

the  
**GOOD**  
**SCHOOL**  
toolkit

step  
one

your team & network

activities

leadership workshop

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

### Step 1 . . .

Step 1 gathers the people needed to lead the planning and coordination for all three objectives. Once the project has administrative approval, you are ready to start Step 1.



## 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/3ey0i2G>
- 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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# Leadership Workshop

## Participatory Learning and Facilitation Guide

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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 workshop in future steps.

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

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Here you will find step-by-step instructions for facilitating the workshop in Activity 1.7.

## Tools & Materials

### Step 1 Monitoring Checklist

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### Good School Network Registration Form (Activity 1.1)

page 69

### Good School Belief Statement (Activity 1.6)

page 74

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- o Subcommittee Roles and Responsibilities page 75
- o Good School Commitment Letter page 77
- o Subcommittee Meeting Agenda page 78
- o Supplementary Community Activities page 79
- o Community Activities Reporting Form page 81

### Also with Step 1 . . .

- *What Is a Good School?* by Dipak Naker  
An overview of the conceptual and theoretical thinking that has given the Toolkit national credibility.







# school activities



## Notes

Step 1

## 1.1 Join the Good School Network.

Why? The Network may provide inspiration and ideas that could be helpful from the start.

There may be many moments in this project when you want to look beyond your school for answers. The Good School Network includes schools across the country that are implementing or have completed the Good School Toolkit. To join the Good School Network, fill in the registration form on page 69. You can photocopy this form and 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).

### By joining the Good School Network, your school will

- become a part of a larger group of schools that will 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 asked to submit periodic progress reports to receive a certificate for completing all six steps of the Toolkit;
- be eligible to participate in various contests, such as Outstanding Teachers or Students of the Year;
- be eligible to enter the Outstanding School of the Year contest and win prizes for your school;
- be eligible to participate in ongoing learning and skill-building sessions that may be happening in your region.



## 1.2 Hold a staff meeting and school assembly.

Why? Formally introducing the project will make it inclusive and transparent from the start—while sparking interest among those who may want to help.

Soon word will begin to spread about the project, and you will want to be one step ahead. Hold a staff meeting and school assembly to ensure everyone gets the same accurate information from the start. A formal announcement also adds a sense of importance to the project and communicates that the project affects and includes everyone. Hold the staff meeting first so that teachers and administrators have an opportunity to ask questions, and are thus prepared to answer students' questions following the assembly. For staff who express interest in the project, share with them *The Good School Toolkit: An Overview* (from the Introductory Package) as well as *What Is a Good School?* by Dipak Naker (packaged with this step).

## What to include in your presentations

Using *The Good School Toolkit: An Overview* as a guide, design a 20 to 45-minute presentation that explains the following points and leaves time for questions (present the same information at both forums).

- Hundreds of schools are working to become the best they can be by using the Toolkit.
- A Good School has three qualities: good 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 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
- The Toolkit will guide us through this process and has suggestions for how we can achieve this.
- This project 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 project activities. The committee members will also receive special learning and skill-building opportunities related to the ideas of a Good School.
- 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, after some initial preparations, there will be a special celebration to launch the project in the community (part of Step 2).

## 1.3 Recruit teachers for your Good School Committee.

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

Teachers who are passionate about the issues will likely be quick to express their interest. We recommend recruiting five to eight such 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. 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 benefits and responsibilities of involvement with all teachers.
- Ask teachers to elect the first three to five committee members from those interested.
- Then, propose that the disciplinarian of the school be an additional committee member.
- Lastly, have students elect one teacher as the final committee member.

### Benefits and responsibilities for teacher committee members

- The commitment is completely voluntary. There are no financial rewards.
- 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.
- You are expected to practice and share the project's 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 10 to 15 hours\* per month.
- You must have the intention to remain a committee member until the end of the project (one to two years\*).

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

## 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.

Students may be unaccustomed to helping lead a school project, but with encouragement many will be excited to join in. We recommend recruiting eight students, four females and four males representing various standards. In primary school, we suggest selecting from P4-P7, as the younger students may not be able to actively contribute. In secondary school, we suggest selecting from S1-S4, although some schools may choose to include the S5 and S6 classes. The chosen students will operate as a subcommittee of the Good School Committee.

