



step one

getting started

activities

monitoring checklist

tools

step one



Congratulations! You have made an excellent decision to make your school a *Good School*. Now that you have decided to embark on this project, you may be asking yourself, *How do I begin? What do I do first?*

Step One



Overview of Step One

- The first priority of any project is to explain it to other stakeholders and get them on board.
- Once you have agreement from various stakeholders, you can join the *Good School Network*. You will receive newsletters, updates on what other schools are doing, and the chance to participate in courses and receive on-site technical support. There are many other schools across the region that are making this same commitment. Joining together with them to share your successes and challenges along the way, as well as joining with Raising Voices to get technical support and access to further information and resources, will help you to stay focussed.
- You will establish three committees, first a Teachers' Committee and a Students' Committee. Once they are established, you will set up the Community Committee. These committees will take on the responsibility of helping your school through the process of creating a *Good School*.
- You will conduct a baseline survey of knowledge, attitudes and current practices in your school to understand where you are starting from and to help you monitor your progress.

Objectives of Step One

- To become familiar with the Toolkit and join together with other like-minded stakeholders
- To explore the knowledge, skills and attitudes of the members of your school
- To identify the students, teachers and community members who will lead the process of creating a *Good School*

Reading

- *What is a Good School?* pages 1-3

Tools

In Step One you will find the following tools to help you start taking action:

- Talking points to help you explain the project to your stakeholders
- Registration form for the *Good School Network*
- Guidance on how to set up the Teachers', Students' and Community Committees
- Instructions for conducting the baseline survey

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activities




This series of activities is designed to help you build the foundation you need to begin the process of creating a *Good School*. These activities will help you to introduce the ideas behind a *Good School* to other stakeholders, join a network of other like-minded schools, assess the knowledge, attitudes and practices of your school population, and to form the Teachers', Students' and Community Committees that will lead the process of creating a *Good School*.

step ⁷ one

1.1 a

Introduce the Idea of a *Good School* to Key Stakeholders



Begin by reading the information provided in the 'Start Here!' section of the Toolkit. Start a new exercise book in which you will keep all your notes and ideas. Make brief notes on the objectives of the project and why it is important to create a *Good School*.

Plan your strategy. Who will you talk to first? How will you approach them? Will you show them the Toolkit or ask them to come to an introductory session? The answers will depend on how decisions are made at your school.

Once you have support and permission from the leadership at your school, organise an introductory session for the whole staff or even the whole school. This should not last more than 45 minutes and can be held during a staff meeting or other regular forum. Remember to present it as a project that will benefit the entire school and therefore will require everyone's involvement.

If you are not sure how to convince your fellow teachers, students, administrators or parents to sign on to the idea, you'll find suggestions for talking points that will help you introduce the idea of a *Good School* on page 36.

Register with the *Good School Network*


1.1 b



Once you have the agreement and support of key stakeholders, consider joining the *Good School Network*. To join, fill in the registration form on page 38 and send it to Raising Voices by post or by email at goodschools@raisingvoices.org or fill it out online at www.raisingvoices.org. 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 reports of progress to receive a certificate for moving through all six steps of the *Good School 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 trainings and skill-building sessions that may be happening in your region
- be eligible to apply for a small grant to enable you to create a *Good School* if such a programme exists in your area. Grants will be made based on established criteria and for a specific activity that is deemed by the grant-making committee to enhance your school's ability to create a *Good School*.

1.1 c Create a *Good School* Brochure



Once you start on this project to create a *Good School*, many people, particularly parents in your community, might have questions. It's a good idea to have some information ready to hand to them so they can read all about the project.

One way to do that is to pass out an information brochure. A sample copy of the *Good School* brochure can be downloaded from the Raising Voices website at www.raisingvoices.org and adapted for your school. You can also see page 42 of the Tools section. Just type or print your school's name on the front of the brochure, add a photograph of your school or students, and then print and make copies. Fold it neatly as shown, and you'll have a useful tool to spread the news about your new *Good School* Project!

Remember, this is an optional activity. You can make a decision whether it will be useful to you as you start convincing others to get involved. Don't worry too much if you don't have the ability to print or photocopy. You will find other ways of letting people know about your ideas.

Create Teachers' and Students' Committees

1.2

Once key stakeholders of your school are on board, it is a good idea to create committees that will lead the process. Organise committees with members who are passionate about the issues and are able to commit to its success. At this first stage of the project, you'll begin by electing *two* committees, one to represent and work on behalf of teachers and the other to work on behalf of students.

Elect your Committees

1.2 a

Teachers' Committee

Your Teachers' Committee can be made up of five to eight teachers, depending on the size of your school and the interest of teachers (see page 13 for some ideas on what the role of this committee will be). Strive for gender balance on the committee. One suggested way of establishing this committee is to:

- Ask the teachers to elect three members of their choosing
- Propose the disciplinarian of the school to be the fourth committee member
- Have the students elect one teacher of their choosing

(The teachers should choose their four members first, so the students can vote for the remaining one.)

