



DEPARTMENT OF EDUCATION

School Leadership and Management Training

Training to Improve School Governance, SLIP, and Financial Management in 1-6-6 Primary Schools

FACILITATOR'S GUIDE



PNGAus Partnership



Acknowledgements

The School Leadership Management Training (SLMT) is part of the Partnerships for Improving Education (PIE) program, an 8-year investment in teaching and learning with a focus on improving the delivery of access to, and quality of education for children in the early grades of primary schools in Papua New Guinea. PIE is funded by the Australian Government and is being implemented in partnership with the National Development of Education (NDoE) and the Bougainville Department of Education (BDoE) in Papua New Guinea.

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Acronyms and abbreviations

AAP	Annual Action Plan
AROB	Autonomous Region of Bougainville
BDOE	Bougainville Department of Education
BoM	Board of Management
CCB	Combined Cash Book
CES	Church Education Secretary
DEA	District Education Adviser
DRM	Disaster Risk Management
GTFS	Government Tuition Fee Subsidy
LLG	Local Level Government
NDoE	National Department of Education
PDOE	Provincial Division of Education
PEA	Provincial Education Adviser
PIE	Partnerships for Improving Education
SLIP	School Learning Improvement Plan
SLMT	School Leadership and Management Training

Introduction

The Partnerships for Improving Education program (PIE) is designed to improve access, equity and student learning outcomes in the early grades through a capacity development, system strengthening approach. The program operates at the national and sub-national level in four provinces Enga, Sandaun, Central and the Autonomous Region of Bougainville (AROB).

Good governance and effective school leadership are preconditions to creating an inclusive school environment where students are engaged and supported to learn. Effective school leadership is essential to improving efficiency and equity. Having a functional School Board of Management (BoM) can promote parental engagement and address barriers to enrolment, inclusion, attendance, learning and retention.

The PIE program is being implemented in partnership with the Government of PNG, through the National Department of Education (NDoE) and funded by the Government of Australia, Department of Foreign Affairs and Trade.

Purpose of the SLMT Training Guide

The Partnership for Improving Education (PIE) School Leadership and Management Training (SLMT) manual has been developed for use by Provincial Trainers, Coordinators, School Inspectors and District Education Trainers. The target audience are the Head Teachers or Teachers in Charge and Board of Management (BoM) members of schools with Prep-G2 classes.

There are four modules:

Module 1 – Leadership and management

Module 2 – SLIP process, cycle, planning and development

Module 3 –SLIP integration: GESI, child protection, Disaster Risk Management (DRM)

Module 4 – Financial management and compliance

Theory of change

If school governance and leadership clearly understand their roles and responsibilities and are empowered toward creating an inclusive, student-centred learning environment then this will encourage parents to enrol their children, and ensure they send their children to school everyday until they complete their education. When students come to school every day, they are more likely to learn, and they are more likely to successfully transition to the next grade.

Training

The School Leadership and Management Training (SLMT) will be conducted over 4 consecutive days and led by ChildFund PNG. The training will be attended by school head teachers, teachers in charge and Board of Management members.

SLM training materials

✓	SLMT Facilitator Guide	One per facilitator
✓	SLMT Participant Workbook	One per participant
✓	SLMT Training Needs Assessment	One form per participant
✓	SLMT Post Training Needs Analysis	One form per participant
✓	SLMT School Data	One form per school

Digital copies of the following will be provided on SD cards:

✓	Governing Body Handbook 2023 (if available)	✓	Gender Equity and Social Inclusion (GESI) in Schools Policy
✓	National Quality Schools Standards Framework	✓	School Learning Improvement Plan Policy Standards and Guidelines 2023 (if available)
✓	Behaviour Management Policy	✓	Government Tuition Fee Subsidy Policy 2019
✓	Behaviour Management: A guide for schools	✓	Public Finances Management Act
✓	National Education Plan 2021-2029		

Workshop objectives



By the end of the workshop, participants can:

- Understand how fulfilling key roles and responsibilities as Head Teachers and school Board of Management members contributes to student wellbeing, retention, and learning.
- Confidently develop an integrated SLIP that is inclusive and gender-responsive with activities under each of the focus areas to create an enabling environment for learning.
- Demonstrate basic financial management skills in reporting on how school funds are spent and development of a single school budget

Workshop overview

Session	Arrival	Day 1	Day 2	Day 3	Day 4
8:30-10:30 am		Module 1: Leadership & Management Session 1.1 Leadership and Management (120 mins)	Module 2: SLIP Session 2.1 Concept of SLIP in School Management (120 mins)	Module 3: SLIP Part 2 Session 3.1 Identifying and addressing issues to improve school effectiveness and quality (60 mins) Session 3.2 Improving enrolment, attendance & retention (60 mins)	Module 4: Financial Management Session 4.1 Overview of Financial Management (60 mins) Session 4.2 Key financial roles and responsibilities (90 mins) *Short coffee break at end of session
	Morning tea				
11:00-1:00 PM	Registration Welcome Registration	Session 1.2 Key concepts – Accountability, transparency, & participation (120 mins)	Session 2.2 SLIP Policy, Standards and Guidelines (120 mins)	Session 3.3 Improving learning outcomes (60 mins) Session 3.4 Improving behaviour management (60 mins)	Session 4.3 Annual quarterly budgets (90 mins)
	Lunch				
2:00-3:30 PM	Introductory Session Orientation Introductions About SLMT training Training Needs Assessment	Session 1.3 Key concepts – Roles and responsibilities (90 mins)	Session 2.3 SLIP Cycle (60 mins) Session 2.4 Resourcing SLIP (60 mins) *shortened afternoon tea break	Session 3.5 Improving inclusion (90 mins)	Session 4.4 Combined Cash Book Session 4.5 (30 mins) Maintaining financial records and funds acquittal (60 mins)
	Afternoon tea				
4:00-5:30 PM		Session 1.4 Key concept – Governance Governing Body Handbook (90 mins)	Session 2.5 SLIP and Annual Action Plan Reflection (90 mins)	Session 3.6 Improving safety	Session 4.6 Next steps and action planning (50 mins) Session 4.7 Post training needs analysis & certificates (40 mins)

Invitation

To	<i>Name of school</i> <i>District</i> <i>Province</i> <i>EMIS code</i>
From	
Date	
Subject	Invitation to School Leadership and Management Training Workshop

Dear Head Teacher,

The Partnerships for Improving Education (PIE) program, in partnership with the Teacher Registration and Professional Development Division and Province, is conducting training on School Leadership and Management to improve student enrolment, attendance and completion in early grades (Prep, Grade 1, Grade 2). Your school has been selected to take part in the training.

We cordially invite you, a senior teacher, and the Board of Management Chairperson to a four-day training workshop.

Arrival date and time	
Departure date and time	
Location	

Accommodation and meals will be provided (including a babysitter for mothers with infants (below 2 years) or who are nursing) and travel will be arranged. Your attendance has been approved by the Provincial Education Adviser. For district trainings, it is requested that participants bring their own utensils, sleeping bag and towel.

Head Teacher's name				
Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Mobile number				
Dietary needs (e.g. no pork, vegetarian etc.)				
Senior Teacher's name				
Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Mobile number				
Dietary needs (e.g. no pork, vegetarian etc.)				
Board of Management Chairperson's name				
Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Mobile number				
Dietary needs (e.g. no pork, vegetarian etc.)				

Infant name/s:	
Age/s (Must be below 2 years)	Infant Dietary requirement:
Babysitter name:	Babysitter Dietary requirement:

It is requested that you bring a copy of the following current documents to the training:

- School Learning Improvement Plan
- Annual Action Plan
- Combined Cash Book
- Financial Report

Please confirm your attendance and details by phone, text message, or email to

Name	Name of organising officer
Email	Email of organising officer
Mobile phone	Mobile number of organising officer

We look forward to your attendance and participation in the upcoming training.

Kind regards,

ChildFund Papua New Guinea

Partnerships for Improving Education

Workshop standards

In-service training must be conducted as close as possible to the schools and with the least impact on student learning. The health and safety of our participants is of paramount importance. Facilitators should consider:

- Safe travel for participants before and after the workshop, especially for women.
- Choosing the best time and location to reduce Head Teacher and school Boards of Management time away from their schools and communities.
- Ensuring nutritious, healthy, and plentiful food.
- Providing adequate time for rest, reflection, prayer, celebration, and discussion.
- Insisting on clean, safe, and hygienic accommodation.
- Wherever possible, using schools or churches for the venue, transport, catering, and accommodation.
- Wherever possible, participants to bring own sleeping bags and eating utensils.
- If a participant is nursing a baby or infant, providing accommodation and meals for their babysitter.
- In malaria zones, ensuring all participants bring (or are provided with) a mosquito net.

Note to trainer

- Be early at the training venue.
- Check the room and organize the seating arrangement for the day.
- Write up timetable and Day Objectives on board each day.
- Have the handouts / activity games and materials you need for each session ready.
- Greet and welcome the participants for each day of training.
- Hand out the participants' registration form for the day.
- Distribute any material for the participants or have materials set out ready on tables.
- Keep to time allocated for activities.
- Distribute materials as participants register. Keep a record of teachers sign-off list for the distributed training materials.

Facilitator Tips

This collection of training tips is suggested to help keep participants engaged in learning and help address some of the challenges for those with low literacy levels.

1. BE PREPARED:



Make sure you have read Facilitator and Participant Workbook content for your session before you facilitate the session. Do you have all the handouts and resources ready? How will you set up the groups? All session preparation should be done before or after the training day.

2. USE THE FACILITATOR GUIDE:



When leading sessions, look out for the “SAY” sections, this is the content to read out directly to participants. It is important that we are consistent in communicating the same content to all participants, despite who is facilitating the session.

3. KNOW YOUR ROLE FOR THE SESSION:



During a training session. As discussed, during the training these are key things facilitators should be doing:

- Leading delivery of a session
- Supporting the lead trainer with monitoring (checking groups/schools understand task and listening to their ideas, helping set up activities, moving with microphone collecting feedback etc)
- Sitting with partners to support them in preparing to deliver session

If there are any logistics issues, it is best to nominate one person each day to sort these, otherwise everyone might get involved which will reduce the trainer availability to support participants.

4. SET 'GROUND RULES':



One important thing to do at the beginning of the training (DAY 0 or DAY 1) is to co-construct “ground rules” with participants – behaviours they will follow and would like to see in the training. For example: respecting difference of opinion, listening to others when they are speaking, participating in activities etc. One way to bring participants back after discussions is to count down from 5. You could also try music or use of a bell.

5. STICK TO TIME:



There is an allocated time period for each session as a guide to ensure that all content is covered within each day. Note the time and try to stick to it.

6. FEEDBACK:



It's a good idea to ask participants to share their ideas after discussions. This can be sharing to other school groups, to the whole group, or by walking around and looking at ideas on paper. Think about who is sharing feedback (men/women) and make sure everyone has an opportunity to speak. Pay attention to the time for each session – it may be necessary to limit feedback to two schools groups/ one or two individuals in the interests of keeping to time. Try to avoid collecting too many responses as a whole group as this takes up valuable time and doesn't give many people a chance to share.

7. MAXIMISE GROUP WORK/DISCUSSION:



Research shows that learners learn best through student centred learning. It is necessary to read through “SAY” points and to explain some things from the front, but participants may switch off if they are not active in discussion/doing an activity. Be intentional about when using table groups (mixed school groups) and when using school groups. It is a good idea to give participants opportunities to discuss across schools but also lots of time for TIC/HTs to discuss with their BoM (especially when it comes to SLIP and budget).

8. USE PARTICIPANT WORKBOOK:



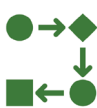
Encourage participants to use their Participant Workbook. This is the resource they will take back with them. Ask TIC/HT to work closely with their BoM to do activities. Encourage them to capture information/ideas from butcher paper into their workbooks.

9. SHOW PAGES:



When asking participants to turn to a page in the workbook, hold up the page and give participants time to find the page and hold the book up in the air when they have found it, so you know they are ready. If you give instructions while they are looking for the page number, they won't be able to concentrate.

10. SET ONE TASK AT A TIME:



For example, when asking them to remember the SLIP focus areas and write them in the PIE diagram, do this first before asking them to stick dots. Too many instructions and tasks at once will be confusing.

11. PROVIDE EXAMPLES:



Before sending participants off to do an activity, provide or collect an example from a participant on the sort of response they might provide. This will help participants know what is expected of them.

12. SET UP ACTIVITIES BEFOREHAND:



Stations and bus stop activities are very effective as keep participants moving and active and give them opportunities to share and discuss their thinking. For these to work effectively, it takes time to set up. We cannot expect participants to know what to do. For stations, number these. You can then assign tables/participants for each station by putting numbers on tables. For stations, get participants to nominate two people (one male, one female) to present back to whole group.

13. QUESTIONS AND ANSWERS:



Feedback has been that participants would like more opportunities to ask questions. Because of the tight timeframes, this isn't always possible during sessions. As suggested, it is a good idea to have a wonderwall or bus stop available for the whole training, during each day you could encourage participants to write up their questions – these could be addressed at the end of each day as part of the reflection, then returned to at end of training. Another option is to have a drop in Q&A session during the evening.

14. SUPPORT FOR PARTNERS:



In order to ensure consistency in the content that is being covered in the training and that the training is delivered appropriately, it is important to spend time sitting with partners – going through the session with them, making sure they have the resources they need and are clear on how they will facilitate it. Many of them will be experts in some of the content, but not necessarily in delivering training in a learner-centred way.

15. EVENING SESSIONS:



Some feedback has been that participants would like evening sessions. Sometimes this is not possible due to power. It is also understandable if you have no spare energy during the evenings and need a break! If you are located in the same venue, and have energy, a couple of options for evening sessions could be:

- Practical sessions for participants to develop SLIPS or fill out CCB/Financial management forms
- Q&A drop in sessions

If going ahead with evening sessions, it is best to keep these focussed (what is the purpose?) and make these optional (only those with interest/need). It is also good to set a clear time i.e after dinner 7.30-8.30pm so that you do not get too tired and still have time to have a break.

16. DEBRIEF:



Try to have a debrief with trainers at the end of each day to discuss what went well, how the rest of the training sessions could be improved and ensure that there is someone responsible for any logistic issues that have come up.

Orientation and registration



120 minutes



Objectives

By the end of the session, participants can:

- Explain the purpose of the SLMT.
- Complete the Training Needs Assessment.