### 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.
- Have the teacher of each class review the Good School project, the benefits and responsibilities of being on the Good School Committee, and the election process.
- 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 hand for their student of choice. Alternatively, students can write the name of their preferred candidate on a small piece of paper and submit it to the teacher.
- Add up the votes, and identify the four girls and four boys who get the highest number of votes. Announce or post the names of the elected students, and thank all students for their participation.
- Follow up with unelected candidates to commend them for their efforts and explain other opportunities for involvement.

### Benefits and responsibilities for student committee members

- The commitment is completely voluntary. There are no financial rewards.
- 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.
- You are expected to practice and share the project's 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 10 to 15 hours\* per month.
- You must have the intention to remain a committee member until the end of the project (one to two years\*).

*\*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 project.

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 community members for the Good School Committee. These individuals will support activities within the school. However, above all, they will promote the project's ideas within the community through their everyday actions and through special activities (see page 79 for examples). The chosen members will operate as a subcommittee of the Good School Committee.

### A process for recruiting community members

- Seek recommendations from the head teacher, board of governors, School Management Committee Members, community leaders and existing Good School committee members.
- 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: An Overview* as a guide, emphasising that community support is needed for success.
- Don't force people's interest. Watch for those who are naturally excited about the ideas, and invite them to a special meeting at your school. They will be mostly parents, but it is also important to involve community leaders. 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 benefits and responsibilities of involvement.
- If more than 10 people express interest, choose or elect the community committee members. (More than 10 members becomes difficult to manage, despite the appeal of extra help.)

### Benefits and responsibilities for community committee members

- The commitment is completely voluntary. There are no financial rewards.
- 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.
- You are expected to practice and share the project's 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 10 to 15 hours\* per month.
- You must have the intention to remain a committee member until the end of the project (one to two years\*).

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

## 1.6 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 includes the committee members they will work with 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

- **Foster positive relationships:** Facilitate some fun activities that allow members to move around, share something about themselves, and get to know each other.
- **Establish roles:** Assign each subcommittee member a specific role, including the roles outlined on page 75.
- **Review the Toolkit:** Present the contents of *The Good School Toolkit: An Overview* in an interactive manner. Also, identify the additional resources that came with the Introduction 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 page 77 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 page 78 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 page 79 for ideas and page 81 for an activity reporting form).

## 1.7 Engage the Good School Committee in an introductory workshop.

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

This first Leadership workshop is a three-day session that will build project momentum, and begin establishing committee culture. Provide lots of advance notice to committee members 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 in the Toolkit, you may want to invite additional stakeholders, particularly administrative leaders. However, your group should not exceed 30 people.

### Leadership Workshop 1: Creating a Good School (Introductory Workshop, page 31)

Also see page 25 for the *Participatory Learning and Facilitation Guide*.

- What Is a Good School? page 33
- Creating a Conducive Learning Environment page 38
- What Is a Good Teacher? page 42
- Creating Positive Discipline at Your School page 45
- Creating Accountable Governance at Your School page 53
- Looking Forward page 56
- Belief Statement: After completing these learning modules, use this opportunity for committee members to create a shared belief statement (see page 74 for sample). Post the belief statement in the school and, if desired, in appropriate locations in the community.

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

Notes

step one





# leadership workshop

## Notes





# Participatory Learning & Facilitation Guide

Creating a Good School requires learning new skills and ideas. It will require you and your group to explore a new way of learning—shifting from conventional ways of learning to participatory learning. This component of the Toolkit will help you and your group to explore ideas, learn alternative ways of thinking and develop new skills through participatory learning.

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 and encourages participants to take an active role in their own learning process. The learning process taps into the wealth of experience that participants have and uses it for collective problem-solving. Participatory learning has proven very useful for promoting change and working with participants who may not be used to being students.

