the GOOD SCHOOL toolkit

step six

good administration and the future

school activities

tools & materials

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.

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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 6 . . .

Step 6 focuses on evaluating and celebrating the accomplishment of all three objectives. While the administration has been deeply involved throughout the work, this step takes advantage of progress made on Objective 3 and engages the school's good administration in leading the way forward.

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.

step six

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

table of contents

School Activities

6.1 Hold a planning meeting for Step 6. page 11

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

6.2 Assess the impact of your Good School project. page 13

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

6.3 Have the administration engage the school in defining the way forward. page 15

Why? An accountable administration engages stakeholders in updating the school vision for a new phase of growth.

6.4 Hold a transition meeting for the Good School Committee. page 17

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

6.5 Organise a thank-you gathering for the Good School Committee. page 19

Why? Committee members will need an opportunity to mark the end of an incredible journey.

6.6 Host a community celebration and vision presentation. page 21

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

The Way Forward page 23

Final words from the Raising Voices Team.

Tools & Materials

Step 6 Monitoring Checklist page 27

Tools for Assessing Impact (Activity 6.2)

- Survey Results Form – Teachers page 33
- Survey Results Form – Students page 34
- How to Use the Good School Assessment Form page 35
- Good School Assessment Form page 37

school activities

Notes

6.1 Hold a planning meeting for Step 6.

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

Until now the planning meeting in each step has been the same. However, in Step 6 you may want to include more members of the administration, as the activities in this step require greater administrative leadership.

As usual, gather everyone for two hours. Begin the meeting with introductions and perhaps a short activity to make everyone comfortable and relaxed. Together, write down the **Who**, **How**, **What** and **When** for each activity, listing administrative staff among the WHO for most activities.

A process for a simple and effective planning meeting

Review

- Collect the monitoring checklist for Step 1.
- Invite the community chairperson to summarise the supplementary community activities conducted during Step 1. Collect activity reporting forms from the community subcommittee.

Plan for Step 2

- For each activity in the step, read the Toolkit instructions aloud if needed. Then choose the activities you would like to implement from those described in the step. Add any other ideas you may have as a group. Write down the answers to the following questions (see sample Action Plan on page 78):

  WHO
  Who will oversee this activity? (Choose a teacher, a student and a community member.)
  Who will help organise this activity? (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
  When 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 three 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.
- **Note:** If the planning for a particular activity begins to slow the meeting down, ask the people listed under WHO to finish planning that activity at a later time.
- **Remember:** This is only an example. You can choose to hold the planning meeting in other ways that you are familiar with.

6.2 Assess the impact of your Good School project.

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. It also helps you to define areas that need improvement or further attention. 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 in the quality of education at your school. You can assess your impact using the following activities.

Re-conducting the survey

- 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 charts provided on pages 33 and 34.
- Compare your findings to the survey results in Step 2.
- Write down your thoughts on how things have changed.

Conducting an overall assessment

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 assessment form provided to summarise your work (instructions and template starting on page 35).
- Write a report that describes each objective: what you did, what you achieved and what you learned. Include in this report a list of five to seven overall achievements, a list of major challenges you faced, and 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.

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

Why? An accountable administration engages stakeholders in updating the school vision 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 above and 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.

A process for updating the school vision

- Gather student input using any of the following:
  - Organise school-wide reflection activities to gather students' ideas (see Activity 2.4).
  - Add the topic to the agenda for classroom meetings (see Activity 4.5) or for a student-teacher open meeting (see Activity 3.4).
  - Create a suggestion box just for students' ideas about the vision going forward (see Activity 5.4).
- 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 or teacher reflection meeting (see Activity 3.7).
- At assembly, present a draft vision that incorporates the input gathered (notify participating community members of the day/time of this assembly). Request feedback, and explain that the administration will finalise a vision that best integrates the various perspectives and ideas.
- Share the finalised vision with the school population in advance of the community celebration in Activity 6.6.