Students' Committee

We suggest the Students' Committee be eight members, with an equal representation of boys and girls from various classes.

One suggested way of establishing this committee is:

step ¹¹ one

- To include one boy and one girl from each class, if possible. In primary school, we suggest starting from P4-P7 as the younger students may not be able to actively contribute (although use your judgment based on the students at your school). In secondary school, you can select from S1-S4, although some may choose to include the S5-S6 classes.
- Have the teacher of each class give a short talk about the *Good School* Project and the purpose of forming committees to lead the project (see page 13 for some ideas on what the role of this committee will be).
- Hold a school-wide election to elect eight students (four boys and four girls). Those wishing to stand in the election can nominate themselves by submitting their names to a designated teacher. Once you have the nominations, give each nominee two minutes at the assembly to explain why students should vote for them. Try to encourage wide participation and ensure that it is not only the popular students who get nominated.
- The nominees may campaign for votes by organising events or talking to students about why they should vote for them. Ensure that students are not bullied or forced to vote for a particular nominee.
- On a selected day, hold classroom-based elections. Have each student choose one boy and one girl from the list of nominees. The voting can be done by having students put their heads down on their desks and raising their hands or by submitting a name on a small piece of paper.
- Add up the votes by choosing the four girls and four boys that get the highest number of votes. They are duly elected to the Students' Committee.

Define Roles and Responsibilities

1.2 b

The committees have a big role to play in ensuring the success of the *Good School* Project. They will be responsible for:

- Meeting on a regular basis
- Reviewing and understanding the *Good School* Toolkit
- Ensuring students and teachers work together
- Having all Teachers' and Students' Committee members sign a commitment letter
- Creating a belief statement
- Writing an action plan based on the steps outlined in the Toolkit
- Implementing the action plan
- Monitoring and evaluating each step of the *Good School* Project
- Mobilising students, teachers, staff and the community to embrace the project and help achieve the goal of creating a *Good School*

In the beginning there are a few basic things the committees should do. You may wish to simplify the process for the Students' Committee, but whatever you choose, it is important to ensure student participation in the process.

i. Establish roles and meeting times

After the election is held, the committees hold their first meetings. At this meeting, have the committee elect roles for each member. Although most committees operate with a chairperson, vice chairperson, secretary and treasurer, it is sometimes more effective to assign each member a specific role instead. The following are some suggestions:

- **Chairperson** – This person will be the head of the committee. They are responsible for ensuring that meetings happen on time and for leading the meetings.

- **Action Plan Supervisor** – This person is in charge of the action plans. They will write the plans with the committee, update them when necessary, and check in with the people responsible for implementing the various action plan tasks to monitor progress.
- **Project Monitor** – This person is in charge of the actual Toolkit and its contents. They will be responsible for helping everyone to understand the process, for lending out learning materials and for ensuring that all of the objectives are considered. This person is also responsible for liaising with Raising Voices to register for certificate courses, to arrange for trainings or to contact staff with any questions or issues that arise.
- **Step Evaluator** – This person is in charge of the monitoring checklist for each step. They are responsible for keeping the checklist and ensuring that all items are completed and proper documentation is noted.
- **Classroom Point Person** – This person is in charge of what happens at the classroom level. If teachers or students are having a problem or concern about how the project is operating in the classroom, this person is the contact. They are responsible for moving around from class to class to monitor how things are going. This also includes reporting on any specific discipline problems.
- **Student or Teacher Liaison** – This person is in charge of keeping in contact with the other committees. They are responsible for knowing what the other committees are doing and for coordinating around any issues and shared tasks.
- **Secretary** – This person is in charge of correspondence. They are responsible for keeping necessary records and writing letters or other documents as required. They are also responsible for keeping meeting notes, including action points which arise during the meeting.

After assigning roles, the committees should then decide how often they will meet and on what days and times. A good suggestion is to meet once a week for 30 minutes to an hour. The Teachers' and Students' Committees can meet together or separately, but at least one meeting a month should be a joint meeting so that the committees can share what they are doing. See the Sample Meeting Agenda on page 44.