Materials

- Workshop Attendance Register
- SLMT Participant Workbook (one per participant)
- Training Needs Assessment (on Kobo Toolbox or paper)
- Behaviour Management Policy and Guidelines (one per school)
- Pens

Activity: Orientation and Registration



20 minutes

1. Welcome.
2. Ask participants to complete the Workshop Attendance Register.
3. Introduce the trainers and allow each school to introduce themselves.
4. Thank the stakeholders taking part in SLMT training and the host community/service provider.
5. Welcome speech from senior participants as per protocol. For example, Senior Inspector, DEA or CES.
6. Explain any workshop logistics. For example, health and hygiene, accommodation, travel reimbursement, babysitters, meals etc.
7. Say the workshop objectives:

By the end of the workshop, participants can:

- Understand how fulfilling key roles and responsibilities as Head Teachers and school Board of Management members contributes to student wellbeing, retention, and learning.
- Confidently develop an integrated SLIP that is inclusive and gender-responsive with activities under each of the focus areas to create an enabling environment for learning.
- Demonstrate basic financial management skills in reporting on how school funds are spent and development of a single school budget.



SAY

- The National Education Plan 2020-2029 has a target to improve equity and access to encourage parents to enrol their children on time and complete 13 years of education. Even for the most remote schools, each child has the right to 13 years of learning.
- We know from research that students who often miss school are more likely to drop out or repeat a grade. If we can improve student attendance, these students are more likely to learn and complete primary school.
- The Partnerships for Improving Education (PIE) program is an eight-year investment in teaching and learning in Papua New Guinea (PNG) and is designed to improve access, equity and student learning outcomes in the early grades through stronger professional development for teachers, and improved governance and service delivery. PIE is being implemented in four target locations: Enga, Sandaun and Central provinces and the Autonomous Region of Bougainville (ARoB). The PIE program works at the national and sub-national level to facilitate, test and monitor emerging good practices in early grade education in line with PNG's National Education Plan (NEP), and seeks to address priority challenges related to access, equity, learning and retention.

- The PIE Baseline study identified many challenges facing PNG schools that need to be addressed in order to improve access, equity and student learning outcomes in the early grades. The report highlights several systemic challenges which are directly impacting early grade teachers in PNG yet acknowledges the complex context in which the education system must operate. Some of the challenges identified included poor student learning outcomes in literacy and numeracy, student and teacher absenteeism, inadequate teacher qualifications and school management issues.



- Some of the training will refer to findings of the baseline report. The study consulted the perspectives of students, teachers, Teachers in Charge (TICs) or headteachers, school boards of management (SBOMs) and parents on the challenges they face in ensuring that all children have access to inclusive and quality education. The report also highlights strengths and weaknesses in student's foundational literacy and numeracy skills measured through an Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA). The sample included 192 schools (48 schools per subnational region/province). Where possible, a representative sample of elementary schools from each location was included. Schools were selected using randomisation software once exclusion criteria had been applied.

- It is recognised that effective school management plays an important role in addressing the challenges and issues facing PNG schools and student learning outcomes. In response to the baseline findings, this training was developed to strengthen School Boards of Management and support them in implementing policies and addressing issues that impact their schools. Through this training, it is expected that Head Teachers and school Board of Management members School Boards of Management will better understand how to fulfill key roles and responsibilities, reflect on possible improvements to their SLIP to ensure it is effective and inclusive and improve basic financial management skills.

The Partnership for Improving Education (PIE) School Leadership and Management Training (SLMT) package has been developed for teachers in charge and School Boards of Management of 1-6-6 primary schools.

There are four modules:

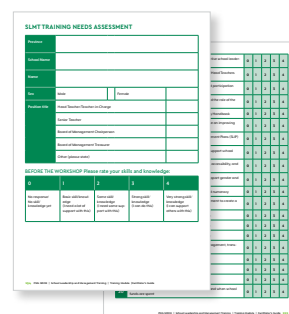
- | | |
|-------------------------|---|
| Module 1 (Day 1) | Leadership and management |
| Module 2 (Day 2) | SLIP process, cycle, planning and development |
| Module 3 (Day 3) | Improving school effectiveness and quality through SLIPs |
| Module 4 (Day 4) | Financial management and compliance |

8. Ask:
 - Do you have any questions about SLM Training?
9. Write the questions on flip chart. Answer the questions.



20 minutes

10. SLM Training Needs Assessment (TNA) to be completed by participants. Go over the purpose of the assessment together (to check what participants already know about the content of the training). Read aloud statements so that everyone understands what they mean.
11. Collect completed Training Assessment
12. Run through the SLMT workshop schedule.







DAY 1

**Leadership,
Management
& Governance**

Day 1

Leadership, Management & Governance

OVERVIEW DAY 1

Board up table below for Day 1.

Time	Session	Timing	Title
8.30am- 10.30am	1.1	120 mins	Leadership and management
10.30am – 11.00am	MORNING TEA		
11.00am-1:00pm	1.2	120 mins	Key concepts - accountability, transparency, and participation
1:00pm – 2:00pm	LUNCH		
2:00pm – 3:30pm	1.3	90 mins	Key concepts - Roles and Responsibilities
3:30pm-4:00pm	AFTERNOON TEA		
4:00pm – 5:30pm	1.4	30 mins	Key concept - Governance
	1.5	60 mins	Governing Body Handbook
	TOTAL	7h	



Day 1 Objectives

By the end of the day, participants can:

- Identify the traits, abilities and skills of effective school leadership and management
- Recognise the roles, responsibilities and approaches required by national policies and outlined in the Governing Body Handbook
- Reflect on approaches and protocols that can be taken to ensure good governance

SESSION 1.1: LEADERSHIP AND MANAGEMENT



120 minutes



Objectives

By the end of the session, participants:

- Understand the characteristics of effective leaders and managers
- Understand the differences between leadership and management



Materials

- Workshop Attendance Register
- Flip chart
- Markers
- Pens and tape
- A4/A3 paper
- Post it notes
- Blu tac

Activities and steps

Introduction



10 minutes

1. Welcome participants and re-introduce themselves
2. Remind participants to sign on to the Day 1 Attendance Register



SAY

- School leadership is recognised as a key to unlocking learning. School leaders and those involved in governance (HTs and BOM members) must clearly understand their roles and responsibilities that they hold to unlock an inclusive, student-centred learning environment where children will learn and succeed.



School leadership



**Creating an inclusive,
student-centred learning environment
where children will learn and succeed.**



SAY

- The training will bring in or refer to many of the NDOE's policy and procedure documents such as the NEP, Public Finances Management Act, NQSSF, Behaviour Management Policy, Governing Body Handbook. The key policy which we will keep returning to throughout the training is the DOE's newly revised SLIP.
- Much of the content of Days 2 and 3 of the training focuses on SLIP but learning activities on Day 1 are mainly about the big ideas about leadership and management which are the foundations of SLIP. Day 4 will cover financial management.

3. Go over the overview for Day 1.

Icebreaker



10 minutes

- Finding Common Ground: Purpose – get to know each other better through a shared experience.
- Trainer asks participants to get into groups of three with people they don't know very well.
- Participants need to find out three things they have in common with each other (this could be anything – hairstyle, height, province, district, hobbies...).
- Trainer to highlight importance of finding 'common ground'/similarities and connecting with other which is key skill for leaders.

Introduction



5 minutes

4. Go through Day 1 objectives



SAY

- There has been a huge amount of research, worldwide, into the factors which contribute the most to improving the quality of education. School leadership and management is one of the key factors which creates enabling learning environments which support student learning.
- Day 1 of this training program we will be thinking about effective school leadership and management.
- On Days 2 and 3, we will go on to think about how leaders and managers of PNG schools can exercise their leadership and management to improve the quality of education in PNG schools and, in particular, the learning outcomes of students.



Leadership



30 minutes



SAY

- The first group activity will help us get to know each better as well as gathering some ideas about the characteristics of effective/inspiring leaders.
- Each school group (HT, BOM) should spend 5-10 minutes discussing outstanding leaders they have known in the past and make a list of characteristics which make these people so effective/inspiring. The leaders need not have been teachers/school leaders – they could be members of their own families or other people in the community or the world (e.g. Nelson Mandela, Michael Somare)



Activity

5. Ask each school group to pair up with another school group and compare their sets of characteristics (5-10 mins).
6. Bring all participants back together and write up a list on flip chart paper of all the different characteristics identified by the various school groups.

Anticipated answers:

honesty, friendliness, confidence, good ideas, unselfishness, intelligence, generosity, politeness/ respectfulness, skill as a speaker or writer, inter-personal skills etc.

7. Ask participants what word(s) they would use to describe these characteristics of effective leadership as a group qualities ? values ? skills ? attributes ? etc. Ask participants to describe the ways these leaders made them feel excited, inspired, enthused, energised, motivated, etc.



Management



30 minutes



SAY

- For the next activity you will share ideas and opinions about what makes an effective manager. Please think about people you have known or worked with who were your managers – what do you think made them effective/ineffective as managers?



Activity

8. Ask each school group to start making a list of characteristics of good managers they have known (5-10 mins) and then find another group to compare ideas with (not the same school group as in the previous activity) (5-10 mins).
9. Bring all participants back together and writes up a list on flip chart paper of all the different characteristics of good managers identified by the various school groups (10 mins).
Anticipated answers: *honesty, respectfulness, good ideas, confidence, skills as a speaker/writer [i.e. same as for a good leader] PLUS others such as being a good planner and organiser, getting on well with different kinds of people, being a good role model, being good at consulting people and collecting ideas, skill at running a meeting, setting a good example, analysing a problem and thinking of ways to solve it.*
10. Ask participants to compare the list of characteristics of good leaders and good managers and asks what they notice about the two lists.
Anticipated answer: *many characteristics/words appear on both lists but there are some extra words/ ideas on the list for good managers. Most of these ideas are related to working within systems (institutions, businesses, organisations).*

Seeing things from different points of view – letter 'm' exercise



15 minutes



SAY

- On this A3 sheet I have written something with a marker.



Activity

11. Put the A3 sheet on the floor and asks participants to form equal groups and stand facing each of the four sides of the paper.
12. Ask each group to quickly discuss and agree on what they see and then ask a spokesperson to say what their group saw. Anticipated answers: the letter “m”, the number 3, the letter ‘w’.



13. Tell participants to think about the different answers and ask: are any of them wrong, are they all correct? How can they all be different but all correct? Then asks participants what are the lessons they learned from this exercise which are relevant to thinking about leadership and management?

Anticipated answers:



- *People see things differently according to their situations*
- *There is often not one right way to see/understand something*
- *Learning to understand and accept differences in opinions, views and ideas is important for leaders/managers in building relationships with people*
- *Leaders and managers should try to look at situations from different perspectives*
- *Leaders and managers should try and bring people together in ways that avoid confrontation, conflict, shame and blame.*

Leadership and management

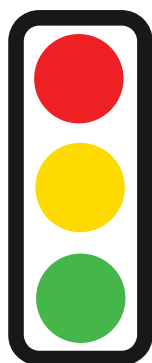


30 minutes

14. Tell participants that to conclude this session participants will share ideas about leadership and management and reflect on their own capacity and needs in these areas.
15. Display the chart below and discuss.

Term	Definition
 Leadership	The ability to influence other people to think or take actions which contribute to achieving a goal or goals.
 Management	The ability to work within a system to achieve a goal or goals by planning, organising, monitoring and supporting the work of people (staff management) and the use of resources (resource management), including financial resources.

16. Ask participants to carry out a quick [and confidential] self-assessment of their own leadership and management abilities within the Participant Workbook (see example below) for both HTs and BoM.
17. Bring HTs and BoM together and go through each of the statements on Page 16-17 of the Participant Workbook (read out and clarify if any questions).
 - It may be helpful to explain levels as traffic light colours.



Red/Low: Not confident

Yellow/Med: Some confidence

Green/High: Strong confidence

A. Head Teachers and Senior Teachers: Leadership and management capacity self-assessment checklist

Q.	Specific ability/skill	My level		
		Low	Med	High
1	I can act as a role model for teachers and students – punctual, honest, well-dressed, and act appropriately on school grounds, etc.			
2	I can build relationships with teaching staff based on trust and respect			
3	I can meet with individual staff members to discuss professional matters (e.g. problems with attendance and performance)			
4	I can organize professional development meetings at school level to respond to particular problems/issues			
5	I can maintain school discipline without shaming and blaming			
6	I can maintain friendly but respectful relationships with students			
7	I can establish and maintain good relationships with parents			
8	I can organize, lead and document a staff meeting			
9	I can organize, lead and document a public meeting			
10	I can support an active School Board of Management			
11	I can consult widely, plan and lead the development of a SLIP			
12	I can manage school finances accurately and openly			
13	I can complete and submit formal reports required by the NDOE			
14	I can write submissions for additional resources/funding etc.			
15	I can delegate responsibilities to others			
16	I can communicate clearly and effectively with school stakeholders			

Who could assist you in developing leadership and management skills?

(These may be formal training programs or informal, personal relationships with respected mentors and peers)

Sources of support	Leadership	Management
Education system		
Other (local) sources		

B. BOM Chairs and/or members: Leadership and management capacity self-assessment checklist

Q.	Specific ability/skill	My level		
		Low	Med	High
1	I have a strong working relationship with the HT based on trust and respect			
2	I can consult widely in planning and leading the development of a SLIP and Annual Action Plans			
3	I can work with HT to manage school finances accurately and openly			
4	I can work with HT to make submissions for funding to LLG, District Development Fund and other funding bodies			
5	I have a good knowledge and understanding of the NDOE's Behaviour Management Policy and practice			
6	I can work with HT and teachers to make decisions about school discipline			
7	I have a friendly and respectful relationship with students			
8	I can organize, lead and document a BoM meeting			
9	I can organize, lead and document a P&C or other public meeting			
10	I am willing to talk with community members outside formal meetings about school matters			
11	I can act as a good role model for BoM members: punctual, honest, well-informed, etc.			
12	I can ensure that women are members of the BoM and that women are included in all community consultations			
13	I can work with HT and community to identify good people to join the BoM			
14	I have a strong relationship with the school's education agency			

- 18.** Conclude the session by saying that the term management will be used throughout the rest of the training although many management tasks also have a leadership element.

SESSION 1.2: KEY CONCEPTS – ACCOUNTABILITY, TRANSPARENCY, PARTICIPATION



90 minutes



Objectives

By the end of the session, participants can:

- Explain what accountability, transparency, and participation mean and provide examples of ways that they can be put into practice in school settings.



Materials

- Flip chart paper
- Markers

Activities and steps

Introduction



5 minutes



SAY

- In this session you will be working on activities which will make clear the meaning of three important concepts which are at the heart of good management practice – **ACCOUNTABILITY**, **TRANSPARENCY**, and the idea of **PARTICIPATORY MANAGEMENT**.
- Accountability and transparency are terms which occur frequently in NDOE policy documents and training courses along with **GOOD GOVERNANCE**. Governance will be the topic of another session later on Day 1.

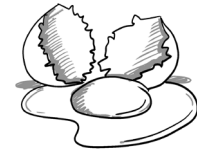
1. Share objectives for the session.

