the good school toolkit for secondary schools

step six

good administration and the future

School Activities

Tools & Materials

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The Good School Toolkit Objectives

1. To equip **teachers** for increasing student confidence and success
2. To create a **learning environment** that is safe and respectful
3. To support the **administration** in becoming more transparent and accountable

A Note about Step 6

Creating clear and fair policies, monitoring progress, involving stakeholders in decision-making and simply having the vision to create a Good School—these are all traits of a good administration. Step 6 ensures the good administration is positioned to lead the way forward, beyond the accomplishments of the Good School project.

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/3ey0r2G
- 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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Activities

Notes

6.1 Plan your activities for Step 6, and introduce Step 6 to the school community.

Why? It will be easier to manage each step if you plan, delegate and set expectations in advance.

The planning meeting in Step 6 is the same as in the other steps. However, you may want to include more members of the administration, as the activities in Step 6 require greater administrative leadership. Begin the meeting with introductions and perhaps a short activity to make newcomers comfortable and relaxed. Then continue as usual, writing down the Who, How, What, When and Where for each activity, this time listing administrative staff among the WHO for most activities. Once a vision for Step 6 is clear in everyone's mind, it is time to get the school community equally excited and engaged. A great way to do this is by having the student subcommittee prepare a short play to perform at assembly, introducing the key ideas related to Step 6.

A process for a simple and effective planning meeting

REVIEW ALL TOGETHER

- Collect the monitoring checklist for the previous step: Step 5.
- Invite the community chairperson to summarise the supplementary community activities conducted during Step 5. Collect the Community Activities Reporting Form from the community subcommittee.
- Review each activity in Step 6, reading through the instructions aloud if needed.
- Choose which activities you will implement and which subcommittee will lead the implementation of each.

PLAN IN SUBCOMMITTEES AND REPORT BACK

- Have everyone meet with their subcommittee to create detailed plans for each activity they are responsible for leading. This includes writing down the answers to the following questions (see Sample Action Plan in Step 2, Tools & Materials):

  WHO
  Who on the subcommittee will oversee this activity?
  Who will help them implement it? (Choose an appropriate number of people for the activity).

  HOW
  How will implementation be the same/different to the Toolkit instructions?

  WHAT
  What materials and resources will we need?
  What tasks need to be completed by the organisers?

  WHEN/WHERE
  When and where will the activity itself take place?
  When will each task need to be completed so that the activity stays on schedule? (You may choose to answer this last question when first listing the tasks under WHAT.)
- Ensure that the people overseeing each activity receive a copy of this information as well as the Toolkit instructions for the activity. Explain that these people will organise a meeting for all those involved to decide who will take on which tasks.
- Have subcommittees share their plans for each activity with the full Good School Committee.
- Remember: This is only an example. You can choose to hold the planning meeting in other ways that feel more familiar.

A short play at assembly

Engage the students on the Good School Committee in preparing a short play to introduce this new step at assembly. They will find ideas in the cartoon booklet *What Is a Good School? A Companion for Teachers and Students* (which came with the Introductory Package and includes a section on the qualities of an accountable administration).

6.2 Prepare for and implement the Good School Morning for Step 6.

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.

Part of being a Good School is holding a vision for the future. The Good School Morning activity in this step is **Module 1.1: What Is a Good School?** from Leadership Workshop 1 (see Activity 1.8), with the following adaptations.

Module 1.1 Adaptations

- Start by telling students that the purpose of this Good School Morning is the following:
  - To review all the qualities of a Good School
  - To reflect on how we have succeeded in creating a Good School and what opportunities for improvement still exist
- Part 1: Use the visualisation to guide students in thinking about how they feel at their school as it is NOW.
- Part 2: Replace Part 2 with a different group discussion and brainstorm. Instead, talk to students about the three components of creating a Good School: (1) creating good students and teachers, (2) creating a conducive physical and psychological learning environment and (3) creating accountable school governance. For each component, ask the following two questions and write down students' ideas:
  - What have we accomplished in creating a Good School?
  - What more could we do as we look to the future?
- Part 3: Skip this part during the Good School Morning, using the extra time for the discussion above.
- Part 4: At the end of Part 4, explain the following:
  - Being a Good School does not mean being perfect; it means always reflecting on the school's strengths and weaknesses and always thinking about what positive changes could be next.
  - Later in this step of the Good School Toolkit (Activity 6.4), the administration will be asking for students' ideas for the future. Students are encouraged to continue reflecting and to share their ideas again at that time.