ii. Review the Toolkit and project objectives

In the committee's first meeting, have members review the components of the *Good School* Toolkit, including the six steps and the reading materials, to be sure they understand the project and its objectives. Use *Start Here* poster to help you

iii. Sign commitment letters

Next, each committee will draft a commitment letter for the members of their committee to sign. It can be one letter that all members sign, or you can give each teacher and student an individual copy. The purpose of the letter is to recognise that change is difficult, but that everyone needs to commit to working together to achieve the goal of creating a *Good School*. For teachers, the letter should ask that they promise to work in good faith to achieve the objectives of the *Good School* Project, specifically to use positive discipline measures in school and *not* to use corporal punishment. For students, it should ask that they promise to be role models to their fellow students and exhibit positive behaviours. Refer to the sample commitment letters on pages 46-47

iv. Write a belief statement

The second task of the committee will be to write a belief statement. This is a short statement expressing the vision or overall objective of the project. It can be posted in every classroom or on the school notice board, so teachers and students can refer to it often to remind themselves of the goals of the project. Refer to the sample belief statement on page 48 or create one of your own.

v. Assess current policies and practices

At the beginning of the project, it's important for teachers and students to meet together to understand where you, as a school, are, where you have come from, and where you hope to go. During one of your first joint committee meetings, use the Reflection Guide on page 49 to think about the attitudes and practices in place in your school and to discover the areas you might like to focus on during this project.

vi. Attend trainings

The committees, along with other selected stakeholders, will attend trainings to give everyone a solid foundation in the issues related to the *Good School* Project and practical information on how to implement the ideas. After the trainings, the committees will move forward with the step-by-step process.

1.3

Conduct a Baseline Survey



Before starting the project, it is important to understand how your school members are working and thinking. Conducting a baseline survey is a simple and effective way to get a picture of the knowledge, attitudes and practices that your students, teachers, parents, administrators and other stakeholders have.

The survey consists of 12 written questions that a small sample of the school population respond to. It is important to conduct this survey before you start this project so that you know where you are starting from. Then, at the end of the project, you can conduct the same survey again to see if people have changed the way they act or think. This can help you monitor the effectiveness of your work.

You can also use the information gathered in this survey to help convince parents and teachers about the importance of the *Good School* Project.

i. For students

Administering the survey is short and simple. Randomly select approximately 10 percent of the student population to complete the survey. For example, if you have 500 students in your school, choose 50 students to complete the survey. If you have 1,000 students, choose 100 students to take the survey. Be sure to choose an equal amount of boys and girls who make up a fair representation from all classes.

Selecting students to be surveyed

- Decide on how many students you will need from each class. For example, if you are at a primary school that has 420 students, you will select a total of 42 students for the survey, 21 of whom should be girls and 21 boys. The selection should be evenly distributed from P1 to P7 class. Thus from each class you need six students ($6 \times 7 = 42$), three girls and three boys.
- The students to be surveyed should be selected randomly, not just from among your prefects or best students. You can do this by using dice or drawing numbers out of a hat. Ask students to stand up and count off from one to six (i.e. the first student starts with one, the next is two, and proceed along the class until you reach six. Then start over at one with the next student and repeat until every student has a number between one and six).
- Choose a volunteer who will throw the dice. Whatever number is thrown, ask all the students with that number to remain standing while the rest sit down. Say for example you have a class of 60 students, 10 will remain standing. Suppose 3 are boys and 7 are girls. You already have the 3 boys for the survey. Repeat the counting and throwing of dice until 3 girls have been identified. At the end of this process, you will have 3 boys and 3 girls selected by chance.

Conducting the survey

- Ask all the selected students to report to one room (or you can use several rooms if there are many students) and appoint a teacher to each room to administer the survey.

- Explain that you are taking a survey to see what kind of experience students are having in school. Explain that there are 12 questions and that the whole exercise should take about 30 minutes. Stress that there are no right or wrong answers and that all answers will be confidential and anonymous (nobody will know who said what). **No one should write their name on their paper.** Ask them to be as honest as possible because you want to get a true picture of what people are really feeling and thinking at school.
- It is best if you can make a copy of the survey on page 53 for each student. If not, ask students to take a piece of paper from their exercise book and number it from 1 to 12, leaving a space next to each number for their 'yes' or 'no' answer.
- Read the first statement. Repeat it several times and ask students if they have any questions. Ask them to think about the statement and decide how they feel about it. Explain exactly what a 'no' answer means and what a 'yes' answer means. Then ask them to write a 'yes' or a 'no' next to the question number. If you were able to make photocopies of the survey, ask them to tick the box for 'yes' or 'no'.
- Repeat each statement slowly and carefully so that students understand exactly what they are being asked to answer.
- After you have gone through all 12 statements, ask students if they have any questions or if they would like any of the statements repeated. Thank them for their time and collect their papers. **Remember, no names!**

ii. For teachers

Repeat the same exercise for teachers. However, try to allow for every teacher in your school to take the survey (see page 54). The teacher who is administering the survey should also answer it. It is especially important to stress to teachers that they should answer the questions honestly, about how things really are, not how they think they should be or wish they were. Remind them that there are no right or wrong answers and that the survey is anonymous and confidential (no names should be put on the papers). It is not an exercise to see if they are good teachers, but rather to be able to see how teachers really think and feel.