Conventional learning and participatory learning are both useful methodologies. The best method to use depends on your objectives. The sessions described in this component of the Toolkit are based on a participatory method of learning. The following page summarises some of the differences between participatory learning and conventional learning.



## Participatory Learning Vs. Conventional Learning

Participatory Learning	Conventional Learning
<ul style="list-style-type: none"> <li>• Values personal experience</li> <li>• Participants and facilitator share power in the learning environment</li> <li>• Everyone contributes to the learning process</li> <li>• Is based on mutual respect and collective responsibility between participants</li> <li>• Aims to create safety during the learning experience</li> <li>• Values diversity of experiences</li> <li>• Values emotions as well as logical thinking</li> <li>• Values co-operation among participants</li> <li>• Encourages creative and critical thinking</li> <li>• Focuses on building skills that affect participants' personal lives</li> </ul>	<ul style="list-style-type: none"> <li>• Values objective facts and knowledge</li> <li>• Teacher holds all the power in a classroom-style setting</li> <li>• Teacher gives students information</li> <li>• Values obedience and 'good behaviour'</li> <li>• Creates fear of authority figure or teacher</li> <li>• Focuses on correct answers and success</li> <li>• Values logical thinking and discounts emotion</li> <li>• Fosters competition between students</li> <li>• Values memory-based learning</li> <li>• Usually focuses on imparting theoretical knowledge</li> </ul>

# Facilitation



## What is Facilitation?

Participatory learning is *facilitated*, not taught. Facilitation involves using specific skills that enable participants to share, learn from, and use their experience to develop solutions and new ways of thinking.

Facilitation begins from the assumption that the participants are the experts on issues that affect their lives. It emphasises that everyone has valuable experiences and knowledge that will help the group develop new ideas and solve existing problems. Thus, the role of the facilitator is to use their facilitation skills to help participants to learn from their experiences, deepen their understanding of issues of importance to them, and find ways of applying their learning to improve their school (or whatever issue they are focussing on).

As you read about these skills, think about how you could transfer some of these ideas 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 a 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 and plan ahead about how to 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 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 a participant if s/he is 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!



step one



# Leadership Workshop 1

## Introductory Workshop

- 1.1 What Is a Good School? [page 33](#)
- 1.2 Creating a Conducive Learning Environment [page 38](#)
- 1.3 What Is a Good Teacher? [page 42](#)
- 1.4 Creating Positive Discipline at Your School [page 45](#)
- 1.5 Creating Accountable Governance at Your School [page 53](#)
- 1.6 Looking Forward [page 56](#)

# Creating a Good School

This workshop will help you begin to develop your collective vision for what a Good School is. 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 - 13.00	1.2 Creating a Conducive Learning Environment
13.00 - 14.00	Lunch
14.00 - 15.30	1.3 What Is a Good Teacher?
15.30 - 16.00	Break
16.00 - 17.00	Review of the day or an optional session

### Day Two

08.30 - 09.00	Review and Reflection
09.00 - 10.30	1.4 Creating Positive Discipline at Your School
10.30 - 11.00	Break
11.00 - 13.00	1.5 Creating Accountable Governance at Your School
13.00 - 14.00	Lunch
14.00 - 16.00	1.6 Looking Forward and Closure



# Module 1.1

## What Is a Good School?

1 hour, 30 minutes

### Preparations

- Clear the chalkboard so it is blank, and divide it into three equal sections. Label those sections 1, 2 and 3, respectively.
- A flipchart and marker

### 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? (50 minutes)

1. Explain to the participants that they are going to exercise their imaginations by going to the past. Remind them that for this exercise to work, they have to actively imagine, based on their own experiences, what you will guide them to do. 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 when you were young and at 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 child. 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 children bully you? Do you feel safe at school? (pause for a few seconds)*