Accountability



30 minutes

2. Write up the word accountability and ask participants what accountability means to them.
3. Ask for ideas if anyone has heard of this word before.



SAY

- Accountability is the concept that people who are responsible for carrying out a role need to make regular reports on their work to others. For most people talking or reporting to others about what they are doing is very helpful as it provides opportunities to discuss problems, seek assistance and further improve their practice. While most people are honest and do their best it is also important to check from time to time because, sometimes, this is not the case.
- You can think about accountability like breaking an egg. You are responsible for taking care of the egg. If something happens to the egg, it is also the responsible person's role to take ownership and be honest about the broken egg. They should not blame others or situations for breaking the egg. Rather they should be honest and identify, with others, how to clean up and replace the egg.
- Accountability takes different forms but people in a school or education system are generally accountable to someone or a body of people. Often this accountability is a legal requirement (e.g. under the Public Finances Management Act).



Activity

4. Divide participants into school groups to complete an activity within their Participant Workbook which asks them about how different people within the education system are accountable ("held to account") – to whom and what form accountability takes (15-20mins). This is on Page 19 of the Participant Workbook

Person	Accountable	How accountability is demonstrated
Head Teacher	District Superintendent Church Education Office BOM	Submitting narrative and financial reports and data, attending meetings Submitting reports, attending meetings Presenting narrative and financial reports at BOM meetings
Senior Teacher	HT Teachers Parents	Making oral and written reports to the HT Regularly meeting for professional development, mentoring, support Reporting on children's learning progress to parents/caregivers
Teacher	HT Parents	Submitting teaching plans, monthly returns, student reports Informing parents of the progress of children as learners through written reports and parent-teacher meetings
BoM Chairperson	BOM P&C HT and DOE	Reporting to BOM at meetings Presenting information at P&C meetings Working together to prepare agendas, plans, reports for BOM or NDOE
BOM members	BOM Chair & HT	Attending and participating in BOM meetings Convey information about the school to community members

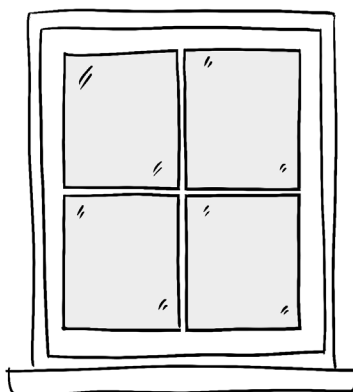
5. Ask participants if there was any confusion or questions arising from the Accountability exercise. If the questions are about specific roles and responsibilities then a session later on Day 1 may help resolve them.

Transparency



25 minutes

6. Write up the word **transparent** and ask participants if they have heard of this word before.



7. Say that the meaning of transparency is like the word transparent. . . able to be seen through. In the context of management it also carries the additional meaning of not hiding anything. Think about transparency like a window. People should be able to see through a window and see the activities going on inside. The window should not be boarded up or covered as then people will be worried about what is going on inside. This may lead to fear, anxiety and mistrust of activities. Windows should be clear to help people build trust with what is going on inside.
8. Ask the whole group: Why do you think it is important for people to be transparent about what they are doing or have done? Anticipated answer: because transparency will build trust and good working relationships/ partnerships.
9. Say that transparency is particularly important in financial management. It is easy to start rumours about improper or illegal uses of school funds which can cause big problems in school-community relationships.
10. Ask whole group: Can anyone give examples from their school about how they are transparent in the management and reporting of the use of school funds?
Anticipated answers:
 - HT and BOM make regular progress reports to BOM on school income/expenditure
 - HT and ST develop budgets as part of the SLIP process with teaching staff and make presentations and provide reports to the BOM
11. Say that the training will cover financial management in detail on Day 4, including ways in which managers can demonstrate transparency.

Participation/participatory management



30 minutes



SAY

There are many different approaches to management. Businesses, cultural traditions, church traditions and governments are all managed in different ways. Some are very directive (government, business) whilst others include share responsibilities (church and cultural traditions). Many studies have been done and much written about management in education. However, there is one particular idea to highlight on Day 1 of this training. This is the difference between two management styles which can be described as top-down or centralised management and, by contrast, participatory management.




SAY

- In the top-down or centralised style most decisions, especially the big ones, are made by one leader or a small leadership group who then tell others what they have decided. Leaders/managers who use a participatory style organize discussions with all those who will be affected to hear various points of view before decisions are made. The aim is to take into account different points of view and give everyone affected the opportunity to make a contribution. This style is generally called participatory management.
- There are some situations in which participatory management is not a suitable approach, mainly because of the time factor. Examples are when leaders/managers have to make small, everyday administrative decisions or decisions that have to be made quickly because of an emergency or a deadline.



- 12.** Ask participants to form groups of two school groups to discuss the two contrasting styles of management. Under the headings - top-down and participatory: (15 mins).
- Head Teachers Group should note down the strengths of both approaches
 - BoM Groups should reflect on scenarios where the different styles are used.

Anticipated answers

 <p>Top-down/centralised management style</p>	 <p>Participatory management style</p>
Decisions are made quickly	Different points of view are heard
Avoids argument and conflict	People involved feel valued and respected
Experienced managers make the best decisions	There is broad 'ownership' of decisions
Strong managers should have the confidence to decide things themselves	Develops feelings of partnership and improves morale and motivation of those involved
People who are officially responsible should be the ones making the decisions	School development/improvement requires a team effort not just an energetic leader
Leaders end up making the decisions anyway whether people like it or not	Leaders who consult and listen to others are more respected by staff and community
Most people are not interested or don't want to be involved in decision making	Most PNG families have a high level of interest in the quality of education and the local school

- 13.** After discussion ask one of the groups to present their ideas. Other groups then add any additional ideas.

SESSION 1.3: ROLES AND RESPONSIBILITIES



90 minutes



Objectives

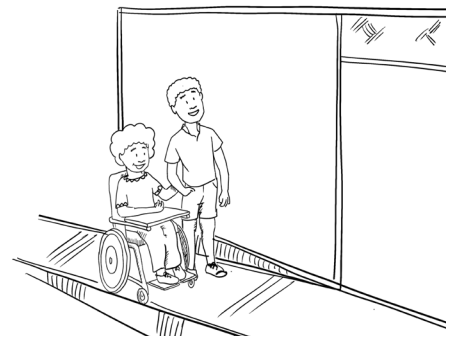
By the end of the session, participants can

- Define the terms 'roles' and 'responsibilities' in the context of local schools and education system
- Know that there are a range of different responsibilities for people in the education system – both NDoE staff and parents and community members
- Understand that HT's must have a good understanding of their own responsibilities and those of other school staff and community members.



Materials

- Flash cards – 'Roles' and 'Responsibilities'
- Flip chart paper
- Markers
- Relevant policies (Governing Body Handbook)



Introduction



10 minutes



SAY

- Schools are part of a large, national system. To make the system run effectively and help school staff do a good job, the government and NDoE staff develop and publish policies and sets of rules and regulations. These documents are also a way in which the government and public servants demonstrate accountability to the citizens of the country.
- During the SMLT course, there will be many references to important laws, policies and regulations and, in presentations and tasks, participants will read and talk about ‘roles and responsibilities’ of education officials, school staff and others (such as BOM members, parents and community members). School heads are expected to have a thorough knowledge of all of this and provide advice and support to everyone involved so that they can play their part. It is one of their main responsibilities.
- The purpose of this session is to review the main roles and responsibilities of the different people involved (sometimes called ‘stakeholders’ or ‘duty bearers’) as described in government and NDOE laws, policies and regulations.

Defining ‘roles’ and ‘responsibilities’



10 minutes

1. Hold up two cards (‘Roles’ and ‘Responsibilities’) and asks the participants talk to the person next to them about the meaning of the two terms (1 min) and then give suggestions for a definition of each one.
2. As participants give ideas, make notes on a flip chart paper under each of the cards.

Anticipated answers:

- *Roles: the job/position or place a people hold within an organization*
- *Responsibilities: the duties, work tasks or contributions expected from people in different roles within a management structure: some responsibilities are required under law/regulation, others are voluntary but contribute to good outcomes.*

Detailing roles and responsibilities – participants' task (70 mins)

3. Explain to participants that materials/resources have been placed at 6 stations and then divide up participants to form 6 groups. Each group should include at least one HT and one BOM Chair.
4. Explain that each group will be provided with a matrix (see below) listing six roles and their task is to write down the main responsibilities of each of them (20-30 mins). Towards the end of their discussion, they will decide on one member of the group to be an “expert” who can summarise the work of the group.
5. Say that the second part of the activity will be for participants in each group to hear presentations from at least 3 other station ‘experts’ of the work of his/her group (5-10 mins per group).



The 'roles and responsibilities' matrix (*anticipated answers in italics*)

Roles	Responsibilities (<i>with anticipated answers</i>)
Head Teacher (as school manager)	<ul style="list-style-type: none"> • <i>Ensure the policies are implemented (e.g. SBC)</i> • <i>Day-to-day school management/administration</i> • <i>Collect/report data as required to District/Province</i> • <i>Lead planning for school improvement/development</i> • <i>Manage school resources (including finances)</i> • <i>Build and maintain relationships with local govt.</i> • <i>Build and maintain good relationships with community</i> • <i>Respond to parental/community questions/requests</i>
Head Teacher (in support of BOM)	<ul style="list-style-type: none"> • <i>Ensure BOM meets NDOE requirements (eg gender)</i> • <i>Ensure regular BOM meetings</i> • <i>With BOM Chair, prepare agendas for meetings</i> • <i>Assist BOM Chair run meetings, provide input etc.</i> • <i>Make financial reports to BOM</i> • <i>Ensure minutes are kept of BOM meetings</i>
Senior Teacher	<ul style="list-style-type: none"> • <i>All Classroom Teacher responsibilities, as below</i> • <i>Mentor and advise teachers, esp. new/young ones</i> • <i>Assist HT conduct professional development training for teachers</i> • <i>Carry out other tasks as delegated by HT and agreed</i>
Classroom teacher	<ul style="list-style-type: none"> • <i>Checking student's daily attendance and keeping a record</i> • <i>Follow public and teaching service requirements</i> • <i>Plan, teach and evaluate lessons following curriculum</i> • <i>Carry out regular assessments of student learning</i> • <i>Implement national policies (e.g. SBC, Inclusive Education)</i> • <i>Uphold school policies (e.g. behaviour management)</i> • <i>Report to and meet with parents about children's progress</i>
BOM members	<ul style="list-style-type: none"> • <i>Read BOM agenda and prepare for meetings</i> • <i>Attend BOM meetings</i> • <i>Participate in discussions at BOM meetings</i> • <i>Provide assistance as requested by HT</i> • <i>Act as link between school-community – e.g. on matters such as school behaviour management policy</i>
Parents / community members	<ul style="list-style-type: none"> • <i>Provide children with basic requirements for school</i> • <i>Ensure children attend school</i> • <i>Pays school fees</i> • <i>Encourage children to talk about school/learning</i> • <i>Ask children about homework and help them</i> • <i>Attend parent-teacher meetings</i> • <i>Participate in P&C meetings</i>

6. Invite any NDOE District/Provincial level officials attending the training to comment on, clarify or add to what the participant groups' 'experts' say.

SESSION 1.4: GOVERNANCE



30 minutes



Objectives

By the end of the session, participants can:

- Understand the meaning of the term 'School Governance' and the role of the BOM in providing it.
- Explore different approaches (both individual and collaborate) that can be used to address difficult situations and conflicts within the school.



Materials

- Governing Body Handbook
- Enlarged Situation-Behaviour-Impact model on flip chart

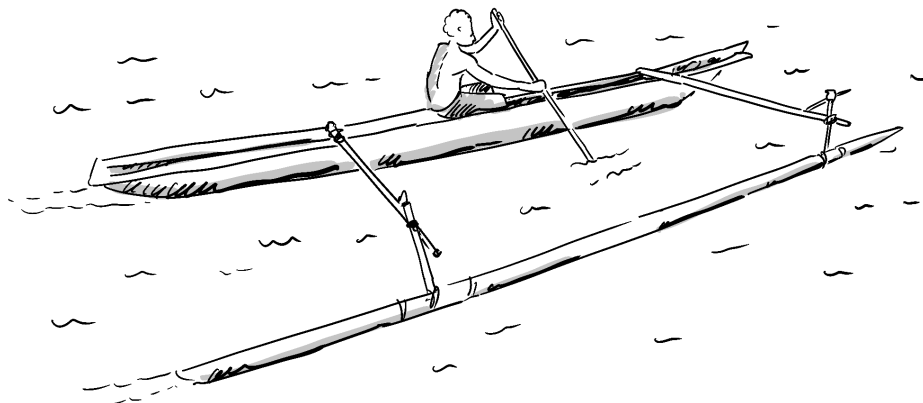
Activities and steps

Introduction



5 minutes

1. Show a picture of a canoe.





SAY

- What does a person need to do to move their canoe in the right direction?

Possible answers:

- *Person needs to steer*
- *Person needs to move his/her oar to row*



SAY

- The paddler needs to steer to get where they need to go and row to move forward to get there through all kinds of conditions. A school is like a canoe. It requires a paddler to help it move in the right direction, constantly assessing the conditions and making changes to reach its goals. The BoM is like a paddler. They make decisions and utilise resources to help steer the school in the right direction using the best resources possible and leading through all sorts of conditions.
- Governance usually refers to high level or broad decision-making on issues that go beyond both day-to-day school management or decisions which require a level of professional (educational) knowledge.
- In PNG Schools Governance is in the hands of School Boards of Management (BOM). BOMs are important links between schools and the communities they serve. Active BOMs build trust between school and community which can result in improvements in the quality of education (increased enrolment, attendance, and retention and, thus, better learning outcomes) and in enhanced mobilization of community resources (labour, materials) in support of school development plans.
- BOM Chairs and members do not get involved with minor decision-making which goes on in schools. Such decisions are covered in the duty statements of school managers and teachers which set out their roles and responsibilities. There are areas of school management, however, in which the NDOE requires the involvement of BOM members such as the development of SLIPs and financial management and reporting. School BOMs can also play important roles in helping school managers understand and work through local issues which sometimes play out in the school setting
- The Governing Body Handbook is a very useful guide which sets out in detail the expectations of the GoPNG and the NDOE of School Boards of Management. Will we look at the Governing Body Handbook in the next session



SAY

- It is important that BoM effectively lead school communities towards peaceful solutions. They are required to address issues that arise and explore ways to move forward that best align with the vision of the school community. BoM often have confrontational conversations to deal with that include topics such as teacher absenteeism, complex discipline cases and monitor school spending. These situations can be tricky and require simple and direct approaches that reduce conflict and lead to change.
- There are many different approaches that BoM can take to appropriately address issues that arise in schools. It is important to note that all situations are different and may require different strategies, some top down whilst others more participatory with community. However, whatever the situation, relevant government policies should always be referred to and followed. BoM should endeavour to explore situations, set expectations and find solutions in accordance with the Governing Body handbook.
- Reflect and discuss:
How do you as HT and BoM manage difficult situations?