After you have gone through all 12 statements, ask teachers if they have any questions or if they would like any of the statements repeated. Thank them for their time and collect their papers. **Remember, no names!**

Tally the Survey Data

1.3 b


After your students and teachers have completed the survey, tally the results by using the blank survey form on page 53.

- Start with the student surveys. Count all the 'yes' answers for the **first** statement and write the number in the 'yes' column. Then count all the 'no' answers for the same question and write the number in the 'no' column.
- Continue for all 12 questions. Repeat for the teacher surveys on a blank teacher survey form (see page 54).
- At the end of the process, you can choose to calculate percentages for each statement. For example, if 10 out of 50 students said 'yes' to "Do students in your school have an opportunity to say what they think and contribute their ideas on how the school is run?" you can say that only 20 percent ($10/50 \times 100$) of students in your school feel they have a voice in how their school is run. Add an additional column to your chart and write the percentages in.
- The survey is designed to generate information about the following four areas and give you a base to monitor your school's progress:
 - Statements 1-3** – What is the current knowledge regarding what kind of school you have.
 - Statements 4-6** – What is the current physical and psychological environment like in your school.
 - Statements 7-9** – What kinds of beliefs and practices influence how teachers teach at your school.
 - Statements 10-12** – What policies exist and how are they enforced to guide behaviour at your school.
- From the results, you can get an idea of where your school stands in relationship to the objectives of a *Good School*. You can use these results when trying to convince others of the importance of the project. For example, you can now say to someone.

- Our survey shows that 76 percent of our students think that the policies in our schools are unfair. In a *Good School*, policies and rules are designed to be fair and to ensure that all students are treated equally. This project will help us achieve that goal.
- The idea is not to point out faults or problems within your school, but to identify ways in which we can all work together to make it better.
- File the results of this survey in a secure place and remember to send a copy to Raising Voices. You will take the survey again at the end of the project (Step Six) and use the results to compare how far you have come in changing the thinking and practices of your school population.

1.4

Involve Parents and Community Members



Now that you have functioning Teachers' and Students' Committees, it is important to also bring community members on board. The Community Committee members are individuals who will actively support and work with your school to not only create a better learning environment for children but to promote the ideas of a *Good School* within your community. Without their support, it is very difficult to create a successful project.

Establish your Community Committee

1.4 a

Look for potential parent volunteers everywhere. The following are ideas for identifying and involving community members:

- Announce the new committee at school management committee meetings
- Ask the head teacher
- Talk to your school board of governors
- Ask community leaders
- Post signs around the community
- Speak at community meetings
- Approach your local religious leaders, Local Council leaders, probation officers, health care workers, etc.

The aim is to have many different members of the community involved. It is a good idea to visit some parents and community members at their place of work or home and introduce them to the principles behind the project. Use the talking points on page 36 to help you. Explain that a *Good School* is in everyone's interest and that it needs community input and support to succeed.

If you find that the person you are approaching is not interested or may not be willing to contribute on a voluntary basis, don't force the issue. You need people who will be strong, willing and committed advocates for your school.

From these sources, identify a group of about 10 community members that you would like to get on board with this project. They will be mostly parents, but having community leaders represented is also important. All prospective members should be:

- Non-violent
- Respected members of the community
- Invested in your school
- Able to volunteer

Invite the group to come to your school and have a brief discussion on why it is important to create a *Good School*. Ask other members of the Teachers' and Students' Committees to help you. You may decide to choose one of the training modules to help you make a case.

After the first meeting, explain that you are looking for a group of parents and community members who are willing and able to actively volunteer and participate in the project. Be very specific about the benefits, expectations and responsibilities, such as:

- It is an opportunity to work hand-in-hand with the school to create a safer learning environment and a school that everyone is proud of.
- Participants will learn new ways of thinking about your school and gain new skills.
- Participants will experience improved relationships in their homes and community.
- The commitment is completely voluntary. There are no financial rewards.
- Participants are expected to contribute a minimum of 10-15 hours per month (you can adjust the time commitment if needed).

After it is clear what is expected, you can choose the parents and community members who will be on the committee. Try to limit it to no more than ten members, though others are welcome to help. You can conduct an election if there are more than ten volunteers who would like to serve.

Once you have selected a committee, thank everyone for their interest and support and set the first meeting time for the Community Committee. Remind those who were not selected to be on the committee that they are still important to the process and that you will be seeking their help and support throughout the project.

The teacher and student liaisons from the other committees should meet with the Community Committee to help them get on track with the project and to ensure consistency.

One of the first things the Community Committee must do is sign a commitment letter (see page 55), emphasising their pledge to promote the ideas of a *Good School* in the community.