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):
  - Engage ***all staff*** as participants in **Module 1.1: What Is a Good School?** including the adaptations for the Good School Morning.
  - 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 1.1** with students. During this meeting, have **teacher protagonists** do the following:
  - Engage ***class teachers*** as participants in **Module 2.8: Revisiting Participatory Facilitation.**
  - Guide ***class teachers*** through a discussion about the unique considerations for facilitating **Module 1.1: What Is a Good School?** with students, including the key places to adapt the module for Step 6. (Take some time to consider this 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 1.1: What Is a Good School?** and a list of the adaptations above.

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 and adaptations).

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 another 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 for thinking about what we have achieved in creating a Good School and what improvements are still needed. Being a Good School does not mean being perfect; it means always thinking about the school's strengths and weaknesses and sharing your ideas about what positive changes could be next.

  In the coming months, the administration will be asking for your ideas as we plan for the future. Today's activity will get the thinking started.

  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.

6.3 Have the head teacher engage the school in assessing and reporting on the impact of your Good School initiatives.

Why? Formally assessing your impact will provide evidence of your success and inspiration for further change.

An assessment is a simple way to highlight your successes and make note of your challenges. Led by the administration, it reinforces for everyone involved the significance of what has been achieved and the administration's interest in sustaining the impact. It is not focused on finding mistakes, but rather on objectively measuring the effectiveness of your work. It can help you identify what difference your work has made to the school community and to the quality of education at your school. It also helps you to define areas that need improvement or further attention. You can conduct an assessment using the following activities.

Re-conducting the survey

One of the benefits of conducting a survey in Step 2 is being able to re-conduct that survey now to see what has changed.

- Use the exact same surveys you used at the beginning of the project. Return to Step 2 (Activity 2.2) and follow the same instructions for administering the surveys and tallying the results.
- After you have tallied the results, fill in the blank Survey Results Forms provided in the Tools & Materials for Step 6.
- Compare your findings to the survey results in Step 2.
- Write down your thoughts on how things have changed.

Engaging the Good School Committee in completing the Good School Assessment Form

Once you have re-conducted the survey, it is time to gather the Good School Committee to reflect on what you have achieved with this project.

- Invite committee members to first express broadly what they feel the experience meant for your school—through sharing stories and perspectives. Make notes about key ideas shared and come to a joint understanding of the general impact achieved.
- Review the monitoring checklist from each step and all the activities you implemented. Use the Good School Assessment Form to summarise your work (instructions and template found in Tools & Materials). This process will help you gather data before writing a report.

Creating and sharing a formal report

With your survey results and completed assessment form, you have everything you need for creating a formal report.

- Write a formal report that summarises the following:
  - For each objective: (a) what you did, (b) what you achieved and (c) what you learned
  - For the overall initiative: (a) five to seven overall achievements, (b) a list of major challenges you faced and (c) comments on what others could learn from your experience
- Share the report with as many stakeholders as you deem necessary to promote your school's achievements.
- Send a copy of the assessment form and your report to Raising Voices.

6.4 Have the administration engage the school in defining the way forward.

Why? An accountable administration engages all stakeholders in collecting ideas for a new phase of growth.

Step 6 is as much an ending as it is a beginning. The accomplishments of this project will energise your school and inspire ideas for further improvements. It is likely you prioritised some Toolkit activities over others and are now keen to implement what you skipped. You may have made great progress over the past months, but now see the school slipping back into old habits. It is all part of the process to want to repeat earlier steps and provide additional opportunities for learning and practice. Above all, the school population has gained great confidence and may now have ideas beyond what the Toolkit covers. It is the role of a good administration to help the school community gather all these thoughts and feelings, and use them to create a new vision for going forward. The administration can use many of the Toolkit activities, now familiar to students and teachers, to facilitate this process.