4. When you feel 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 at their school when they were children. 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, 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. As people are sharing, record one or two words that summarise key feelings or experiences from their stories. For example people might say they felt hungry or anxious as they were walking to school. They felt fear when the teacher walked in and shame when they were beaten or humiliated. Record all these bad feelings or negative experiences under the area labelled '1' or section one on the board.
7. Explore by asking open questions so that people connect with underlying feelings. Some may say they felt good or excited when going to school, because they were looking forward to their lessons. When it is a good feeling, write it on the other side of the board under section three. For now, leave the middle, section two, blank.
8. After everyone has shared, you will have two sets of words on the chalkboard. Section one will be filled with negative words, section three 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 in pairs and discuss the following questions:
  - a. What kind of experience did most of us have at school?
  - b. What did that mean for our learning experience?
  - c. Would participants be at different places in their lives if their experience of school had been characterised by section three instead of section one?
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 look like. Add them to the list under section three.
2. Explain to the participants that we all want to create schools that promote experiences described in section three 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 two. 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 teachers
  - A conducive physical and psychological environment
  - Accountable school governance
6. Discuss the 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 - Whose Responsibility Is It? (20 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. Write the list on the flipchart.
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 them to spend a few minutes thinking about this on their own and making a list of possibilities or 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:
  - Explored what the participants' experiences of school were
  - Discussed what a Good School would look like
  - Discussed what it would take to create a Good School
  - 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

- Advance reading: cartoon booklet, *What Is a Good Learning Environment?*
- Advance reading: *What Is a Good School?* by Dipak Naker pages 21 to 29

### 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

## 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 the aim of the game is to go around the circle, 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. It 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 have to sit down. Play the game all the way around the circle and see 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 the answer). 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 are two dangers in the room. Ask for two volunteers who will help you during the game. 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. 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 the participant fails to clap before the snake touches them, they are eliminated from the game.
3. The only way they can protect themselves against the stick is if they 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 doesn't 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 but make it competitive. Do not offer help or clues.
5. Continue playing until you have been around the group or 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. Then write the following three tasks on the chalkboard and have each group complete them.

- a. Make a list of what changed.

Possible responses:

- Became afraid of the snake or stick
  - Became distracted by the danger in the environment
  - 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. Ask the group to discuss how this game resembles the learning environment at your school. Is it more like the first go around the circle or the second? If it is like the second, how do you think it affects children's 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 your school?

Possible responses:

- Create order in the physical environment
  - Clean the school compound
  - Prohibit corporal punishment
  - Encourage students instead of instilling fear in them
6. After twenty minutes ask the groups to come back to the larger group. Ask each group to report back their discussions, based on the three tasks. Have each group identify the key steps that their school can take to improve its physical and psychological environment.
7. Wrap up the session with a review:
- The physical and psychological environment of a school affects children's ability to learn
  - School communities can take specific steps to improve the learning environment

# Module 1.3

## What Is a Good Teacher?

1 hour, 30 minutes

### Preparations

- Advance reading: *What Is a Good Teacher?* cartoon booklet
- Advance reading: *What Is a Good School?* by Dipak Naker pages 13 to 19

### 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 been able to go 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 (50 minutes)

1. Create three areas in the room and label them 'agree', 'disagree' and 'not sure' with pieces of paper or flipchart 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, respectively.
3. The last person to arrive at each designated area has to tell the group why they chose that option. Encourage a discussion between groups. 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 have to 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 some.
  - Teachers have a bigger responsibility toward children 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 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 their student as long as there is not too much 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.
5. Allow discussions to flow freely between participants. Only intervene if you feel that the objective of promoting a broader conception of the teaching profession is being subverted. Even then, respond with questions or gently suggest alternatives rather than give definitive statements.

### Part 3 – Who Was Your Favourite Teacher (30 minutes)

1. Ask the participants to return to their original groups. Ask them to discuss who their favourite teacher was when they were students and why.
2. After about 20 minutes ask the groups to come back into the larger group. Ask for two or three volunteers to share who their favourite teacher was 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 her students and listens to them.