Responsibilities and Activities of the Community Committee

1.4 b

The Community Committee has a very big role to play in ensuring the success of this project. With the assistance of the already established Teachers' and Students' Committees, the community members will be responsible for:

i. Meeting on a regular basis

After the election, the committee should hold its first meeting. At this meeting, the committee should decide when and where to meet. We suggest that meetings be held once a month for at least one hour each time. The committee can also choose to elect officers or assign individual responsibilities. In addition, get a commitment from the members as to how many hours per month they will be willing to volunteer. 10-15 hours is a good amount of time.

ii. Reviewing the Toolkit and project objectives

In the committee's first meeting, members should review the components of the *Good School* Toolkit and understand the project and its objectives. Review the six steps and the reading materials to be sure everyone is clear about the *Good School* Project.

iii. Signing a commitment letter

One of the first tasks of the committee is to draft a commitment letter and sign it. It can be one letter that all the committee members sign, or you can make copies for each member. The purpose of the letter is to ask members to commit to volunteering their time and to work in good faith to achieve the objectives of the *Good School* Project. The letter should also ask that the parent members of the committee try their best to use positive discipline in their homes. Parents are the champions of this project and thus should be role models to the rest of the community. Refer to the sample commitment letter on page 55.

iv. Working with other committees

Establish that the Community Committee will meet with the Teachers' and Students' Committees around creating and implementing the school's action plan. Discuss how this will happen and plan for any other joint responsibilities. The community members should be involved in as many steps as possible. In addition, a member of the Teachers' Committee and Students' Committee should be appointed as liaisons to work with the Community Committee. These two people will help the Community Committee get started and stay connected with the overall project.

v. Conducting activities in the community to introduce the ideas of positive discipline and quality education

The primary responsibilities of the Community Committee are to conduct activities in the community that create awareness in as many people as possible about what is happening in your school. Members have committed from 10-15 hours per month toward this project. Some of the things they can do include:

- **Booklet clubs** – Use the booklets in the Toolkit to spark discussion in the community. Try to get groups of ten 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 book in one sitting.
- **Impromptu discussions** – Members can move around the community and start up short 10-20 minute discussions with people in the community 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?" You can use the posters or booklets in the Toolkit to help start discussions. You can approach:
 - Boda boda drivers
 - Taxi drivers
 - Market sellers
 - Saloons
 - Carpenters
 - Shop owners
 - Street vendors

After the discussion, encourage groups 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 them out to the community to perform them and start discussions with the audience about the ideas they provoke.
- **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 Students’ or Teachers’ Committees. Keep notes and contact information as people become engaged in the ideas. They will be helpful additions when you set up your Children’s Referral Directory.
- **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 help support parents who are trying to change.

As members conduct various activities, it is a good idea for them to keep records of what they do. It can help them feel a sense of achievement as they see what work they’ve accomplished, and it provides a record for your project of what has been done in the community. Use the Activity Reporting Form on page 56.

vi. Participating in ongoing training

Community Committee members should be involved in any ongoing trainings that Teachers’ and Students’ Committee members receive. In addition, if they have not received all of the trainings, it is a good idea for the Teachers’ Committee to facilitate one or two sessions each month with the community members to keep them engaged and informed.





monitoring checklist

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Activity 1.1: Network

- Introduce and obtain support for the *Good School* Project from key stakeholders

Date Completed: _____

Comments: _____

- Fill out and send in the *Good School Network* registration form

Date completed: _____

Comments: _____

- Create a *Good School* brochure

Date completed: _____

Comments: _____

Activity 1.2: Create Teachers' and Students' Committees

- Elect Teachers' Committee

Date completed: _____

Comments: _____

Elect Students' Committee

Date completed: _____

Comments: _____

Establish committee roles and meeting times

Date completed: _____

Comments: _____

Review the Toolkit and project objectives

Date completed: _____

Comments: _____

Teachers' and Students' Committee members sign commitment letter

Date completed: _____

Comments: _____

Write and post a belief statement

Date completed: _____

Comments: _____

Attend trainings

Date(s) completed: _____

Comments: _____

Activity 1.3: Conduct Baseline Survey

Review baseline survey and revise as needed

Date completed: _____

Comments: _____

Identify students to be surveyed

Date completed: _____

Comments: _____

Identify teachers to be surveyed

Date completed: _____

Comments: _____

Conduct survey

Date completed: _____

Comments: _____

Compile data

Date completed: _____

Comments: _____

Activity 1.4: Involve the Community

Identify Community Committee volunteers

Date completed: _____

Comments: _____

Elect Community Committee

Date completed: _____

Comments: _____

Community Committee members sign commitment letter

Date completed: _____

Comments: _____

Define roles and review activities of Community Committee

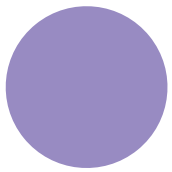
Date completed: _____

Comments: _____

Notes

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tools

step ³⁵ one

1.1 a

Talking Points: Why Create a *Good School*?



