planning meetings (see the first activity in Step 2 to Step 6) and is a resource for all planning information. They check-in regularly with activity organisers to learn of changes to activity plans, notifying others of these changes as needed. For the community subcommittee, this person also leads the planning for any large-scale supplementary community activities.

### Toolkit Specialist

This person reads all the Toolkit materials and recommends and distributes them to subcommittee members as appropriate. They also coordinate with the Toolkit specialists from the other subcommittees when needing to connect with Raising Voices.

### Progress Monitor

This person meets regularly with the progress monitors from the other subcommittees to maintain a consolidated monitoring checklist for each step. Together, they submit the monitoring checklist for each completed step at the planning meeting for the next step (see the first activity in Step 2 to Step 6).

### Student-Teacher Contact Person (student and teacher subcommittees only)

This person moves around from class to class to see how things are going. They are available to students and teachers to respond to concerns about how the project is operating in the classroom. They liaise with other Good School Committee members as needed to help resolve classroom issues that arise. For the student subcommittee, you may want to choose two students for this position, one for the junior classes and one for the senior classes.

## Subcommittees Monitor

This person keeps in contact with the other subcommittees. They are responsible for knowing what the other subcommittees are doing and for sharing this information at subcommittee meetings.

## Secretary

This person oversees all correspondences. They also take notes at all subcommittee meetings, including careful documentation of all action items.

# Good School Commitment Letter



Name of School: \_\_\_\_\_

As a member of the Good School Committee, I will do my part to create a school where the following is true:

- Students are treated with trust and respect.
- The school's success is supported by the surrounding community.
- Teachers, administrators and community members serve as role models to students.
- Teachers use creative techniques to increase opportunities for learning.
- The administration engages all stakeholders, including students, in how the school is run.
- Written policies are in place and are enforced fairly.
- The school environment is safe and conducive to learning.
- Positive discipline is used instead of corporal punishment.
- Students have a voice and use it wisely.
- Humiliation, bullying, sexual violence and physical violence are never tolerated.
- Female and male students are provided equal leadership and educational opportunities.

I will have the courage to make positive changes in myself and my behaviours, and I will support others in doing the same. Within my everyday activities, I will live and share the values of a Good School—particularly the value of nonviolence.

I recognise that this will all take time and there may be challenges, but by signing this letter I am committing myself to making our school a Good School.

Name:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

# Subcommittee Meeting Agenda



## 1. Greetings and Recognitions (5 minutes)

Welcome the subcommittee members, and ask if anyone would like to recognise someone for work well done since the last meeting.

## 2. Reports from Subcommittee Members (30 minutes)

Ask each subcommittee member to report on their activities since the last meeting, in relation to their subcommittee position (e.g. chairperson, planning coordinator, subcommittees monitor). Request that no member speaks for more than three minutes.

## 3. Priority Discussions (10 minutes)

### Discipline Issues – student and teacher subcommittees

Ask the following questions to all subcommittee members:

- Are there any significant discipline issues that have arisen since the last meeting?
- If so, how can they be addressed?

### Supplementary Community Activities – community subcommittee

- Collect the Community Activity Reporting Forms from all subcommittee members (see Tools & Materials in Step 1).
- Conduct preliminary planning for large, upcoming activities, using the same process as in the Toolkit planning for each step (see the first activity in Step 2 to Step 6).

## 4. Forward Planning (10 minutes)

Ask the following questions to all subcommittee members:

- What are the action items that have arisen during this meeting?
- Who will ensure that they happen?
- When do we need to meet again for timely follow up?

## 5. Other Business (5 minutes)

## Supplementary Community Activities

The primary responsibility of the community subcommittee is to conduct supplementary activities that raise awareness about the project in the community. These could be individual actions or larger coordinated events. Ask members to track what they do using the Community Activities Reporting Form (see Tools & Materials in Step 1). These forms are collected at the planning meeting for each step. Here are some activity ideas that the community subcommittee may choose to use.

### Booklet Clubs

Use the cartoon booklets in the Toolkit to spark discussion in the community. Gather groups of 10 or so neighbours to read and discuss the ideas in the booklets. You can meet once a week for an hour or go through the booklets in one sitting.

### Impromptu Discussions

Move around the community and start up short 10- to 20-minute discussions with people about the ideas of a Good School. Topics might include "What is a Good School?", "Is corporal punishment good for our children?" or "Why do you send your children to school?" Use the posters or cartoon booklets in the Toolkit to help start discussions, and approach any of the following:

- boda boda drivers
- carpenters
- taxi drivers
- shop owners
- market sellers
- street vendors
- saloons

After the discussion, encourage people to talk with others. Let those who are interested in the ideas know that they are welcome to visit the school. (First, be sure school staff members are prepared to receive visitors and answer their questions.)

### Local Theatre

Work with the students from your school on short plays that portray the features of a Good School. Bring the students out to the community to perform the short plays and to start discussions with the audience about the ideas of a Good School.

## Project Champions

Move around to various local institutions and offices. Talk to people about the ideas of positive discipline, quality education and what is happening at your school. You can visit churches, mosques, LCs, health centres, women's groups, probation officers, etc. If they are interested, plan to conduct small trainings with their staff members or religious leaders. You can ask for assistance from members of the student and teacher subcommittees. Keep notes and contact information for the people you engage. These people may be suitable for your Student Referral Directory in Step 5 (Activity 5.5) or for the School Pride Day or Good School Information Day in Step 5 (Activity 5.8).

## Personal Support

Provide counselling or support to community members who are struggling with discipline issues in their homes. Help students who are experiencing violence, and support parents who are trying to change.

# Community Activities Reporting Form

Name of Community Subcommittee Member: \_\_\_\_\_

Date:	Activity:
Location:	Number of People:
Description:	

Date:	Activity:
Location:	Number of People:
Description:	

Date:	Activity:
Location:	Number of People:
Description:	

## Good School Belief Statement

\_\_\_\_\_ is a Good School. We have good teachers who are kind and approachable and who use creative teaching methods. We have a healthy and supportive learning environment where our students have a voice. Our environment is clean and safe, and violence is not tolerated. We use a positive discipline approach instead of corporal punishment, so that we can build positive discipline within. At our school, we work together to create a Good School for everyone!



Let's create a Good School!

## 4 TYPES OF LEADERS

1. **DRIVER:** Take charge.  
But be sure to include others.
2. **THINKER:** Solve detailed challenges.  
But be sure to share your ideas.
3. **INFLUENCER:** Get everyone excited.  
But save energy to finish the task.
4. **RELATOR:** Help people work together.  
But still disagree when you need to.

Notes



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