# Module 1.4

## Creating Positive Discipline at Your School

1 hour, 30 minutes

### Preparations

- Chalkboard, chalk
- Slips of paper with the statements from Part 1, #5 and #11 written on them (keep in separate piles)
- Copies of the self-evaluation handout "Positive Discipline: Assessment Chart"

### 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

## 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. Tell the volunteer that their task is to make the journey from being a young student to a successful adult. The volunteer has to stand on one foot, hold their ears, and balance their notebook on top of their head.
3. Explain that they have to make it across the room from young student to successful adult in just five minutes. The volunteer must hop on one foot while keeping their hands on their ears and the book balanced on their head. 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.
4. Every time the volunteer goes back to the beginning, the volunteer must be punished by having to bend down and touch their toes five times.
5. Handout the pieces of paper with the following statements on them to half the group members.
  - a. “What’s wrong with you? You’re never going to make it.”
  - b. “You better hurry up. You only have one minute remaining.”
  - c. “If you don’t make it, you’re going to be in big trouble.”
  - d. “You must be stupid if you can’t make it across.”
  - e. “I’ve explained this to you 100 times! Don’t you understand the task?”
  - f. Action: Pick up the book and pretend to hit the volunteer with it.
  - g. Action: Push the volunteer from behind, telling them that maybe that will help them to hurry up.
  - h. Action: Whenever a book falls, tell the volunteer they are clumsy.
  - i. Action: Forcefully adjust the way the volunteer is holding the book. As you are doing this, knock the book off their head.

6. Ask participants with notes to stand around the room from one end to the other. The other half of the group will observe.
7. When you say "Go!" the volunteer should start hopping across the room, trying to make it to the other side.
8. As the volunteer passes by, the members of the group holding notes must do or say what is on their piece of paper.
9. After five minutes, stop the volunteer. Thank them and ask them to sit down.
10. Now, have a second volunteer try the same obstacle course.
11. Handout the pieces of paper with the following statements to the other half of the group members, who were observing in the first round.
  - a. "Well done!"
  - b. "You can do it!"
  - c. "You are good at this!"
  - d. "Keep trying, you're almost there."
  - e. 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.
  - f. Help the volunteer. Every time a book starts to fall, steady it for them.
  - g. If a book is about to fall, hold it on their head while they hop across.
12. Ask participants with the notes to stand around the room from one end to the other.
13. When you say "Go!" the volunteer should start hopping across the room, trying to make it to the other side.
14. As the volunteer moves across the room, the members of the group holding notes must do or say what is on their piece of paper.
15. 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 such questions as:
  - 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?
  - c. Did their threats help you to do better or worse?
  - d. What did you do? Did you get frustrated and not complete the task? Did you feel like giving up?
  - e. What did you learn from this exercise?
  - f. Ask the second volunteer how they felt.
  - g. How did the actions of your group members help you?
  - h. Did their positive words make a difference?
  - i. How did group members feel giving encouragement or support?
2. What was more useful in completing the task? Helpful comments and assistance or punishment and negative comments? Ask how this exercise might compare to the classroom. Answers might include:
  - a. The race can be compared to any classroom activity, such as doing homework or answering a question in class.
  - b. The group's comments can be compared to teachers' reactions to students. Some teachers use negative criticism, punishment or threats to try and motivate students. Other teachers use positive encouragement, support and a helpful attitude to try and motivate students.
3. What were some of the things the group did for the second volunteer? Answers might include:
  - a. Supported the volunteer
  - b. Gave encouraging words
  - c. Gave them choices



- d. Made expectations more realistic
  - e. Had a positive relationship with the volunteer
  - f. Focused on the end result 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.” Explain that we call this “positive discipline.”
5. Explain that positive discipline is a combination of these two things—discipline and positive qualities—that it comes from the inside, and it expresses how we feel about ourselves. And that feeling is created by how we are treated by others.
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:
  - a. Creating relationships/mentoring students
  - b. Rejects violence as a way of controlling students
  - c. Fair and non-violent responses
  - d. Helps children learn from their mistakes
  - e. Respects, nurtures and supports students
  - f. Empathises with the child’s abilities and his or her situation in life
  - g. Focus is on long-term gains, not short-term results
  - h. Teachers’ expectations of children are realistic
  - i. Misbehaviour is a constructive learning event
  - j. Behaviour is based on choice; students choose what behaviour they want to adopt
  - k. Consistent rules, consistently applied
  - l. Consequences are logical and directly related to the offence

7. Emphasise that positive discipline doesn't mean replacing the cane with other humiliating punishments. Positive discipline is about creating good relationships with children and helping them learn right from wrong. It takes time and patience. Children who have been caned for a long time may have trouble understanding new forms of discipline.