How the administration can gather input

Call on the administration to meet with each stakeholder group and do the following:

- Thank them for their support and hard work during the Good School project.
- Summarise the achievements and congratulate them for these successes.
- Update them on the progress thus far using the new Code of Conduct—including what is working and where there are possible areas to grow.
- Ask them three questions:
    - What were your favourite parts of the Good School project that you would like the school to continue?
    - What types of changes do you feel need more practice and learning?
    - What other kinds of change or activities would you recommend for the school?
    - Who else should we involve or who should we involve more in creating a Good School (e.g. parents, school board, etc.)?

Ways to gather each stakeholder group

- Gather ***student input*** using any of the following:
  - Organise school-wide reflection activities to gather students' ideas (see Activity 2.5).
  - Add the topic to the agenda for class meetings in students' register classes (see Activity 4.5) or for a student-teacher open meeting (see Activity 3.9).
  - Create a suggestion box just for students' ideas about the vision going forward.
- Gather ***community input*** by conducting an open forum on a parents' day or at a specially designated time.
- Gather ***teachers' input*** at a scheduled staff meeting.

How to share the way forward

- Organise a school assembly, and notify community members in advance in case they wish to attend.
- At the assembly, have the administration summarise the key priorities and goals for the way forward—explaining what they heard from the school community and how that guided these decisions.
- Request feedback, and explain that the administration will do their best to integrate the various perspectives and ideas.
- Share the finalised priorities and goals with the school population in advance of the community celebration in Activity 6.6.

6.5 Hold a transition meeting for the Good School Committee.

Why? The administration will want to formalise ways for Good School Committee members to continue contributing their knowledge and skills.

At this point, committee members have donated a substantial amount of time and energy to this project. All members should feel supported and welcome to remove themselves from a leadership role at the end of Step 6. That said, many members may be interested in staying involved. It is the responsibility of the administration to meet with the entire Good School Committee to discuss and coordinate the transition ahead. It will be important for the administration to ensure that all those who want to stay involved in the school's progress can continue to do so, while still creating the opportunity for new people to take a leadership role.

Transition options for the Good School Committee

- Option 1—A New Good School Committee:
  You may choose to maintain a Good School Committee at your school, as you proceed with activities for achieving your new vision. In this case, your school will benefit from giving new students, teachers and community members an opportunity to get involved. Outgoing committee members can be engaged using either of the following approaches:
  - *Partial Member Replacement*: Replace only half of each subcommittee, so that the knowledge and skills gained during the project is not lost. The members who stay on can be chosen by lottery from those interested.
  - *A New Committee and Advisory Board*: Create a completely new committee. Then invite former members to join an advisory board for that new committee. The board could be available for one-to-one consultations and quarterly support meetings.
- Option 2—Administrative Leadership + Special Projects Committees:

  The administration may choose to lead the way forward after Step 6 and create special projects committees for each major goal. In this case, the administration can draw from former Good School Committee members and others to create these new project committees as needed.
- Option 3—A Good School Board + Special Projects Committees:
  The administration may choose to have a small board of students, teachers and community members oversee Good School initiatives, giving this board the authority to create special projects committees as needed. Board members could be elected from former Good School Committee members—given the knowledge and experience they possess.

6.6 Host a community celebration and vision presentation.

Why? An accountable administration celebrates achievements and maintains open communication about how the school will be run.

You launched this project with a community celebration (Activity 2.8), so it is only appropriate to end it in the same way. Although many people within the community will have participated in and observed your activities and progress, the achievements deserve to be formally presented and celebrated. This event can also remind everyone that the job of being a Good School requires ongoing effort and community support. For example, the administration could share the vision for going forward and explain the role everyone can play in realising this new vision.