This is the question your colleagues may ask you or think about when you introduce the idea of a *Good School* to them. Here are some ideas you could respond with:

1. **Our current school is not responding to children's needs.** Approximately three out of the four children who joined the Universal Primary Education (UPE) program in P1 in 1997 did not finish P7. They dropped out for many reasons, mainly because the school was not responding to their learning needs. An accountable school cannot afford this kind of loss.
2. **Our schools are based on ideas that no longer serve the needs and challenges of today's world.** Look around you at the way the world is changing and the kind of skills needed to succeed in it. We need compassionate leaders and imaginative thinkers who can analyse old problems in new ways and bring new thinking to develop solutions that are creative. Our schools are trying to produce obedient students who will do what they are told. This will not help us create leaders and creative thinkers.
3. **Our schools are designed to teach children to memorise information, motivating them by fear and humiliation.** Those kinds of skills are virtually useless in today's world. We need to change our teaching methodology to build children's confidence and help them explore new ways of thinking.
4. **The physical and psychological environment of our school influences how and what children learn.** If our school is falling apart and no effort is put into maintaining it, children learn that they are not valuable to the system that creates that environment. If children are made to be fearful and hesitant and their opinions are silenced, they may not take the risk of exploring new ideas. In this way they develop beliefs about how valuable they are as individuals and miss out on the opportunity to learn new thinking skills.
5. **If children have no role models and no one takes interest in their long-term development as human beings, they will not develop positive discipline.** Instead they develop unhealthy ways of trying to get attention. They develop anti-social behaviour and rely on external forces to control their behaviour. We know that lasting behaviour change can only come when the person sees the value of the change in behaviour and when the motivation comes from inside.

6. If the school governance is ineffective, unfair or only selectively enforced, teachers, parents and children lose faith in it. If students and teachers do not feel accountable for their behaviour and do not feel that there are clearly articulated values all school members must live by, they lose respect for the school. They stop caring. The school will start its slow decay towards mediocrity and produce students and teachers who have no stake in performing well. What follows is a decline in academic performance and discipline at school.

For these and many other reasons, it is important that we all take **proactive steps** to create a *Good School*. The *Good School* Project and Toolkit is designed to help you and your school take those proactive steps.

1.1 b

Good School Registration Form

Name of school: _____

Location/Address: _____

District: _____ Year founded: _____

Name of head teacher: _____ Contact: _____

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)

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

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 Environment

How many classrooms does your school have? _____

What materials is your school made from? _____

On average, how many students per class? _____

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

Does your school provide lunch? _____

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

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?

Why do you want to join the *Good School* Project?

How did you hear about the *Good School* Project?

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

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

Name of person completing this form _____

Title _____

Signature _____ Date _____



_____ is a *Good School!*

_____ school is (Add a brief introductory statement about your school here.)

Our school is a proud member of the *Good School Network!* We have joined together with many other schools across the region to create a better school for our children.

To create a school based on positive discipline and engaging teaching strategies, we are implementing a clear, simple and step-by-step *Good School* Project that is supported by all the stakeholders at our school.

For more information on our school, please stop by and visit us! We are located at:

Or, contact: _____

Our school focuses on four main areas:

1. A collective vision

We have explored our ideas and beliefs about what makes a good school. We have also identified the skills and knowledge we need to create such a school and we are on our way to achieving them!

2. A healthy and supportive environment

We believe how students feel and think is important. Students participate in how our school is run and they can express their ideas and opinions. Our school environment is clean and safe, and there are policies in place to protect students from bullying and sexual violence.

- Our students have a voice; their opinions count!
- We have a zero-tolerance policy toward physical and sexual violence at our school.
- Girls and boys are treated equally.
- We work together to make our environment safe and smart.


3. Good teachers

- Our teachers are kind and approachable.
- Our teachers care about the kinds of relationships they have with children.
- Our teachers and students receive training about what makes a good school.
- Our teachers understand how children learn and use creative teaching methods in the classroom.
- Our teachers take pride in their profession.

4. Positive discipline

- We focus on creating self-motivated discipline based on values.
- Our teachers develop life-skills in children that help them to become productive members of our society.
- Our teachers never resort to inducing fear or shame in children to get them to comply with short-term behavioural goals. At our school we reject the use of corporal punishment as a tool for teaching.
- Our school has developed responsible governing structures, lives by a set of visionary standards, and has fair and consistently applied rules, regulations and policies that uphold those standards.

1.2 b(i) Sample Committee Meeting Agenda



It is suggested that the Teachers' and Students' Committees, at least at the beginning of the program, meet once a week. Meetings can be from 30 minutes to one hour, depending on how much is happening. Try to keep them focussed and to the point. There are many other opportunities for discussion of certain issues, such as the teachers' reflection sessions. Stick to the progress of the project and specific things that need to be accomplished. Here is a sample agenda for running a one-hour meeting. For the Students' Committee, you may wish to simplify the agenda. However you choose to do it, the important thing is to ensure student participation in every step of the program.