2. Talk through the Situation-Behaviour-Impact model below. (This is also on Page 27 of the Participant Workbook). For one on one conferencing (such as between a HT and Teacher) one approach that could be used is...





SAY

- The Situation-Behaviour-Impact model is one approach that can be followed as a way to address difficult situations and deliver feedback. It is best used on individuals or very small groups through a guided discussion.
- Let's talk through it using the example of a teacher who is frequently absent from class. The BoM needs to address the issue directly to improve the situation as it is impacting student learning. They need to do it in a way that clearly outlines expectations, avoids conflict and results in change.



SAY

Model with a volunteer as the HT and trainer as teacher:

Describe the **SITUATION**. Be specific about when and where is occurred.

Example:

“Hi John, I have noticed on our teacher register that you have been absent a lot from school recently.”



Then describe the observable **BEHAVIOUR**. Don't assume you know what the other person was thinking. Keep to the facts. Don't add opinions or judgements.

Example:

“In the past month, you have missed 11 days of teaching.”



Reflect on the **IMPACT**: Describe the results of the behavior.

Example:

“It is a concern that you are absent from class so much as it is impacting student learning. The students in your class need you to be there to learn and you being absent is stopping them from”.



LISTEN AND INVESTIGATE: Ask the person to express their responses. Be open in questioning and an active listener.

Example:

“Can you please tell me why you have been absent from class so much recently?”



SET EXPECTATIONS: Establish acknowledgement of need for change and state expectation of behaviour.

Example:

“I recognise that you have to build an extension on your house however you have a commitment as a teacher to attend class everyday and it is expected that you fulfil your commitment as outlined in the Teacher Service Act.”



DEFINE SOLUTION/ACTION: Ask for suggestions on how they will fix the solution.

Example:

“What do you think you need to put in place at home to make sure you can attend school everyday?”



FOLLOW UP: Set dates for review to monitor the issue.

Example :

“Let's meet up again next month to see if your solution has resolved the issue. We will keep monitoring your attendance and hope to see it improve so it will not impact the students.”



SAY

- Some situations require a different approach as they involve the community or larger groups. Often in these situations, it is best for the BoM to have a more collaborative approach and facilitate discussions with the school community. It is always important to refer and adhere to the relevant government policy if available.

Dealing with difficult situations – Scenarios

3. Select a scenario to address. These are in Page 28 of the Participant Workbook.
 - a. A question has arisen over the ownership of a small piece of land in the school compound.
 - b. After weeks of generally high attendance at school there is a sudden drop off in one class
 - c. A foreign-owned, agricultural business operating nearby wants to make a big donation to the school.
 - d. Some school staff and community people want to build a football field but others say funds should be spent on a modern water and sanitation system.
 - e. Parents have complained to BOM members that some teachers are too rough in disciplining children.

Reflect and discuss: Thinking about the school governance scenario, think about:

- How could the BOM respond?
- What could be the solutions?
- What timeline should be set to resolve the issue?
- It is important the BoM set clear expectations and address any governance issues appropriately. Where School Governance and Management are closely aligned and trust is strong the potential for community mobilization around school improvement is greatly enhanced.



SAY

- It is important the BoM set clear expectations and address any governance issues appropriately. Where School Governance and Management are closely aligned and trust is strong the potential for community mobilization around school improvement is greatly enhanced.

SESSION 1.5: GOVERNING BODY HANDBOOK



60 minutes



Objectives

By the end of the session, participants can:

- Explain the key sections of the NDOE's Governing Body Handbook



Materials

- Governing Body Handbook

Activities and steps

Introduction (5 mins)



5 minutes



SAY

- The NDOE has recently produced a Governing Body Handbook (2023). The Handbook has information about the structure and function of Boards of Management and descriptions of their roles and responsibilities. The Handbook includes some of legal content from the Education Act of 1983 but also refers to many recent NDOE policy developments such as those about Student Behaviour Management and SLIP.
- In this session, you will start with a group task which will summarise important content in different sections of the Handbook. Then, you will sit in your school groups and work through a quiz to help you assess your understanding of some of the important detail in the Handbook.

Main sections of the Governing Body Handbook



30 minutes



Activity

1. Give each school group one of the topics below. Ask them to reflect on what the Governing Body Handbook says about each Topic. Suggest writing down the various roles and responsibilities mentioned. Encourage HTs to support BoM by reading out content within the Participant Workbook.
 - Small group Topic 1: Good governance and advisory role [Page 30 of the Participant Workbook].
 - Small group Topic 2: Self-reliance and school improvement [Page 31 of the Participant Workbook].
 - Small group Topic 3: BoM membership and procedure [Page 32 of the Participant Workbook].
2. In pairs (HT + BOM) read through the various roles, responsibilities and/or instructions, tick off the ones they are complying with and underline or circle the ones which they are not doing or which they think are problematic in some way.
3. After discussion bring groups back together and ask a spokesperson from one of the pairs to summarise his/her group's responses on their topic. After the presentations have covered the three topics other participants can add comments or ask follow up questions (15 mins).

Participants self-assess their detailed knowledge of the Governing Body Handbook



30 minutes



Activity

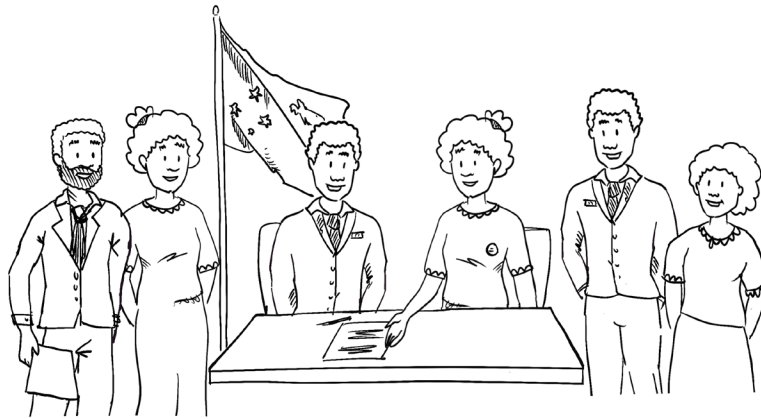
Say that each school will now complete a quiz which will help them assess their level of knowledge of some of the detailed information in the Governing Body Handbook. Emphasis that this is not a test but an activity to learn more about the Governing Body Handbook and answer questions. Ask participants to turn to Page 33 within the Participant Workbook and that the group should record their responses on at least one of the Handout sheets.

4. After the groups have completed the quiz (15 mins) the Facilitator reads through the questions one by one, asking participants for their answers and discussing any issues which arise.

If time is running short you may choose to run the Quiz as a whole group exercise, reading the questions and asking participants for answers.

SESSION 1.5 GOVERNING BODY HANDBOOK

TOPIC 1: Good Governance



The governing body is accountable for all money received, raised, and spent in the school. Transparency about decision-making builds trust and respect of the community. Good governance includes:

- supporting the school head and teachers.
- ensuring community participation in decision-making.
- approving the School Learning Improvement Plan (SLIP) and Annual Action Plan (AAP) and budget.
- ensuring the school is keeping proper written records of all income and expenditure.
- ensuring acquittals and reports are submitted on time to the appropriate authority.
- monitoring enrolment and planning for additional places.
- keeping and reporting written minutes of meetings and decisions.
- establishing sub-committees as needed.

Advisory role

The school head is responsible for running the school and managing the teachers. The governing body is a forum for providing advice to the school head, including:

- priorities for the SLIP and AAP.
- concerns about teachers who are not committed to their duties or frequently absent.
- appointment of teachers (BoG and GC only).
- language of instruction in early childhood education (ECE).
- A governing body may also provide written advice to the school inspector, education agency or Education Board, including:
 - advising on future enrolment projections.
 - reporting a member of the teaching service for poor performance, inappropriate behaviour, or frequent absenteeism.

TOPIC 2: Self-reliance



Our communities have a tradition of self-reliance. Every governing body has the responsibility to see what we can do to make our schools better rather than waiting for someone else to do it for us. Self-reliance activities include:

- approving realistic value-for-money plans, projects, and budgets.
- encouraging the Parents' and Citizens' (P&C) Association to help maintain and improve the school through fundraising or "sweat equity."
- applying for funding from the Local Level Government (LLG), District Development Authority (DDA), and other funding bodies.
- planning income generation activities such as school farms.

School improvement

The governing body is responsible for using its funds and other resources wisely to:

- determine the aims and goals of the school.
- supervise the achievement of those goals.
- enrol students.
- make rules for the discipline of students.
- build and maintain school buildings and teachers' houses.
- provide the materials and equipment needed for learning.
- establish a committee to appoint teachers (BoG and GC only).

Working with the school head and teachers, the governing body should strive to improve learning standards, student and teacher welfare, equity, and inclusion.

TOPIC 3: BoM membership



Some provinces and autonomous regions have their own education act which may list the members of the BoM. If there is no provincial education act, the Education Act 1983 applies. In the Education Act, the members of the BoM are:

- At least five members, broadly representative of the community served by the school.
- A teacher on the staff of the school.
- School head.
- Representative or representatives of the education agency.

As the BoM should be “broadly representative” of the community and communities are 50% female, the agency should ensure half of the community representatives are women.

As the LLG has an important role in the maintenance and development of schools, many schools have the ward Councillor as an ex officio community member of the BoM.

If the school is government agency school, the District Education Administrator (DEA) will appoint a representative (for example, a headteacher from a nearby government school). If the school is a church education agency school, the agency will appoint someone who is interested in education and lives close to the school.

Participant Workbook content [Page 33]

SESSION 1.5 SCHOOL GOVERNING BODY HANDBOOK – QUIZ (with ANSWERS)

No.	Question	Answer
1	The BoM should do a survey each year of the numbers of children aged 1-6 within its “catchment area”. TRUE or FALSE?	TRUE – Handbook p. 13
2	The School Head Teacher is always a member of the BoM. TRUE or FALSE?	TRUE – Handbook p. 13
3	The BoM is responsible for the management of teachers. TRUE or FALSE?	FALSE – HT’s manage teachers – Handbook p. 13
4	Most BoMs serve only one school but can, sometimes, serve more than one. TRUE or FALSE?	TRUE – Handbook, p. 14
5	School BoMs should include a representative of the education agency. TRUE or FALSE?	TRUE – Handbook, p. 14
6	Can an Education Agency develop a standard constitution for BoMs in its schools?	YES – Handbook, p. 18
7	What is the minimum number of members for a BoM ?	5 – Handbook, p. 14
8	Can an LLG Councillor be a member of a BoM?	Yes - Handbook p. 15
9	Can a local MP be a member of a BoM?	No – Handbook p. 15
10	Can a teacher be a member of a BoM?	Yes, as a representative of the teaching staff of the school but otherwise, no.
11	Can a teacher’s wife or husband be a member of the BoM?	No – Handbook p. 15
12	Non-school staff members of the BoM must be elected by the community. TRUE or FALSE?	FALSE, they can be nominated by clans or the P&C or directly appointed – Handbook p. 16
13	Is there a limit of 2 years for Community members to be BoM members?	No, there is no limit but the Secretary of Education recommends 3 consecutive years.
14	Can you give at least three examples of reasons a person has to resign from a BoM?	If convicted of a criminal offence punishable by gaol of 1 year or more; if elected MP; if appointed School Inspector; if of unsound mind; by getting married to another BoM member; if losing an election or resigning from an LLG; if transferred to another school – handbook, p. 18
15	Are BoM’s responsible for teacher housing?	YES, Handbook p. 11 and p.19
16	What percentage of the school’s GTFS does the NDOE Secretary recommend schools allocate to improving infrastructure?	30%
17	BoMs can approve the use of corporal punishment by teachers as part of a school’s discipline policy - TRUE or FALSE?	FALSE, the NDOE’s School Behaviour Management policy bans the use of corporal punishment in PNG schools – Handbook, p. 20
18	The BoM can advise the HT on how to improve enrolment, equity, inclusion, attendance, learning and retention of students. TRUE or FALSE?	TRUE – Handbook, p. 20
19	How often does the BoM consult with the community to review progress on activities in the SLIP?	Once a year when the BoM, assisted by the HT, carries out an Internal Review of the SLIP
20	The HT is an “ex-officio” member of the BoM – what does this mean?	“Ex-officio” means they are automatically a member of the BoM because they hold the “office” of HT – Handbook, p. 38





DAY 2

**School Learning
Improvement Plan:**

**Process, Cycle, Planning
and Development**

Day 2

School Learning Improvement Plan: Process, Cycle, Planning and Development

OVERVIEW DAY 2

Board up table below for Day 2.

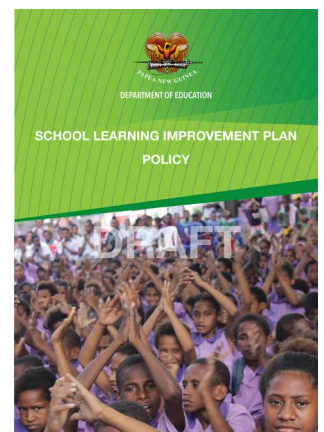
Time	Session	Timing	Title
8.30- 10.30am	2.1	120 mins	Concept of SLIP in School Management
10.30am – 11.00am	MORNING TEA		
11.00am-1.00pm	2.2	120 mins	SLIP Policy, Standards and Guidelines
1.00pm – 2.00pm	LUNCH		
2.00pm – 3.00pm	2.3	60 mins	SLIP cycle
3.00pm – 4.00pm	2.4	60 mins	Resourcing SLIP *Short coffee break at end of this session
4.00pm-5.30pm	2.5	90 mins	SLIP and Annual Action Plan reflection
	TOTAL	7h	



Objectives

By the end of the day, participants can:

- Understand the purpose and potential impact SLIPs can have on improving school outcomes
- Recognise the current policies, changes and expectations of the SLIP
- Consider relevant activities, including no/low cost, to include in their SLIP



SESSION 2.1: CONCEPT OF SLIP IN SCHOOL MANAGEMENT



120 minutes



Objectives

By the end of the session, participants can:

- Explain the main purpose of the SLIP in school management and governance and understand how SLIPs can improve student learning and encourage teachers and students' attendance
- Recognise the importance of community partnership in developing and implementing SLIP



Materials

- Flip chart
- Post it notes
- Markers
- Blu tack
- Cut up strips of paper with terms
- Projector or tablets with school video
- Printed out photos of Amapokina video (if no electricity)
- Small balls

Activity and steps:

1. Introduce reflection activity. Participants form groups of 5 and take turns to throw a small ball to each other and to name two things they have learnt from Day 1 and what they will do when they return to their schools (5 mins)
2. Next ask participants to throw the ball to each other and say 1 thing they know about SLIP (this could be focus areas, activities, SLIP process etc) (10 mins)



40 minutes

3. Go over the overview for Day 2.

4. Explain the objectives for the session.

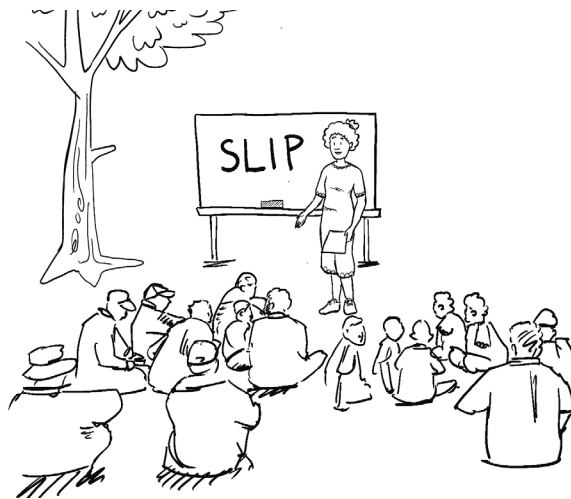


SAY

- Every school must have a SLIP. It is a three-year strategic plan to improve student learning standards. The SLIP is written and reviewed in consultation with the school community: teachers, governing body, students, and parents. The process is led by the school head teacher.
- Every school has different priorities in its SLIP, but every SLIP contributes to the National Education Plan Vision to “prepare literate, skilled and healthy citizens, each educated and trained to their fullest potential.”