Promoting the celebration

- Choose to hold the celebration on an already established parents' day or identify a special day just for this occasion.
- Ensure everyone hears about the event and feels welcome:
  - Send notes/messages home with students, inviting their parents and other family members to the event.
  - Personally notify any community members who contributed their time, services or resources to the project.
  - Write formal letters of invitation to local political and religious leaders as well as special guests.
  - Post signs around the neighbourhood, encouraging all to attend.

Choosing what to include in your celebration

Choose activities that allow you to do the following four things (some ideas are provided for each):

1. Explain the achievement.
   - Share the results of your assessment.
   - Ask students, teachers and parents to give testimonials about how the quality of education has changed.
   - Ask Good School Committee members to make short presentations about how the three objectives were achieved.
   - Give tours of your school.
   - Decorate the event with posters and banners about your achievements, or use Toolkit materials to decorate the event.
2. Recognise contributors.
   - Recognise all the people who have worked on the project.
   - Give awards or certificates to community members or organisations who made special contributions to the project.
   - Present each Good School Committee member with two certificates:
     - a certificate of achievement
     - an award for a unique contribution (e.g. "always supporting others" or "hosting an unforgettable School Pride Day")
   - Acknowledge that everyone's participation, large or small, was necessary for success.
3. Provide inspiration for the future.
   - Present the school vision for going forward.
   - Describe opportunities for getting involved.
   - Invite special guests to speak about the school's future potential.
4. Provide opportunities for fun and self-expression.
   - Present songs, poems, dramas, music, artwork, etc., created by students for the celebration.
   - Hold a sporting event.
   - Host a tree planting, mural painting or other special activity (if resources are available).

The Way Forward

You have taken a bold vision and guided your school and community through an unforgettable journey.

If you maintain your achievements, you will change the lives of many students and make a major contribution to the development of the entire country.

Now is the time to stay true to your path—strengthening your school where still needed and encouraging your community to continue providing its support. Now is also the time to share your experience with other schools—mentoring them through the same process of change and showing leadership in your community.

We would love to know about your continued activities and efforts. Please stay in contact, and never forget the value of what you have accomplished.

Best wishes,

The Raising Voices Team

Notes

Tools & Materials

STEP 6 Monitoring Checklist

☐ Activity 6.1: Plan your activities for Step 6, and introduce Step 6 to the school community.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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☐ Activity 6.2: Prepare for and implement the Good School Morning for Step 6.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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☐ Activity 6.3: Have the head teacher engage the school in assessing and reporting on the impact of your Good School initiatives.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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☐ Activity 6.4: Have the administration engage the school in defining the way forward.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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☐ Activity 6.5: Hold a transition meeting for the Good School Committee.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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☐ Activity 6.6: Host a community celebration and vision presentation.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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Survey Results Form – Teachers

	QUESTION	YES	YES		NO	NO
		1st Survey	2nd Survey		1st Survey	2nd Survey
1.	Has anyone ever explained to you what your school's mission is or standards are?					
2.	Do you have any ideas about what your school's mission or standards should be?					
3.	In your opinion, is your school a good school?					
4.	Do you believe that the physical environment of your school helps students learn well (think of the classrooms, compounds, toilets, etc.)?					
5.	Do you believe that if students are not afraid of you as a teacher, they will never respect you?					
6.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?					
7.	At your school, when there is mistreatment between students, do other students usually try to stop it and help?					
8.	Are girls and boys treated the same at your school? For example: Do they get the same amount of help from teachers? Do they get the same encouragement to run for top leadership positions?					
9.	Does the school encourage girls to prepare for the career they want most, even if uncommon for females?					
10.	Do the teachers in your school teach students in a way that allows them to learn well?					
11.	Do you believe that beating students is an important tool for creating discipline in them?					
12.	Do the teachers in your school act as role models to students?					
13.	Do you have rules in your classroom?					
14.	Does your school protect students (for example, students who are mistreated, bullied or sexually harassed)?					
15.	Does your school have written rules/ policies that are enforced fairly for everyone?					