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

1. Pass out copies of the "Positive Discipline: Assessment Chart" instructions and worksheet (see pages 51 and 52) or write the chart out on the chalkboard.
2. Explain that it is a tool to help teachers analyse their current approach to teaching. As the participants read through the table and compare the two columns, ask them how they would rate themselves. Ask them to be as honest as possible since this is entirely for their own learning. Use the guidelines and key provided on the handout to rate where individual teachers are in their development. If you have adults who are not teachers, ask them to fill out the chart based on what kind of teacher they would like to see in their school.
3. Ask teachers to keep this chart and to return to it in a few days or weeks, after reflecting on everything they have learned, and fill out the chart again, this time asking themselves, "What kind of teacher do I aspire to be?"
4. Wrap up the session with a review:
  - a. Positive discipline is a combination of discipline and positive qualities, which teachers model to students
  - b. Positive discipline encourages learning through respect and encouragement
  - c. Positive Discipline rejects violence and fear-based teaching strategies

## 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. Consider how you would rate yourself based on the guide provided. Assess yourself by circling a number for each row (rows A to F). 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. Review the contents of this handbook and meet with your colleagues to discuss the ideas presented. Through 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 you will choose to engage with some of the ideas in this handbook and begin to think about the effectiveness of using a positive discipline approach.

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: Assessment Chart

Positive Discipline			Corporal Punishment		
	Motivates. You never use violence and instead role model values and behaviours that children aspire to acquire. While doing so, you provide a clear indication of rewards and consequences for choices.		Punishes. You use fear or shame to ensure that children think or behave in a prescribed way. You use such punishments as beating, insulting and humiliating.		
A	1	2	3	4	5
	Aims to empower children. You help children take responsibility for making good decisions by providing them with the skills and environment to freely explore ideas.		Aims to create obedient children. You create a classroom environment in which children learn to obey what they are told instead of think for themselves.		
B	1	2	3	4	5
	Child-centric. You consider all issues from a child's perspective and calculate all your responses based on how they will help children learn from their mistakes.		Teacher-centric. Your priorities prevail in all considerations and your point of view determines the right course of action.		
C	1	2	3	4	5
	Democratic. 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.		Authoritarian. You tell children what to do and punish them if they choose another course of action.		
D	1	2	3	4	5
	Values and respects individuality. You accept that all of us are individuals with a variety of views and priorities. You welcome these differences.		Values conformity. You reward those who behave and think like you do and punish those who do not.		
E	1	2	3	4	5
	Long-term development. Your approach is based on nurturing the development of the whole child over a long period of time.		Short-term compliance. Your approach aims to create obedience in a specific situation. It only gives secondary and indirect consideration to the long-term development of the child.		
F	1	2	3	4	5

# Module 1.5

## Creating Accountable Governance at Your School

1 hour, 30 minutes

### Preparations

- Chalkboard, chalk
- Advance reading: *What Is a Good School?* by Dipak Naker pages 31 to 41

### 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
- evaluates his/her own leadership style

## Steps

### Part 1 - What Is Governance? (15 minutes)

1. Ask the participants what they understand by the word 'governance.' Ask them to think about how they have come across it in different parts of their lives, from the government of the country to various institutions they deal with on a daily basis.
2. Write down the contributions from various participants, ensuring that you emerge with the following common understanding: governance is about decision-making structures, policies, values and standards and how they are put in practice by those who have a responsibility to exercise the power vested in them.
3. Discuss how these components of governance manifest in the governance of the country. Ask participants how they manifest in the governance of their school.