5. In groups of 2 schools, participants discuss the purpose and long and short-term benefits of SLIP. Participants are given 7 minutes to discuss. [Page 37 of the Participant Workbook.]

6. Collect feedback from participants and write up responses.



Anticipated answers might include:

- *Improve the effectiveness of teaching and learning*
- *Increase student and teacher attendance*
- *Increase school and community ownership by giving teachers, students and community members a say in how the school is run (“participatory management”)*
- *Promote transparency (discussions and decisions are public knowledge)*
- *Promote accountability (people have to carry out their roles and responsibilities) to improve the overall management of the school*

Note to trainer: If not all these responses have been shared it would be valuable to add and discuss.

7. Draw a picture of a road on the board.



SAY

- SLIP is a roadmap that guides the school to fulfil its purpose, its mission and vision as part of the government's vision 2050.
- Every school must have a SLIP to function effectively. It is through SLIP that other government policies are put into practice. Therefore, it is important as leaders of the school to understand what SLIP is and its purpose.
- The key focus of SLIP is to improve students' learning. The SLIP must be inclusive in its approach to create an enabling safe environment where all children enjoy learning and stay in school.
- The concept of SLIPs in PNG is not new.
- When TFF/GTFS started, schools suddenly had to manage large amounts of money and report to the NDOE, local government and parents what they were doing with the funds. This prompted people to start thinking about SLIPs again.
- In 2024, most PNG schools have to manage a combination of GTFS funds, locally raised school fees of different types and funds from other sources such as District and Province Service Improvement Programs. For many small schools in rural or remote areas, however, the most important parts of their SLIPs are not about managing and spending cash/money; the main way schools improve is through community participation and contributions of materials and labour. We will talk about these ideas later today.



SAY

- It is important for us to understand some terms that we will be using throughout the session today, therefore will do a short activity.
8. Ask participants to close their Participant Workbooks and give each school group a set of terms/ key words relating to SLIP. The participants' task is to discuss their understanding of the terms. Encourage HTs to explain their understanding of the terms to BOM.
 9. After 10 minutes ask participants to check their terms with definitions in the Participant Workbook. [Page 39 of the Participant Workbook].

Note to trainer: After the activity say that we will use most of these acronyms and words throughout the day, however, if you do not understand any please feel free to ask the trainer or anyone in the room for clarity.



60 minutes



SAY

- Now we will see an example of how using the SLIP framework for planning can transform education in a village in PNG. As you watch the video keep in mind those terms and definitions we have just matched and see which ones are put into action in this story. It comes from Amapokina Elementary School in Kairuku District, Central Province.

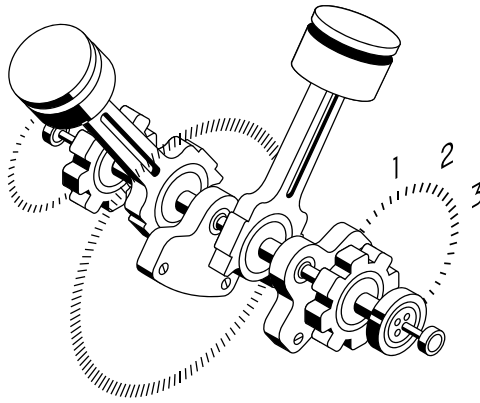
Note to trainer: if electricity is not available, video could be shared on tablets, or distribute enlarged before and after photographs for participants to discuss. This video could also be watched on Monday evening if time is limited.

10. After watching the video allow 10-15 minutes for participants to talk about the video in small groups (2 school groups) and discuss the question: what were the results of SLIP planning you saw and heard about in the Amapokina video? [Page 39 of the Participant Workbook].
11. After calling participants back together, ask for anyone to say out loud two or three ideas from their group. Other groups can then add new idea. Write a list of the participants' responses on the board or a flipchart.

Possible responses may include:

- *replacement, renovation or maintenance of school buildings*
- *community participation in public meetings*
- *cultural issues/conflicts addressed/resolved*
- *boosted student attendance and enrolment*
- *improved student interest, enjoyment of schooling and learning*
- *teachers' morale and attendance improved*
- *teachers' in-school professional development commenced*
- *community participated in helping improve school environment and in fund-raising*
- *children with disabilities/learning difficulties started to come to school*

12. Mention how the video highlights the whole school approach of the SLIP and how we will be discussing this throughout the training. The video also highlights the importance of partnering with the community and stakeholders to achieve the best outcomes for students and schools.
13. Give an analogy about importance of working together to achieve school development (for example, like a vehicle – every part is important to make the car move and function and get somewhere). Ask participants to share what is important when contributing to achieve the same goal (good communication, trust, accountability, transparency, ownership, active participation).



14. In pairs ask participants to brainstorm which established groups can be worked with to achieve SLIPS (church agencies, P&C, parents, SRC, LLG, NGOs, development partners, interested citizens).
15. Say that within the revised SLIP Policy, there are School Level Outcomes that should be used as a guide by stakeholders in developing an effective SLIP.
16. Share the enlarged table below and invite participants to form groups of two school groups to discuss and add to suggestions on how these standards can be achieved to promote school governance and community relationships in the SLIP process. [Page 41 of the Participant Workbook.]

School Level Outcome	What this means	What can be done to achieve this in schools
<p>1. Improve the quality of strategic planning based on the access, equity and learning needs of students.</p>	<p>School communities have a clear plan on how to get all students to come to school and have the opportunity to learn.</p>	<ul style="list-style-type: none"> ● Annual meeting to communicate priorities and achievements ● Copies of SLIP available to community ● Annual meeting to communicate priorities and achievements ● Circulate print and electronic media messages where applicable. ● Ensure students are the focus of strategic planning
<p>2. Increase the utilization of data on enrolment, completion, and learning for making decisions.</p>	<p>Schools collect information about students so they can make decisions on how to best support students.</p>	<ul style="list-style-type: none"> ● Ensure enrolment records are collected and monitored ● Use data from records to identify issues ● In meetings, reflect on what can be improved
<p>3. Strengthen harmonious consultation and collaboration between school stakeholders: school board, staff, teachers, students, parents, and community.</p>	<p>The whole school community works together to plan and make decisions about the school.</p>	<ul style="list-style-type: none"> ● Representatives of the community contribute to design of the SLIP ● Representatives appointed to SLIP reflect population (including PWD where possible) and are inclusive of 50% females ● Recognition of achievements should be shared with community, where appropriate, involve community in success. For example, invite community to opening of new classroom
<p>4. Encourage self-reliance and mobilise more resources.</p>	<p>Schools can identify their own resources and organise the community to support activities to improve the school.</p>	<ul style="list-style-type: none"> ● SLIP must adhere to implementation plan ● Monthly progressive reports are presented to all valued stakeholders
<p>5. More effective and efficient management of activities and resources.</p>	<p>Schools have planned activities scheduled and allocated enough resources to work towards improving the school.</p>	<ul style="list-style-type: none"> ● School Community are allocated tasks to contribute towards SLIP activities ● School community are committed to achieving SLIP outcomes through identifying problems they want to improve, community resource mapping ● School staff contribute to community events such as lending resources, offering school space for events etc.
<p>6. Improve the acquittal and reporting of expenditures.</p>	<p>Schools understand the reporting requirements and how to manage their funds.</p>	<ul style="list-style-type: none"> ● All reports should be transparent and use the appropriate templates ● Schedule deadlines to ensure acquittals are done on time
<p>7. Improve the management of risks.</p>	<p>Schools identify risks that may occur from disasters/climate change and plan how to manage those risks</p>	<ul style="list-style-type: none"> ● Develop a disaster risk management plan ● Budget for disaster risk mitigation resources and activities ● Ensure infrastructure meets standard requirements

- 17.** Reinforce to participants the importance of school governance and community relations working together to achieve SLIP outcomes. Finish session by saying that later we will look at low cost and no cost approaches to resourcing SLIP. Highlight that this isn't possible without the support of the community.

SESSION 2.2: SLIP POLICY, STANDARDS AND GUIDELINES 2023



120 minutes



Objectives

By the end of the session, participants can:

- Explain the key areas within NDoE's SLIP Policy, Standards and Guidelines 2023 (including rules, SLIP committee, focus areas)
- Can give examples of the range of activities included under the revised 7 focus areas in SLIP.
- Can give examples within SLIP focus areas of activities which can improve learning and support enrolment, retention and inclusion.



Materials

- Flip chart
- Post it notes
- Markers
- Blu tack
- Flip chart of revised 7 SLIP Focus areas Revised SLIP Policy, Standards and Guidelines
- Participants to have current school SLIP



15 minutes

Activity

1. Begin session with an energiser activity and invite participants to stand up.



SAY

- a. Imagine your dream car if you could drive any car in the world
- b. Think about the sound your dream car makes
- c. On the count of 3 you will make the sound and imagine you are driving that car

2. When participants have had a chance to pretend to drive their dream car, ask them to sit down again.
3. Highlight the different car sounds you heard, but all cars have the same function – to get somewhere.
4. Note that just like the cars, there is no such thing as a standard SLIP because all schools are different – in size, in environment, in location, in access to roads/transport, in staff experience and capacity. The most important thing is that school leaders and stakeholders know what is in their plan, whether planned activities have taken place or not and what still needs to be done.

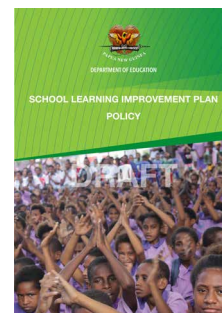


45 minutes



SAY

- The NDoE has recently revised the SLIP Policy. In this session we will spend time going through some of the key sections of the revised SLIP Policy Standards and Guidelines to guide you in refining and developing an effective SLIP as required by NDoE.



5. Explain the objectives for the session.
 6. In 2 school groups ask participants to discuss how many rules they know for SLIPs according to their understanding from the previous SLIP Policy and BoM handbook. Collect one example before groups discuss. Participants have 10 minutes [Page 42 of the Participant Workbook].
 7. Collect responses.
- **NOTE TO TRAINER:** if printed copies of the revised SLIP policy are available, or soft copies available on SD card, ask participants to turn to the section which outlines the SLIP rules.

The SLIP rules for facilitator reference



SAY

According to revised SLIP Policy Standards and Guidelines, the following rules must be applied.

RULES

All schools **MUST** follow the policy. School heads and governing bodies who do not comply will face disciplinary actions by the relevant authorities.

1. All schools are to have a three-year SLIP which is developed in consultation with the school community.
2. The SLIP will include seven focus areas:
 1. Curriculum and learning.
 2. Staff development and training.
 3. Leadership and management.
 4. Students' needs and welfare.
 5. Infrastructure, equipment, and transport.
 6. Governance and community relations.
 7. Operations and administration.
3. All schools will have an Annual Action Plan (AAP) based on the SLIP priorities.
4. The SLIP and AAP will include a budget showing expected income and expenditure.
5. The development and review of the SLIP and AAP will be led by the school head with the help of a SLIP Committee.
6. The SLIP Committee will include representatives of the school's governing body, teaching staff, students, and parents, with a balance of male and female members.
7. The consultations with the school community and SLIP Committee must be recorded in written minutes.
8. The school's governing body will approve the SLIP and each year's AAP and record this decision in the board meeting minutes.
9. A copy of the endorsed SLIP will be submitted to the school's education board for review which may request revisions to the SLIP if necessary.
10. The education board may delegate the responsibility for reviewing submitted SLIPs to the provincial education administration or, the case of church schools, to the school's education agency.
11. At the end of each academic year, the school will review progress on its SLIP prior to writing the next year's AAP. The school head will lead the review in consultation with the SLIP Committee.
12. Every three years, the school will conduct an external review of the SLIP prior to writing the next SLIP. The school head and governing body will select an external reviewer to facilitate the external review.
13. Schools which receive the Government Tuition Fee Subsidy (or equivalent) must use this income for SLIP/AAP activities and acquit the expenditure as per the current GTFS policy.
14. The current SLIP and AAP will be made easily accessible to the governing body, staff, students, and parents.
15. On request, a school must provide the SLIP and AAP to respective authorities including inspectors, representatives of the education administration and the school's education agency

8. Allow time for responses and questions.
9. Highlight the big changes to the rules.



SAY



The governing body of the school is responsible for approving the SLIP and Annual Action Plan. This is in line with the governing body's responsibilities in the Education Act.



The Education Board (e.g. the PDoE or its delegate) reviews the SLIP and may request revisions. However, the education board no longer approves/endorse a school's SLIP. This will reduce implementation bottlenecks.



The Education Board may delegate the responsibility to review a school's SLIP to the education administration or, in the case of church schools, to the school's Education Agency. This is in line with the Education Act and the special responsibilities of agencies.



Inspectors are no longer the external reviewers. The school head and governing body will select an external reviewer. This frees up inspectors to focus on whole school inspections.

10. Note to participants that we will go through these in more detail throughout the day but will now focus on the SLIP Committee.



SAY

The SLIP Committee is a sub-committee of the school Board of Management. Its membership and terms of reference must be endorsed by the school board.