Survey Results Form – Students

	QUESTION	YES	YES	NO	NO
		1st Survey	2nd Survey	1st Survey	2nd Survey
1.	Has anyone ever explained to you what your school's mission is or standards are?				
2.	Do you have any ideas about what your school's mission or standards should be?				
3.	In your opinion, is your school a good school?				
4.	Do you believe that the physical environment of your school helps you learn well (think of the classrooms, compounds, toilets, etc.)?				
5.	Do you believe that if students are not afraid of teachers, they will never respect them?				
6.	Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?				
7.	At your school, when there is mistreatment between students, do other students usually try to stop it and help?				
8.	Are girls and boys treated the same at your school? For example: Do they get the same amount of help from teachers? Do they get the same encouragement to run for top leadership positions?				
9.	Does the school encourage girls to prepare for the career they want most, even if uncommon for females?				
10.	Do the teachers in your school teach students in a way that allows them to learn well?				
11.	Do you believe that beating students is an important tool for creating discipline in them?				
12.	Do the teachers in your school act as role models to students?				
13.	Do teachers create rules for their classrooms?				
14.	Does your school protect students (for example, students who are mistreated, bullied or sexually harassed)?				
15.	Does your school have written rules/policies that are enforced fairly for everyone?				

How to Use the Good School Assessment Form

From the start, your Good School initiative has focused on three 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

These three objectives provide the ideal framework for creating an overview of the work completed. Make three copies of the assessment form provided or recreate your own versions. Fill in one form for each objective as follows, drawing input and ideas from all Good School Committee members:

- At the top of the page, write in the full objective.
- In the second column, write all the activities you undertook to achieve that objective (e.g. School Pride Day, suggestion box, life skills activities, etc.).
- In the third column, list outcomes/results of the activities implemented, as observed by Good School Committee members.
- Enhance the content in the third column by using the findings from the surveys you conducted. If you have numbers to back up your observations, state the findings as percentages or the number of stakeholders who demonstrated that result (e.g. 85% of teachers can state essential components of a Good School, or 90% of teachers do not use corporal punishment).

Try to be as honest as possible, as this is your way of knowing what you have achieved. It can also help you plan how to move forward. Remember, no project is perfect, and no one achieves all their objectives completely. It is important to recognise that you have still accomplished a lot and that your hard work and determination has improved the experience of education for the students and teachers in your school, and has impacted the community around you!

To help you complete the assessment, here is a summary of the process you undertook:

Objective 1: To increase students' and teachers' skills, voices and leadership

- **You examined beliefs** about power, student misbehaviour, how students learn, the student-teacher relationship, effective teaching methodologies, gender, leadership, and more.
- **You expanded skills and understanding** related to positive discipline techniques, the three types of student development, creative teaching techniques, compassion in the classroom, providing equal opportunities for girls and boys, encouraging students' voices and participation, and more.
- **You put ideas into action** by creating leadership positions for girls and boys, organising teacher-to-teacher mentoring, organising an open meeting between students and teachers, creating classroom rules with students, and more.

Objective 2: To create a learning environment that is safe and respectful

- **You examined beliefs** about how the psychological and physical environments of your school influence students' learning and development.
- **You expanded skills and understanding** for stopping peer violence, corporal punishment, sexual violence, unfair treatment toward girls, and more, at your school.
- **You put ideas into action** by cleaning your physical compound, by launching Good School campaigns, by hosting Good School mornings to create collective power, by engaging students in thinking about their goals and choices, by getting parents thinking about how to support student success, and more.

Objective 3: To support the administration in becoming more transparent and accountable

- **You examined beliefs** about governance and the role of the administration.
- **You expanded skills and understanding** for having more accountability and transparency, more stakeholder involvement in governance decisions and more connections with the community.
- **You put ideas into action** by engaging everyone in the creation of school standards, rules and policies; putting these into a new Code of Conduct; creating a student court; celebrating school successes with the community; having Good School efforts led by students, teachers and community members; and more.

Good School Assessment Form

OBJECTIVE:

No.	Action or Activities (What you did to achieve this objective)	Result (Outcomes you are able to observe)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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