### Part 2 - What Is Good Governance? (30 minutes)

1. Explain that you are going to explore governance at your school and whether it is serving the needs of your school. How could it be improved? In Part 1 you talked about the following three components of governance. Write them on the chalkboard with the following questions:
  - a. Decision-making structures: Who makes decisions and how do they make them? How do they ensure the participation of all stakeholders?
  - b. Values and standards: What values and standards does your school declare publicly? How are they promoted?
  - c. Policies: What written guidelines are in place? How are they enforced?

2. Divide the group into three smaller groups and assign each group one component of governance. Ask them to discuss how it is currently practiced at their schools and to make specific recommendations on how it could be improved. Whenever possible, the group should give specific examples. For example, if a group says the school has to put better policies in place, have them outline which ones. If they say the school has to enforce policies better, have them describe how.
3. Ask each group to nominate a person or a couple of people to make a case to the larger group on how the school governance in their particular topic area can be improved. They could choose to do a short role-play or share time between two or three group members to present their ideas. The group has to give clear reasons why they are making their recommendations and describe how the school will benefit from them. Ask each group to practice making their case so that they are clear and they maximise the chances of their recommendations being accepted.
4. Allow each group a maximum of seven minutes to present their recommendations.
5. The audience can ask questions, seek elaborations or even add suggestions to the ones already recommended. Finally, have the participants vote on whether such measures should be recommended to the school governing body.
6. End the discussion by emphasising that good governance is the key to creating a Good School. If the governance structures are weak or policies and standards are not upheld, everyone will start losing faith in the school and other initiatives will collapse.

# Module 1.6

## Looking Forward

1 hour, 30 minutes

### Preparations

- Chalkboard, chalk
- Advance reading: *The Good School Toolkit: An Overview*

### Competences

The Participant;

- explains the concept of a Good School
- presents a demonstration session on a Good School concept



## Steps

### Part 1 - Looking Forward: Creating a Good School (2 hours)

1. Using *The Good School Toolkit: An Overview*, and the ideas under "Why use the Toolkit?" present to the group some of the key reasons why your school has decided to take on the project of creating a Good School.
2. Give the participants an overview of the process involved in creating a Good School.
3. Show them some of the tools that can help your school learn about the ideas and put them into practice, such as posters, booklets, examples of policies, etc.
4. Create a discussion on how participants see this work unfolding at your school and their feelings about the project.
5. Brainstorm what needs to happen for your school to be able to implement these ideas. For example:
  - All the key stakeholders have to be convinced that this is in the school's best interests.
  - There has to be a school-wide discussion on how this project could help the school.
  - Everyone has to commit to demonstrating Leadership.
  - Everyone will have to learn new skills and new ways of analysing ideas.
  - There may be challenges and setbacks, so participants will have to be persistent and creative.
6. Discuss how you could support each other, including establishing a regular support and reflection forum.

## Part 2 - Closure and Final Reflection (30 minutes)

1. Briefly review the work everyone has done. Identify one or two important points from each session. For example:
  - In the first session we learned the importance of broadening our imaginations on what a Good School is and how we could build the bridge from where we are to a Good School.
  - In the second session we looked at the importance of creating a conducive physical and psychological environment and how each affects the learning process.
  - In the third session we discussed what a good teacher is and how we can foster them in our schools.
  - In the fourth session we looked at the importance of promoting positive discipline and rejecting corporal punishment as a way of relating with children.
  - In the last session we looked at the importance of a fair and transparent governance and how without it, all other efforts are likely to be undermined.
2. Ask the participants to take a few minutes to review their notes or think about the process. When they are ready, ask each participant to share any reflections they have about the process. Ask them to share one or two things they learned and how they will put them into practice.
3. Thank everyone for participating and remind them that the work is just beginning!

Notes

step one





tools &  
materials



## STEP 1: Monitoring Checklist

☐ Activity 1.1 Join the Good School Network.

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

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

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

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

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☐ Activity 1.2 Hold a staff meeting and school assembly.

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



☐ Activity 1.4 Recruit students for your Good School Committee.

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

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

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

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

☐ 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 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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- ☐ Activity 1.7 Engage the Good School Committee in an introductory workshop.