- a. The SLIP Policy Standards and Guidelines include an under Annex 1 the Terms of Reference for the SLIP Committee which you can find in your Participant Workbook.
- b. The role of the SLIP Committee is to write or review the SLIP.
- c. Small schools may use their school board as the SLIP Committee as long as they include teachers, parents, and students.



- 11.** Ask participants to reflect on their school SLIP committee (or school board if small school) and discuss:
 - How many members should a SLIP Committee have and who should they be?
 - How often should the SLIP Committee meet?
 - Who approves the SLIP committee?
 - What members make up the committee?
 - Why is it important to have a range of different stakeholders and equal number of male and female members?
- 12.** Invite participants to have a look through the SLIP Committee Terms of Reference in the annexes of their Participant Workbook.
- 13.** Come back together to discuss responses and ask questions.



60 minutes



SAY

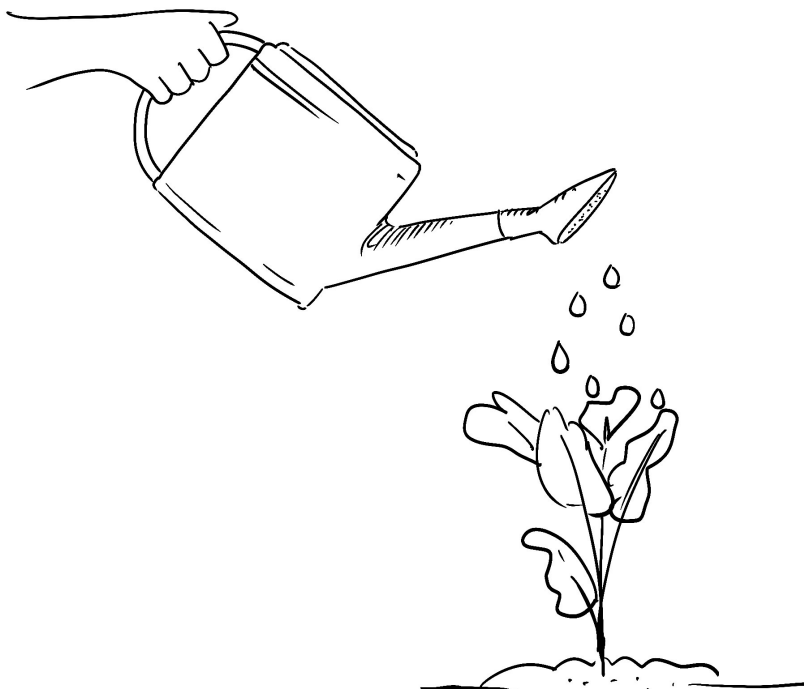
- As discussed, the key focus of SLIP is to improve students' learning. To improve learning, what are some things a school needs?

NOTE TO TRAINER: Trainer could use analogy of a plant or ingredients for growth – for example mustard plant to support discussion.

14. Participants to discuss for 10 minutes in table groups then feedback.

Possible responses include:

- *Shared vision on how to improve enrolment, equity and learning*
- *Well-trained teachers who attend school everyday*
- *Well-managed classrooms with care and support for all students*
- *Enough teaching materials and equipment to deliver the curriculum*
- *An inclusive, safe, and healthy learning environment with adequate facilities*
- *Well-behaved students who attend school every day.*
- *Supportive parents and community, and accountable governing body*
- *Well organized and well led management and administration*
- *Accurate data and records*
- *Careful planning and efficient use of budget*





SAY

- In this session we will continue to look at some of the key areas with NDoE's SLIP Policy Standards and Guidelines 2023, focussing in on the revised 7 SLIP focus areas and how together these can improve learning.
- As we know each school will have different priorities and activities in the SLIP, Annual Action Plan and budget will be organised by SLIP.

- 15.** On a poster/flip chart go through the revised 7 focus areas and examples of activities covered under each of the focus areas. Clarify questions and changes. See below and within Participant Workbooks [Page 45].

How have the focus areas changed?

Previous Draft Policy	New Policy
1. Curriculum and students' learning	1. Curriculum and learning
2. Need based staff development and training	2. Staff development and training
3. Leadership, management, and administration	3. Leadership and management
4. Student needs and welfare	4. Students' needs and welfare
5. Infrastructure maintenance and development	5. Infrastructure, equipment, and transport
6. School governance and community relationships	6. Governance and community relations
7. School budget to support SLIP	7. Operations and administration

16. Highlight the main changes to the focus areas:

- Focus area 7 Operations and administration includes utilities, ancillary staff, running costs, and other recurrent budget costs. This ensures schools have one budget which includes recurrent and development activities.
- Equipment and transport are included in Focus area 5. This ensures schools are budgeting for equipment (eg. Generator, solar panel, pumps etc.) and transport to operate the school.
- There is no longer a separate SLIP budget. All activities should be included in one annual plan (AAP) and budget.

Focus area	Example of activities
1. Curriculum and learning	Syllabuses, teacher guides, reading books, textbooks, assessments, equipment, materials, remedial/booster classes.
2. Staff development and training	School-based and cluster-based in-service, upgrading qualifications, and short courses. Any refresher training on new topics and ideas. Training for non-teaching staff.
3. Leadership and management	Induction, in-service, coaching for school heads and heads of department, training for the school board etc.
4. Students' needs and welfare	Inclusive education screening and adaptation for students with special needs, student health, school-based counselling training for staff, scholarships, behaviour management such as teacher training and good citizenship events, feeding, handwashing, menstrual hygiene, sports, disaster and emergency preparedness etc.
5. Infrastructure, equipment, and transport	Repairs, maintenance, new classrooms and facilities, furniture, equipment, ICT equipment, WASH including separate male and female toilets, vehicles etc.
6. Governance and community relationships	SRC, homework clubs, Scouts, school board, communication with parents, Education calendar events, community resource members etc.
7. Operations and administration	Recurrent operational budget for water, power, fuel, transport, stationery, rations, ancillary staff, reserves etc.

17. Thinking about the key things that a school needs to improve learning discussed earlier, ask participants to go into their school groups and discuss what activities they have already done and which activities they could include (for examples training for teaching, activities to improve student learning, enrolment, completion, and inclusion – making sure that both boys and girls and children with disabilities have opportunities to learn and participate in a safe learning environment). Encourage schools to refer to their SLIPs. Set 25 minutes for this discussion. [Page 47 of the Participant Workbook]. Note to participants that school reoccurring costs should not be captured in the SLIP, they are part of ongoing operational costs.

- Collect feedback and board up examples from schools on enlarged table.

18. Tell participants that later we will spend more time reflecting on SLIPS and on how to resource SLIP activities through no cost and low-cost activities to improve student learning and reduce student and teacher absenteeism.

SESSION 2.3: SLIP CYCLE



60 minutes



Objectives

By the end of the session, participants can:

- Explain what happens at each stage of the SLIP cycle and what is required and by whom.



Materials

- Flip chart
- Markers
- SLIP cycle process (image)
- Enlarged content for each SLIP cycle stage

1. Explain the objectives for the session.
2. Ask if anyone knows the key stages of the SLIP cycle.
3. Share poster of SLIP cycle with just headings (Awareness, Planning, Implementation, Internal Review, External Review).
4. In table groups, ask participants to reflect on their understanding of the five stages in the SLIP process (10 minutes). Encourage them to reflect and share:
 - a. What happens at different stages of the SLIP cycle?
 - b. How the SLIP process takes place in their school?
 - c. What challenges they face at different stages of the SLIP process?
5. Collect responses and board up challenges (to address at end of session if not addressed before)
6. Tell participants that there are some changes to the SLIP cycle within the revised SLIP Policy, Standards and Guidelines so we will take time to go through it.
7. Divide participants into 5 groups (1. Awareness; 2. Planning; 3. Implementation; 4. Internal Review; 5. External review.)
8. Distribute enlarged sections of the SLIP cycle to groups (if SLIP policy not available). Note – all content is also within Participant Workbook, however for group purposes easier if enlarged.
9. Ask participants to review, discuss and prepare to present to wider group.
10. Present back to wider group (approx. 7 minutes each group)
11. Ask participants in school groups to reflect on their SLIP process again and to discuss how their SLIP process could be improved.
12. Ask school groups to share their responses with another school group.
13. Return to SLIP challenges boarded up at the beginning of the session.





Awareness

Having prior knowledge of SLIP is very important for active participation, effective planning and wise allocation of available resources to maximize effective teaching and learning in schools. The following steps must be followed. Discuss these steps in your group and think about how could be shared with the wider group.

- ✔ Conduct awareness meetings in your school community in the beginning of Term One before the SLIP is developed. Everyone with the school community needs to know about the benefits of SLIPS so that they can contribute meaningfully their children's learning.
- ✔ Carry out surveys in your school so that the right decisions are made to sustain SLIP
- ✔ Identify issues and needs by giving different stakeholders in the community (including youth, women, church representatives, ward councillor, children and teachers) the opportunity to participate. Different groups identify the issues that affect teaching and learning and present the issues to the committee through a SLIP meeting.



- ✔ Use print and electronic media for SLIP awareness
- ✔ Monthly reports are presented to all valued stakeholders for them to be aware of the progress on planned activities undertaken by different people with allocation of resources.

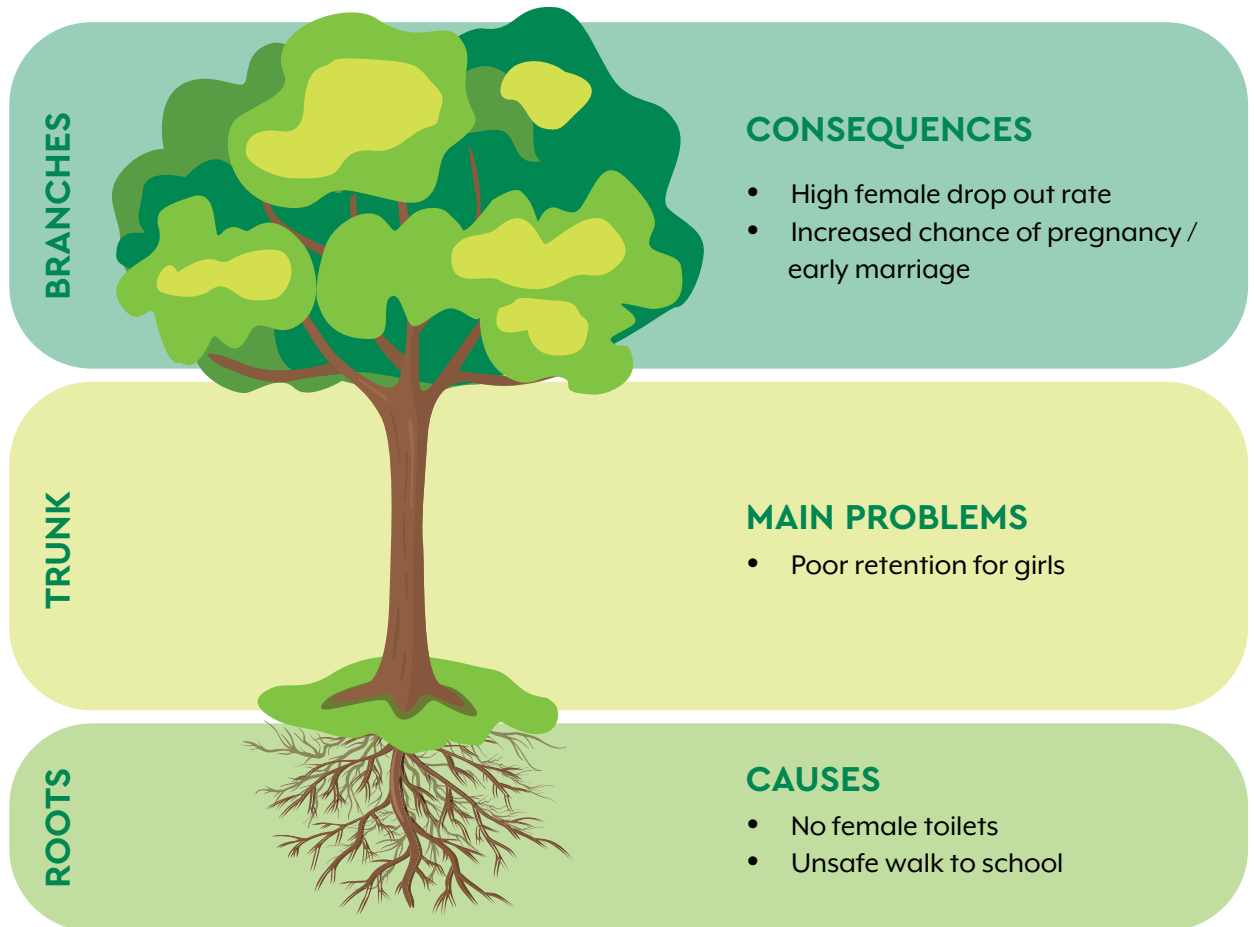


Planning

Discuss these steps in your group and think about how could be shared with the wider group.



The SLIP committee analyse and prioritise the needs that were identified during the awareness stage by different stakeholders. Thinking about and identifying the root cause of the problem can help to put strategies/activities in place to address the problem. After identifying the cause, it should be prioritised and categorised as long term or short term, urgent or non-urgent.



Get to the bottom of the problem and address the cause of the problem. For example:

What causes low students' attendance?

Root causes:

- Home – family problem, long distance to walk, health
- School – teacher absenteeism, bullying, lack of learning resources

If the cause is family problem then the strategy is to conduct parental awareness on the rights of the child, importance of education and parental support through active participation at the P&C meeting.



All SLIP will have the following the seven (7) essential components must be included and strictly in the order herein listed:

- Introduction
- Context statement
- Vision statement
- Mission statement
- Three-year rolling plan
- Annual Action Plan
- Internal Reviews
- External Reviews
- Documenting evidence



The SLIP Plan must be Specific, Measurable, Achievable, Realistic, Time bound (SMART) and Keep It Short and Simple (KISS) and no cost - less cost and expensive cost



The results from the previous year's reviews and findings are considered in the current action plan and also align with the current government policy changes.



The development of SLIP must be based on actual resources including cash that are readily available at the school.



SLIP must be integrated with other initiatives and interventions in the schools as a vehicle to drive them forward to achieve their desired goals



All available resources must be allocated under within the seven Focus Areas with the emphasis to support teaching and learning activities



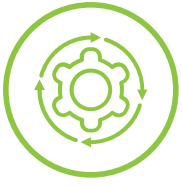
Plans are presented to stakeholders for their knowledge and feedback.



The education board (or its delegate) reviews the SLIP and may request revisions.



The governing body of the school is responsible for approving the SLIP and Annual Action Plan. This is in line with the governing body's responsibilities in the Education Act.



Implementation

The approved SLIP plan has to be implemented through active participation and involvement of teachers, students, community and other valued stakeholders taking into consideration the following. Discuss these steps in your group and think about how could be shared with the wider group.