1. Greetings and recognitions (5 minutes)

Welcome the committee and ask if anyone would like to recognise someone for work well done during the week.

2. Reports from committee members (30 minutes – request that no member speak for more than five minutes)

- a. **Secretary** – Review of action points from the last meeting. Any correspondence received? Any correspondence needed to send?
- b. **Action Plan Supervisor** – How are we progressing on the action plan items? Discuss specific activities or issues.
- c. **Program Monitor** – How are we progressing with the project as a whole? Are the learning materials being utilised? Have we reported our progress to the *Good School Network*?
- d. **Step Evaluator** – Which step in the process are we on? How far along in that step are we? What are some of the challenges or successes?
- e. **Classroom Point Person** – How are the classes doing? Have there been any significant achievements or challenges in a particular class? Any specific issues to be addressed?
- f. **Student/Teacher Liaison** – Report news or progress from the other committees.
- g. **Chairperson** – Any report on the project or news from other stakeholders?

3. Discipline issues (10 minutes)

- a. Are there any significant discipline issues that have arisen during the week?
- b. If so, how can they be addressed?

4. Plan forward (10 minutes)

- a. What are the action points for the next week?
- b. Who will ensure that they happen?

5. Any other business (5 minutes)

1.2 b(iii) Sample Student Commitment Letter



As a member of the *Good School* Students' Committee, I am committed to making our school a *Good School*. This means that I will do my part to create a school where:

- Student committee members serve as role models and examples to other students
- Teachers and students have relationships based on trust and respect
- Students have a voice and freedom of expression and we use it wisely
- Written policies are in place and are fairly enforced
- The environment is safe and conducive to learning
- Positive discipline is used
- Children do not humiliate, shame or bully their classmates
- Sexual violence is not tolerated

As a student committee member, I promise to try my best to be well-disciplined, friendly and kind to my classmates and teachers. I promise to act as a role model to my classmates, modelling good behaviour and respectful relationships.

I recognise that it will take time and there may be challenges, but by signing this letter I am committing myself to the goals and objectives of the *Good School* Project.

Student's name _____

Student's signature _____

Date _____

Sample Teacher Commitment Letter 1.2 b(iii)

As a member of the *Good School* Teachers' Committee, I am committed to making our school a *Good School*. This means that I will do my part to create a school where:



- Teachers serve as role models and examples to students
- Teachers and students have relationships based on trust and respect
- Students have a voice and freedom of expression
- Written policies are in place and are fairly enforced
- The environment is safe and conducive to learning
- Positive discipline is used
- Children are not humiliated, shamed or scared
- Sexual and physical violence is not tolerated

As a Teachers' Committee member, I promise to try my best to use positive discipline techniques and not to use corporal punishment.

I recognise that it will take time and there may be challenges, but by signing this letter I am committing myself to the goals and objectives of the *Good School* Project.

Teacher's name _____

Teacher's signature _____

Date _____

1.2 b(iv)

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 create positive discipline within our administration, with our teachers as well as with our students. At our school, all of us work together to create a *Good School* for everyone!

The guide will help you think about the specific objectives of the program and to assess whether your school is currently working towards these objectives. In addition, it allows you to reflect on the level of commitment and motivation of your school community in embarking on this project. You can take as little or as much time as you want on this process. The aim is to reflect on what is currently happening in your school, to identify areas you would like to focus on and to evaluate the commitment needed to proceed with the project.



1. Does our school have a supportive environment?

a. Psychological environment

- i. Do students have a voice at our school? Is there a way for students' voices to be heard?
 - Do we have a student council?
 - Do we have a prefect's body?
 - Do we have a student magazine or newsletter?
 - Do we have a suggestion box?
 - Do students participate in making school rules?
- ii. Is there a clear channel of communication between students and teachers?
- iii. Is there a way for students to make a complaint about something or to suggest an idea to improve the school? Do the students know what it is?

b. Physical environment

- i. Is our compound clean and smart?
- ii. Are we proud of the way our school looks?
- iii. What are some of the challenges we are facing in terms of improving our environment?

- iv. Is it possible for us to improve the environment with the resources we have? Are we willing to work towards making the environment better, even without funds? What might that entail?

2. Do we support good teachers?

- a. How do teachers feel at our school? Do teachers feel supported and valued or overwhelmed and frustrated?
- b. Do teachers help students to ask questions and learn from their mistakes?
- c. Do teachers help students to analyse information and think critically? If so, how?
- d. Are we committed to providing a quality education for our students? If so, what exactly does that mean?
- e. Do teachers and students relate well to each other? Do students feel free coming to teachers with their problems?
- f. Do we have a designated student counsellor at our school?
- g. Do we have a way of recognising student effort and encouraging good behaviour instead of just punishing bad behaviour?

