

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.



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.



Step 1 Your Team & Network

This project requires the vision and dedication of many. In this step you will create your Good School Committee and join the Good School Network. The goal is to connect yourself with key people who share your commitment to creating a better school, and who will help you along the way.

With the guide for this step, you will receive

- *What Is a Good School?* by Dipak Naker



Step 2 Preparing for Change

Change is challenging, no matter how positive. In this step you will conduct preliminary activities that will spark people's interest and document their starting perspectives. The goal is to launch the project with an inclusive culture and with the tools to measure and celebrate change.



Step 3 Good Teachers & Teaching

Good teaching requires many skills that reach far beyond traditional academic instruction. In this step you will provide teachers with a renewed sense of their role, greater professional support, and approaches for interacting positively and creatively with students. The goal is to create motivated teachers who excel as educators and take pride in their work.

With the guide for this step, you will receive

- The cartoon booklet *What Is a Good Teacher?*



Step 4 Positive Discipline

The strongest type of discipline comes from within. In this step you will establish the school culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who believe in themselves and are thus motivated from within to be their best.

With the guide for this step, you will receive

- *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices
- *Positive Discipline Responses* poster
- The cartoon booklets *What Is Wrong with Corporal Punishment?* and *What Is Positive Discipline?*



Step 5 Good Learning Environment

When students feel protected and respected, they can cease to focus on self-protection and open themselves to personal growth. In this step you will create a psychological sense of safety and inclusion, as well as enhance the school's physical compound. The goal is to give students a sense of security, dignity, value and voice.

With the guide for this step, you will receive

- The cartoon booklet *What Is a Good Learning Environment?*



Step 6 Good Administration & The Future

Remaining a Good School requires valued and trusted administrative leadership. Every step so far has helped you build just that. In this step you will measure and celebrate the successes of your Good School project and transfer ongoing Good School leadership to the administration. The goal is to inspire everyone with what you have accomplished and with a vision for the future.

YOU ARE
HERE





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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







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Notes

STEP 6 Monitoring Checklist

- Activity 6.1 Hold a planning meeting for Step 6.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

Activity 6.2 Assess the impact of your Good School project.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

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

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- Activity 6.4 Hold a transition meeting for the Good School Committee.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

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

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

- Activity 6.6 Host a community celebration and vision presentation.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

Survey Results Form – Teachers

		YES	YES	NO	NO
	QUESTION	1 st Survey	2 nd Survey	1 st Survey	2 nd 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
		1 st Survey	2 nd Survey	1 st Survey	2 nd 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

step six



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