Resources must be identified and presented to SLIP Committee to be used in attaining output.

Resources include:



- Cash



- Available people



- Power



- Curriculum materials



- Natural resources



- Tools and equipment



- Others



Before implementing SLIP make sure that all agreed outcomes are based on the SMART principle and will have positive impact on students learning.



Implementation Strategy: Clearly state the outcomes to be achieved and explain the steps involved in achieving them and follow through.



Time Requirement: The precise time and date in which work will be done must be stated so that outcomes are achieved within the time frame.



Person to Implement: Assign who will implement each priority area and make sure they agree to this responsibility.



Make sure there is a measurable indicator for each task so that the achievement can be reported.



Internal Review

After implementation an Internal Review is required to assess the level of success and non-achievement measured against the intended outcomes. Discuss these steps in your group and think about how could be shared with the wider group.

- ✓ The internal review for the school is conducted in a week during the last quarter of each year.
- ✓ The internal review committee is the SLIP Committee team and will be from the school. It will comprise of the school's Head Teacher, Chairperson of the school board, one representative each from Parents or the Community, Teachers, students and the Church.
- ✓ The SLIP committee will interview students, teachers, School Board members and parents. Review team will also do spot checks and class visitation.
- ✓ The collated information, data and photographs must be converted into final school's internal review report template immediately after the review. A week is allowed for documentation and presentation to school board and other stakeholders.
- ✓ A verbal report is presented to the stakeholders during the internal review. The final internal review report is presented formally to the board and is made available to all valued stakeholders
- ✓ Areas for improvement that are highlighted in the internal review must be included in the Annual Action Plan for the following year.



External Review

Discuss these steps in your group and think about how could be shared with the wider group.

- ✓ The external review will be carried out before the end of the third year to assess the achievement of SLIP outcomes.
- ✓ The school head and governing body will select a suitably qualified external reviewer who understands the policy and school management. This may be a retired school head, a school head from a neighbouring school, district education adviser, or education agency representative. Inspectors are not to be external reviewers as this is a conflict of interest with their inspection role.
- ✓ The reports must be completed and copies distributed to relevant stakeholder groups for public viewing not more than four weeks after the actual visit.
- ✓ The original copy is sent to the school for information, awareness and improvement in the next three years rolling plan while copies are made available to appropriate authorities and other relevant partners.

SESSION 2.4: RESOURCING SLIP



60 minutes



Objectives

By the end of the session, participants can:

- Describe the different types of funding sources for SLIP and % income schools can expect from different sources.
- Understand the concept of a balanced SLIP and “no cost and low cost” approaches.



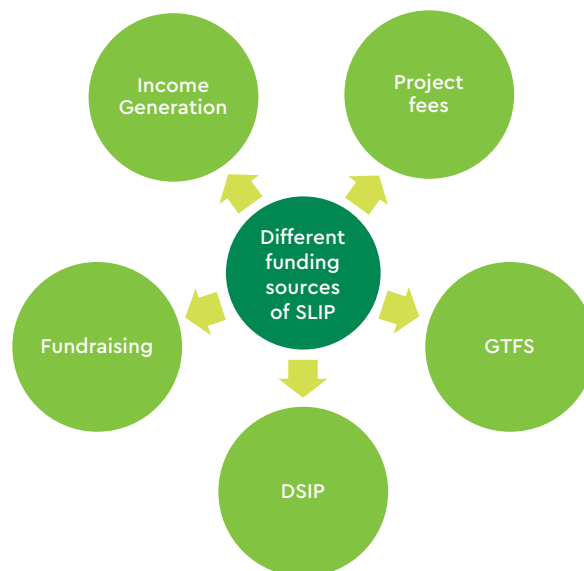
Materials

- Flip chart
- Markers
- Scenario cards



30 minutes

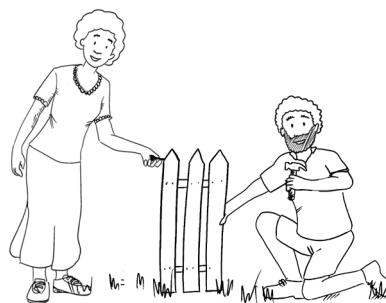
1. Energiser
2. Share objectives for the session.
3. In school groups ask participants to brainstorm the different funding sources for the SLIP. Possible responses for sources of funds might include:



4. Ask schools to reflect on:
 - How successful these sources of funding have been (reliable, sustainable, easy to access etc)
 - What the percentage breakdown of each source of income is across the whole school budget
 - What have been some of the challenges with these sources of funds
5. Board up table to help guide reflection/discussion and model an example of how to complete. [Page 56 of the Participant Workbook].

Source of funding	Successful?	% of total school income	Challenges
Fundraising	Yes	10%	Making sure all funds generated go to school activities

6. Invite school groups to share their responses and experiences.



SAY

- When we think about resources when planning and implementing a SLIP, often we think about money. However, SLIP is about planning and implementing activities that the school is able to do to improve the students' learning by using the resources from the community. Resources include human resources and materials from the community. When you build a good community relationship, the community will support with their resources. As mentioned earlier, partnerships with school communities built on trust and respect have a huge impact in school development and in student learning.
- You can use resources around the area to generate income or you can utilize the resources to improve your school. Some of these resources will cost you less or no cost at all, Example. Community contributing a timber, roofing and ventilation pipe to build a ventilated pit latrine. This will cost less or no cost at all to build a toilet.
- Some activities in SLIP require low cost or no cost at all which you can map out the resources around your area that you can use to improve your school.
- The BoM as the governing body can look at low cost and no cost activities and have open discussion with the community through P&C meeting on what community can support and what activities require time and money (Long term and short-term activities) and tie the budget to each activity under each focus areas when it comes to planning.

7. In school groups ask participants to discuss and list down resources in their communities and how they will use these resources to achieve the activities under each of the 7 Focus areas in SLIP using the table within the Participant Workbook [Page 57]. Encourage participants to reflect on the Amapokina video they viewed earlier. Provide an example of an activity under a focus area and how this could be resourced using a low cost or no cost approach.

Activity	How resourced	Cost
Curriculum and learning - purchasing new reading books	GTFS	500 kina

8. Invite school groups to share their examples of low cost and no cost approaches to fund activities under different focus areas.
9. Board up responses/examples on flip chart with columns – activity, how resourced, cost.
10. If not shared provide some examples of low cost and no cost approaches which have been taken from school SLIPs. These include:



- *Providing voluntary labour for cleaning, repairs and maintenance*
- *Providing voluntary labour for small construction activities*
- *Involvement of community volunteers as classroom assistants*
- *Including community volunteers as instructors in language, the arts, spiritual education etc*
- *Campaigns to boost enrolment at the correct age of entry*
- *Improving communications with parents about learning progress*
- *Promoting teacher-parent conferencing*

- *Introducing or strengthening positive discipline practices*



- *Changes to school policies relating to student behaviour*
- *Elimination of corporal punishment*
- *Develop school policies promoting gender equity in classroom practices*
- *Promoting gender equity (hygiene and sanitation)*
- *Changes to school policies and/or practice to improve access and effective participation in learning for children with disabilities*
- *Increased inclusion of with disabilities*
- *Promoting child participation in school decision-making*



30 minutes



SAY

- As discussed in Day 1 training, it is important to have a collective decision on how funds and resources are used by the school. This is part of being accountable and transparent to school communities.
- You will now have an opportunity to discuss some real-life scenarios and to think about the different approaches you will use to address challenges and to resource the activities required.

- 11.** Ask participants to form groups from 2 school groups (approx. 4 participants). Give out one scenario card to each group and ask groups to discuss and come up with a solution for how to address challenges/priorities. Allow groups 15 minutes.

Scenario 1:

It is the beginning of the school year and you only have K2000 in the school account. You notice that during holiday the girls' toilet broke down and you also need to purchase some textbooks for grade 1 which you planned for this year. How will you address both issues which are both priorities?

Scenario 2:

You planned to build a classroom and you are in your final year (Y3) of your SLIP. For the three years the parents' contribution is only K5,000. The classroom cost is K20,000. You only reach K5,000. How will you address that?

Scenario 3:

Student behaviour is a problem in your school and you have identified a need to enhance teachers' skills in managing student behaviour. You have a senior teacher who is assigned to attend to parents of misbehaving students when they come to school. You also have a retired counsellor in the community. What is best approach that you can take in addressing the issue?

Scenario 4:

You are now in Term Four and you have used most of your funds and you have only K5,000. which you will need to print student reports. You have not received the last quarter funds. The parents want their students' reports and graduation ceremony. You need to get the students' reports printed for the parents before the holiday. You also have the speech day which is two weeks away. What is the best way to address this?

Scenario 5:

You have received your Q2 funds from the government which is K 5,000 and at the same time you have some support funds K10,000 from your MP during the opening of your new classroom. In your AAP, you plan to buy furniture for the new classroom, desks, library books, water tank, and commemorate World Environment Day in the school. What will you do?

- 12.** Invite groups to share their responses with another group.
- 13.** Come back together and invite one group to share their scenario (if time).
- 14.** Ask participants if it was easy to make collective decisions about how to solve the challenges within scenario – why/why not?
- 15.** Close session by saying that we will focus on financial management in Day 4 and how to budget for SLIP activities.

SESSION 2.5: SLIP AND ANNUAL ACTION PLAN REFLECTION



60 minutes



Objectives

By the end of the session, participants can:

- Explain the key components of a SLIP according to NDoE's SLIP Policy Standards and Guidelines 2023 and Annual Action Plan
- Identify gaps within their SLIPs/AAP and know how to make more equitable



Materials

- Flip chart
- Markers
- Blu tack
- School SLIP and Annual Action Plans
- SLIP template and AAP template
- SLIP Policy, Standards and Guidelines 2023



30 minutes

1. Invite participants to stand up and find someone they haven't been in a group with and share three things they have learnt about SLIP today.
2. Ask participants to come back together.
3. Tell participants that the focus of this last session is to provide an opportunity for schools to reflect on their SLIPs and Annual Action Plans (AAP).
4. Share session objectives.

5. Distribute flip charts to school groups with the questions:



- What's working well?



- What are the challenges you (HT/BOM) face in developing and implementing your SLIP and AAP?



- What are some areas for improvement?



- How could your school SLIP better support student learning, completion, and inclusion?

School groups reflect and discuss and write responses on flip chart

6. Invite participants to walk around and read other school groups responses (first check comfort levels with this)
7. Ask participants what they noticed (for example, similarities and differences in challenges)
8. Together discuss ways to address challenges and how schools can better support student learning, completion and learning.

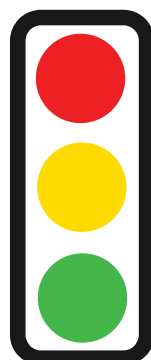


60 minutes

9. Ask participants to bring out their school SLIPs and AAPs. For schools which haven't brought their SLIPs or AAPs, ask them to turn to the SLIP and AAP templates within the Participant Workbook.
10. Tell participants they will spend the next 40 minutes reviewing their SLIP and AAP by reflecting on what they have learnt today and by using the template and SLIP policy. For schools which haven't brought their SLIPs, invite them to think about what content they would include, in particular the activities under the 7 Focus areas and how these will be resourced. Outcomes in the AAP must be quantified for monitoring purposes by the Inspectors. This should be done in quarters.
11. After 40 minutes invite school groups to share some of the things they have discussed and changes they have made to their SLIPs. Answer any questions.
12. Return to the challenges shared earlier to identify which challenges still need to be addressed.
13. Tell participants that Day 3 of the training will focus in on identifying and addressing issues to improve school effectiveness and quality in their SLIP.

14. End the day with a reflection activity. One possible reflection activity is to display and read out statements for participants. Participants spend a moment reflecting and then before leaving the training venue place a mark either in the “a little bit confident”, “confident” or “very confident” column for each statement, which has been taken from the outcomes of each session.

Statement	Not confident	Some confidence	Strong confidence
We can explain the main purpose of the SLIP in school management and governance.			
We can understand how SLIPs can improve student learning and encourage teachers and students' attendance.			
We can explain the key components of a SLIP according to NDoE's SLIP Policy Standards and Guidelines 2023 and Annual Action Plan.			
We understand why involving the community is important for developing and implementing SLIP			
We can give examples of activities included under the revised 7 focus areas in SLIP which support student learning, wellbeing and teacher and student attendance			
We can explain what happens at each stage of the SLIP cycle			
We understand the concept of a balanced SLIP and “no cost and low cost” approaches.			



Red/Low: Not confident

Yellow/Med: Some confidence

Green/High: Strong confidence





DAY 3

**Improving the quality
and effectiveness
of education
through SLIPs**

Day 3

Improving the quality and effectiveness of education through SLIPs

Overview Day 3

Board up table below for Day 3.

Time	Session	Timing	Title
8.30- 10.30am	3.1	60 mins	Identifying and addressing issues to improve school effectiveness and quality
	3.2	60 mins	Improving enrolment, attendance, and retention
10.30am – 11.00am	MORNING TEA		
11.00-1pm	3.3	60 mins	Improving learning outcomes
	3.4	60 mins	Improving behaviour management
1pm – 2pm	LUNCH		
2pm – 3.30pm	3.5	90 mins	Improving inclusion
3.30pm-4.00pm	AFTERNOON TEA		
4pm – 5.30pm	3.6	90 mins	Improving safety
	TOTAL	7hr	



Day 3 Objectives

By the end of the day, participants can:

- Understand how SLIPs follow national policies and standards to improve the quality of education.
- Identify and prioritise school issues to address in SLIPs
- Explore practical activities that can be included in SLIPs to improve the quality, accessibility and safety school environments

SESSION 3.1: IDENTIFYING AND ADDRESSING ISSUES TO IMPROVE SCHOOL EFFECTIVENESS AND QUALITY



60 minutes



Objectives

By the end of the session, participants can:

- Reflect on issues identified in PIE data
- Identify the relevant issues in their school
- Prioritise issues that can be addressed in SLIPs



Materials

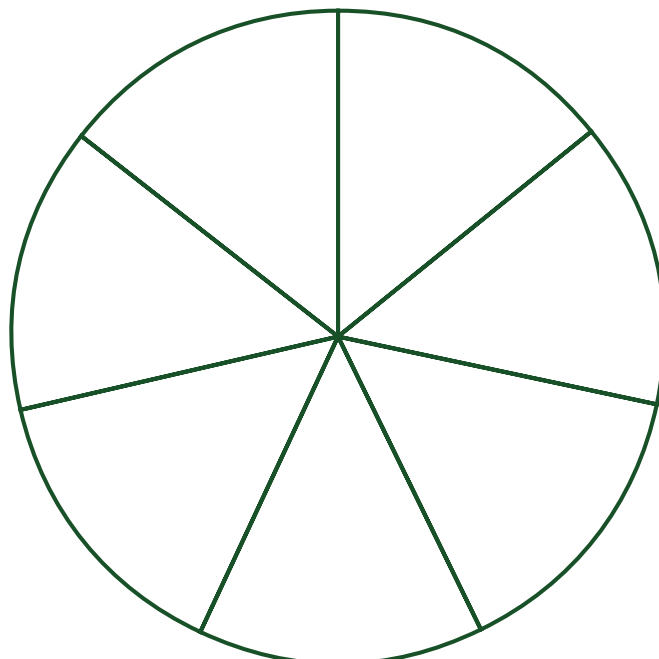
- Issue Cards
- PIE Baseline data for region – 1 copy per school
- Governing Body Handbook 2023
- SLIP Policy, Standards and Guideline 2023
- Blu Tac

Activity



15 minutes

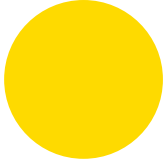
1. Show a blank pie chart with 7 sectors. Ask participants to recall each of the 7 focus areas of the SLIP.