3. Do we practice positive discipline?

- a. Is there a problem with discipline in our school?
- b. How are students currently disciplined in our school?
- c. Do we have specific guidelines on how children should be disciplined?
- d. What are the shortcomings of our current approach to discipline?
- e. What do we believe is the purpose of discipline?
 - i. To punish a child?
 - ii. To teach a child a lesson?
 - iii. To humiliate a child?
 - iv. To help the child learn right from wrong?
 - v. To be sure a child knows who is in control?

- vi. To put a child in his/her place?
- f. Why do we use corporal punishment?
 - i. It is easier to cane a child
 - ii. There is not enough time to talk with and understand a child's problem
 - iii. Reaching the short-term goal of getting the child to stop his/her misbehaviour is more important than teaching the child to learn from his/her mistakes
 - iv. We believe caning is the best way to discipline
 - v. We don't know any other alternatives
- g. Were we caned as children? How did it make us feel?
- h. Do we have school policies in place?
 - i. Do we have a discipline policy? What does it say?
 - ii. Do we have a policy on corporal punishment?
 - iii. Do we have a policy on sexual violence?
 - iv. Do we have a policy on bullying?
- i. Do we have clearly stated rules for
 - i. Students?
 - ii. Teachers?
 - iii. Parents?
- j. Are the rules posted anywhere?
- k. Is it clear what happens to students when the rules are broken?
- l. Are all students treated fairly and equally when the rules are broken?

4. Can we commit to the *Good School Project*?

- a. How much time do we think this project will take?
- b. Can we make this project a priority?
- c. Are there other projects that the school is committed to right now? Will they conflict with this program?

- d. What are the benefits of this project? Do we agree with them? Are they worth our time and effort?
- e. Do we believe in the objectives of the project? What are some of the challenges we might face in achieving the objectives?
- f. Are we willing to commit to not using corporal punishment?
- g. Do we have open minds? Are we willing to challenge our ways of thinking and doing things?

Sample Baseline Survey – Students 1.3 a(i)

First, read the question. Then, think about it and decide how you feel about it. Please tick yes or no for each question. There are no right or wrong answers, and no one will know how you responded. Please try to answer as honestly as you can.



	QUESTION	YES	NO
1.	Has anyone ever explained to you what your school's mission is or objectives are?		
2.	Do you have any ideas about 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 are bullied or sexually harassed)?		
12.	Does your school have written rules/policies that are enforced fairly for everyone?		

1.3 a(ii) Sample Baseline Survey – Teachers

First, read the question. Then, think about it and decide how you feel about it. Please tick yes or no for each question. There is no right or wrong answer, and your answers will be kept confidential. Please try to answer as honestly as you can.

	QUESTION	YES	NO
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 are bullied or sexually harassed)?		
12.	Does your school have written policies that are enforced fairly for everyone?		

Sample Community Committee Commitment Letter

1.4 b(iii)

As a member of the *Good School* Community Committee, I am committed to making our school a *Good School*. This means that I will do my part to create a school where:



- Teachers and community members serve as role models and examples to students
- Teachers, parents and students have relationships based on trust and respect
- Students have a voice and freedom of expression
- Written policies are in place and are fairly enforced
- The environment is safe and conducive to learning
- Positive discipline is used
- Community members work hand-in-hand with the school in a spirit of trust and cooperation

As a member of the Community Committee, I commit at least 10 hours per month to achieve the objectives of the *Good School* Project. I will participate in all meetings and activities as planned and will promote the ideas of positive discipline and quality education in my community. I understand I am a role model in my community and will try my best to use positive discipline techniques in my home and to help my neighbours to understand the benefits of positive discipline.

Name _____

Signature _____

Date _____

Community Committee Activity Form

Name of Volunteer:

Date	Activity	Description of What Happened	Location	No. of people

Overview of Step One

- The first priority of any project is to explain it to other stakeholders and get them on board.
- Once you have agreement from various stakeholders, you can join the *Good School Network*. You will receive newsletters, updates on what other schools are doing, and the chance to participate in courses and receive on-site technical support. There are many other schools across the region that are making this same commitment. Joining together with them to share your successes and challenges along the way, as well as joining with Raising Voices to get technical support and access to further information and resources, will help you to stay focussed.
- You will establish three committees, first a Teachers' Committee and a Students' Committee. Once they are established, you will set up the Community Committee. These committees will take on the responsibility of helping your school through the process of creating a *Good School*.
- You will conduct a baseline survey of knowledge, attitudes and current practices in your school to understand where you are starting from and to help you monitor your progress.



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