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

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

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

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

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# Good School Network Registration Form

Name of school: \_\_\_\_\_

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

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

Year founded: \_\_\_\_\_

Name of head teacher: \_\_\_\_\_

Tel/Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

## Type of School

Tick one:

☐ Primary

What was your school's position in your district for Primary Leaving Examination (PLE)? \_\_\_\_\_

☐ Secondary S1-S4

What was your school's position in your district for Uganda Certificate of Education (UCE)? \_\_\_\_\_

☐ Secondary with O/A level

What was your school's position in your district for Uganda Advanced Certificate of Education (UACE)? \_\_\_\_\_

Tick one:

☐ Government School

☐ Private School

If your school charges school fees, what are they? (Please attach a fee structure if available.)

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Are children/parents expected to make any additional financial contribution? (Please explain.)

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### Students

Number of girls, day scholars: \_\_\_\_\_

Number of boys, day scholars: \_\_\_\_\_

Number of girls, boarders: \_\_\_\_\_

Number of boys, boarders: \_\_\_\_\_

## Teachers

Number of female teachers: \_\_\_\_\_ Number of male teachers: \_\_\_\_\_

Number of teachers employed by:

the government: \_\_\_\_\_ the school: \_\_\_\_\_ the parents: \_\_\_\_\_

## School Characteristics

How many classrooms does your school have? \_\_\_\_\_

What materials is your school made from? \_\_\_\_\_

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On average, how many students per class? \_\_\_\_\_

What services does your school have? (library, science lab, computers, art rooms, garden, etc.)

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Does your school provide lunch? \_\_\_\_\_

What is the decision-making structure in your school (board of governors, parent committee, etc.)

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Do you have a written policy about how children are disciplined? Yes / No  
Please attach a copy if the answer is yes.

What are some of the biggest challenges that your school faces?

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Why do you want to create a Good School?

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How did you hear about the Good School Toolkit?

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Who is the primary contact interested in leading this project at your school?

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Are you committed to the elimination of corporal punishment at your school?

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Name of person completing this form \_\_\_\_\_

Title \_\_\_\_\_

Tel/Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Send completed forms to;

Raising Voices, P. O. Box 6770, Kampala, Uganda

Email to: [goodschools@raisingvoices.org](mailto:goodschools@raisingvoices.org)

## 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!

## Subcommittee Roles and Responsibilities

Subcommittees will benefit from everyone having a role. It is suggested that you assign the roles below, and 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. However, you may also decide to choose your own way of running the subcommittees.

### Chairperson

This person is the head of the committee. 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, represents the subcommittee within larger forums, and is 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 Toolkit specialists from the other subcommittees when needing to connect with Raising Voices.

### Monitoring Supervisor

This person meets regularly with the monitoring supervisors 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).

### Classroom Point Person (student and teacher subcommittees only)

This person moves around from class to class to see how things are going. They are available to teachers and students 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.

### Subcommittee Liaison

This person is in charge of keeping 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 is in charge of all correspondences. They also take notes at all subcommittee meetings, including careful documentation of all action items.

## Good School Commitment Letter

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 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.

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 role model 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:

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Signature:

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Date:

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# 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 role (e.g. chairperson, planning coordinator, subcommittee liaison, etc.) Request that no member speaks for more than three minutes.

## 3. One of the following:

Discipline Issues (10 minutes) – 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 (10 minutes) – community subcommittee

- Collect activity reporting forms from all subcommittee members (see page 81).
- 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. Plan Forward (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. Any 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 form on page 81 (these forms are collected at the planning meeting for each step—the first activity in Step 2 to Step 6). 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. Try to get groups of 10 or so neighbours together 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 dramas that portray the features of a Good School. Bring the students out to the community to perform the dramas 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 in 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 staff members or groups of 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 Children's Referral Directory in Step 5 (Activity 5.5).

## Personal Support

Provide counselling or support to community members who are struggling with discipline issues in their homes. Help children 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:	

## Notes

Step 1

Notes

step one



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Email: [info@raisingvoices.org](mailto:info@raisingvoices.org)