6.4 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 have invested all of their passion into this project and will 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

- 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 teachers, students 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 that 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.
- 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 subcommittees as needed.
- 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.

6.5 Organise a thank-you gathering for the Good School Committee.

Why? Committee members will need an opportunity to mark the end of an incredible journey.

Even if the entire committee is staying involved beyond Step 6, it is essential to recognise their contributions at this critical point in the process. The committee will have been, and will be, recognised at various public forums, but a 'thank-you' gathering specially for committee members provides a unique opportunity to honour the memories and friendships created. It will also provide an opportunity for committee members to put closure on an intense and emotional experience.

Organising a 'thank-you' gathering

- Choose a day/time outside school-day hours when everyone can attend.
- Invite committee members as well as their spouses/children.
- Begin the celebration by having the highest administrative leaders make introductory statements, thanking committee members for their hard work.
- Present each 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")
- Invite each subcommittee to make a creative presentation about their greatest project memories (e.g. a song, poem, humorous speech).
- Invite representatives from each subcommittee to join together in thanking the administration for their support.
- Arrange for attendees and additional volunteers to set up food and musical instruments for celebration and dancing.

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, 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. The administration can 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 your 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 for each are provided).

- 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.
- 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.
  - Acknowledge that everyone's participation, large or small, was necessary for success.
- 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.
- 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 children 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

tools & materials

Notes

STEP 6 Monitoring Checklist

☐ Activity 6.1 Hold a planning meeting for Step 6.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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Activity 6.2 Assess the impact of your Good School project.

Date Completed: _____

What You Did: _____

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Challenges: _____

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Successes: _____

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☐ Activity 6.3 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 6.4 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 6.5 Organise a thank-you gathering 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

		YES	YES		NO	NO
	QUESTION	1st Survey	2nd Survey		1st Survey	2nd Survey
1.	Has anyone ever explained to you what your school's mission is or objectives are?					
2.	Do you have any ideas for what your school's mission or objectives 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.	Do the teachers in your school teach students in a way that allows them to learn well?					
8.	Do you believe that beating students is an important tool for creating discipline in them?					
9.	Do the teachers in your school act as role models to children?					
10.	Do you have rules in your classroom?					
11.	Does your school have policies that protect children (for example children who may be being bullied or sexually harassed)?					
12.	Does your school have written 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 objectives are?				
2.	Do you have any ideas for what your school's mission or objectives 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 enjoy being at your school (think of how you feel when you are at school—anxious, good, confident or afraid)?				
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.	Do the teachers in your school teach students in a way that allows them to learn well?				
8.	Do your teachers beat you or threaten you if you make a mistake?				
9.	Do you want to be like your teachers when you grow up?				
10.	Do you have rules in your classroom?				
11.	Does your school protect children (for example children who may be being bullied or sexually harassed)?				
12.	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 project has focused on three 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

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 in the classroom, 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 of their objectives completely. It is important to recognise that you have accomplished a lot and that your hard work and determination has improved the experience of education for the teachers and students 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 equip **teachers** for increasing student confidence and success

- You examined your beliefs about teaching methodology and how they can influence the way students learn, and then you compared this to the ideas proposed in the Toolkit.
- You explored and expanded how the school supports teachers to become better at teaching.
- You identified and acted on specific ways to develop positive discipline at your school.

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

- You examined how the psychological and physical environments of your school influence students' learning and development, and then you compared this to the ideas proposed in the Toolkit.
- You explored and expanded how every member of your school, including students, can have a voice in creating your school's healthy learning environment.
- You identified and acted on ways to improve your school's learning environment, from students' sense of safety to the physical compound.

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

- You examined the policies and administrative practices at your school and their overall effects, and then you compared this to the ideas proposed in the Toolkit.
- You explored and expanded how every member of your school can take part in creating and upholding the policies that affect them.
- You identified and acted on the revision/creation of specific policies your school needed—to respect and inspire its members, as well as promote your school's reputation in the wider community.

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.		

Notes

Notes

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