2. Give participants coloured dots/markers. Ask them to reflect in school groups on their school and place the coloured dot on the following. Think about the SLIP activities under each of the focus areas on page 46 of your Workbook. If some of the activities in your school under a focus area are doing well but some not doing so well, you may decide to select yellow.



Red: Area that is an issue and needs prioritising



Yellow: Area school has current activities in place to improve



Green: Area school is doing well

3. Discuss the results with the group.

- Are there any trends/patterns?
- What are the main differences?
- Explain that all schools have different issues, needs and priorities. Some issues are common and can be seen in national data collected whilst other needs are unique to the school and community context. How these issues are prioritised and addressed will be different for each school however every school will approach change with the same plan, using the SLIP.



SAY

- Yesterday, the purpose and cycle of SLIPs in school management and governance to improve schools and how it is resourced was discussed. As noted in the Governing Body Handbook “Every school has different priorities in its SLIP”. For Day 3, the overall goals are to:
 - Understand how SLIPs follow national policies and standards to improve the quality of education.
 - Identify and prioritise school issues that can be addressed in SLIPs
 - Explore practical activities that can be included in SLIPs to improve the quality, accessibility and safety of school environments

4. Go over session objectives.

5. In 2 school groups (4-6 participants), distribute the **PIE Factsheets** of data for that region from the baseline study. Ask participants to review the findings that the PIE data identified and discuss what they find interesting and issues they can relate to in their schools. (10min)

6. Ask participants to look at the issues in the table. Ask participants to rank the issues from highest to lowest priority. Rank issues with '1' being the most important issue. Emphasis that for some schools, all of these may be issues, while in other schools only some will be issues. There also may be other issues experienced that are not listed and participants can use blank cards to write these issues. Although it is important that all of these issues are addressed by BoM, schools must decide which issues need to be prioritised in SLIPs with resources being distributed accordingly. (10min)

Teacher Absenteeism	Student Absenteeism	Literacy learning outcomes
Numeracy learning outcomes	Student behaviour	Inclusion of students with disabilities
Access to toilets just for girls	Student Enrolment and Retention	Quality of teaching/training
Adequate teaching resources	Infrastructure of school building	School Safety/disaster risk management
Access to electricity	Multigrade teaching	Large class sizes
Student needs and welfare	School and community partnership	Leadership and management

7. Ask participants to present their priority list to another school group referencing why some things are a priority and others not as much. (10 min)



SAY

- There are many important issues facing schools that need to be addressed and prioritised. For each school, these will be different and rely on a variety of solutions and strategies appropriate to the context. For the remainder of today's sessions, we will be focusing on some common priority areas that came out in the PIE data. We will focus on what the data indicated, reflect on the root causes of these issues, review policy requirements and consider possible solutions that can be implemented in SLIPs to improve and address these.
 - Enrolment, attendance and retention
 - Learning Outcomes
 - Behaviour
 - Inclusion
 - Safety

SESSION 3.2: IMPROVING ENROLMENT, ATTENDANCE AND RETENTION



60 minutes



Objectives

By the end of the session, participants can:

- Recognise the role and requirements of BoM in policies for addressing enrolment, attendance and retention issues
- Reflect on solutions that can be included in SLIPs to address enrolment, attendance and retention issues



Materials

- PIE Baseline Factsheet
- Governing Body Handbook 2023
- SLIP Policy, Standards and Guideline 2023
- ECE Policy
- Inclusive Education Policy
- Gender and Social Inclusion in Schools Policy
- HIV & AIDS Policy
- 'Reasons for student absenteeism' Poster
- Blu Tac
- Flip Charts x 4
- Post it notes
- Markers/pens



60 minutes

1. Share objections for the session

Reviewing data



20 minutes



SAY

- PNG has made considerable improvements in access to primary education in recent years. However the PIE baseline found that low attendance and high rates of over-age enrolment, grade repetition and retention hinder children's progress. This is especially true for girls, children living with disabilities and children from rural, remote locations.

- Review the PIE findings on student enrolment, retention and attendance. Use the Factsheet distributed earlier and find the following data in school groups (5 min)
 - What is the % of students older than the expected grade?
 - What % of students are missing a school day each week?
 - What are the main challenges identified by students?
 - What % of teachers were present on any given day?
2. Show the reasons for student absenteeism poster from the PIE baseline (also within participant handbook)
 3. Discuss in 2-3 school groups (10 min)
 - Does this data on student enrolment, retention and attendance reflect your experience?
 - Teacher absenteeism is identified as a core issue for student absenteeism. Is this true at your school?
 - What do you think are the root causes for these issues in your school/community?
 4. Share some responses about root causes and experiences as a group (5 min)



Recognising Policy Requirements (10 min)



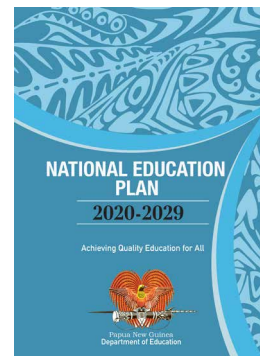
10 minutes



SAY

- It is clear from the data that student enrolment, retention and attendance are a significant issue for many schools across PNG. There are multiple policy requirements around enrolment, retention and attendance that BoM should be aware.
- The National Education Plan 2020-2029 states that;
 - All Papua New Guineans have access to 13 years of education and training in a safe and hygienic environment that is conducive to learning
 - All Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability.
- According to the Governing Body Handbook 2023:

“Every year the governing body must plan for the enrolment of students. This depends on the population in the school’s “catchment” area (for example, nearby communities or feeder schools). If there is a high birth rate or a growing number of graduates from feeder schools, the school might need more classes and teachers.”
- The BoM has an important role to play in ensuring all students can enroll in school and attend every day. This includes girls, boys, students with disabilities, and students from poor households. The BoM can provide advice to the school head on how to improve the enrolment, equity, inclusion, attendance, and completion of students by reducing the drop-out rate.”
- Other relevant policies that should be referenced by BoM include:
 - ECE Policy
 - Inclusive Education Policy
 - Gender and Social Inclusion in Schools Policy
 - HIV & AIDS Policy
- Teacher absenteeism is a significant issue that arose from the data and has flowing impacts onto many other areas in education including student absenteeism and learning outcomes. If teachers are absent, there is a high likelihood that many students will be absent.



The National Education Plan 2020-2029 states:

- Teachers are expected to comply with all regulations governing their employment
- Teachers have a responsibility to uphold the status of their profession in the schools and communities they serve.
- Teachers should promote a safe, healthy, respectful and student-centred learning environment

Relevant Policies and standards to be familiar with include;

- National Schools Minimum Standards
- School-based teacher appraisal
- Teaching Service Act
- TSC Human Resource Operations Manual
- Code of Ethics
- Duty Statements

Members of BoM should be familiar with the Teaching Service Act and have adequate systems in place to track, mentor and support teacher absenteeism.

Reflecting on solutions and strategies (30 min)



SAY

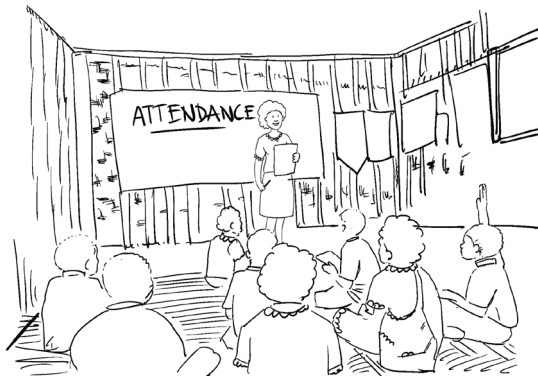
- The enrolment, retention and absenteeism of students is a major focus area for BoM. The PIE baseline analysis suggests that reducing absenteeism is a multi-faceted challenge requiring concerted actions within the education and health sectors and through strategic community engagement. These issues can be improved through intentional planning of relevant activities in the LIP by BoM. Some of the strategies suggestion have been taken from mentioned policies and the National Education Plan 2020-2029.



Activity

5. Divide participants into 4 groups (or 8 groups if large number). Each group will start at a 'Solutions station' for each area (enrolment, retention, student attendance and teacher attendance) and reflect on possible solutions that could improve each area. There will be some suggested solutions/strategies presented at each station to get them started. Suggestions can be written on post it notes and stuck to the flip book. After 5 min, the group will rotate to the next station, review the ideas that have been contributed and add to them. After groups have visited each station, groups should return to their original station to review the added solutions for 5 minutes. Encourage participants to record relevant ideas to take back to their schools/SLIPs. Display the ideas on paper around the room. Participants may want to take photos or copy down additional ideas in break times.

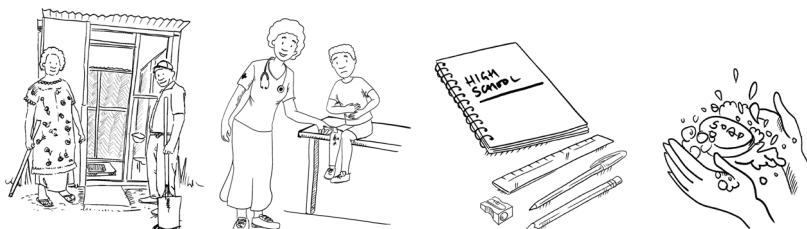
Station 2: Retention



Suggested solutions:

- Ensure teachers are well trained so teaching quality is high
- Budget for quality learning resources to engage student learning
- Work with students, parents and teachers to understand reasons for poor retention
- Ensure there are adequate facilities that are safe and equitable
- Create a positive and nurturing school culture to motivate retention of students. This could be achieved through strong anti-bullying policies and access to support through referral pathways.

Station 3: Student Attendance



Suggested solutions:

- Ensure good teacher attendance
- Link students with access to relevant health care providers
- Conduct regular health and disability screening
- Providing mosquito nets
- Access to WASH facilities, clean water and handwashing, with separate facilities for girls
- Access to quality learning materials
- Termly parent-teacher conferences
- Organise a walking 'school bus'

Station 4: Teacher Absenteeism



Suggested solutions

- Parents and community members should monitor teacher absenteeism and report relevant authorities
- Construct and maintain infrastructure, including new teacher housing, to improve retention of teachers
- Access to professional development opportunities
- Access to quality teaching materials
- Ensure pay queries are dealt with quickly
- Daily attendance tracking, mentoring and support to teachers

SESSION 3.3: IMPROVING LEARNING OUTCOMES



60 minutes



Objectives

By the end of the session, participants can:

- Recognise the role and requirements of BoM in policies for addressing learning outcomes
- Reflect on solutions that can be included in SLIPs to address learning outcomes



Materials

- Governing Body Handbook 2023
- Baseline Factsheet
- SLIP Policy, Standards and Guideline 2023
- Blu Tac
- Flip book
- Markers



45 minutes

1. Share objections for the session

Reviewing data (20 min)

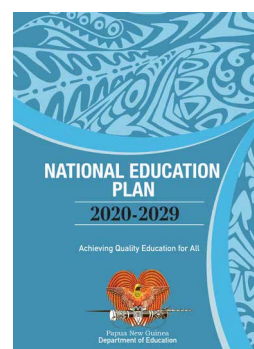


20 minutes



SAY

- The National Education Plan vision is “an education system that is affordable for parents and Government, that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens, each educated and trained to their fullest potential, to contribute to the economic and social development of the nation”. Student learning outcomes are the core focus of the education system. Arguably, all decisions, strategies and activities should aim to improve student learning outcomes.



2. Review the PIE findings on student learning for your region. Use the Factsheet distributed earlier and find the following data (5 min):
 - What % of G2 students are repeating their current grade?
 - What can you learn about the literacy levels from the data?
 - What can you learn about the numeracy levels from the data?
 - What other data do you think impacts student learning? (eg, multigrade teaching, too many students etc)



3. Discuss in 2-3 school groups (10 min)
 - Is this data a reflection on the experiences in your school?
 - What do you think are the root causes for low learning outcomes?
4. Share some responses about root causes and experiences on student learning outcomes as a group (5 min).

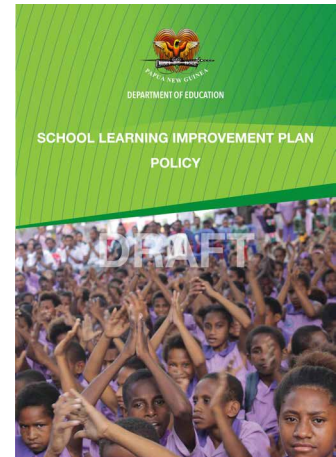
Recognising Policy Requirements (10 min)



SAY

Although all focus areas ultimately contribute to improving student learning outcomes, the SLIP Policy and Guidelines 2023 includes 2 focus areas that directly relate to student learning outcomes:

- **Curriculum and Learning:** This area emphasises the need for adequate and appropriate SBC curriculum materials for quality teaching and students' learning (e.g. reading books, teacher guides, textbooks)
- **Staff Development and Training:** Teachers require needs-based professional development and training to enhance their skills and knowledge for quality teaching (e.g. upgrading, school-based in-service, cluster-based Inservice).



Relevant Policies to reference:

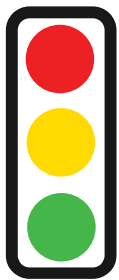
- SBC
- SLIP Policy and Guidelines
- National Quality Schools Standards Framework and National Schools Minimum Standards Policy

Reflecting on solutions and strategies (15 min)



SAY

- Improving student learning outcomes is the key focus of all education work. It is essential that adequate resources, budgets and activities are included in the SLIP for learning to be prioritised. Access to quality and adequate learning resources and providing teachings with sufficient professional development opportunities is vital in improving student learning.
- In school groups, ask participants to reflect on the current learning issues in their school and what activities are included in their SLIPs to address these using a traffic light.

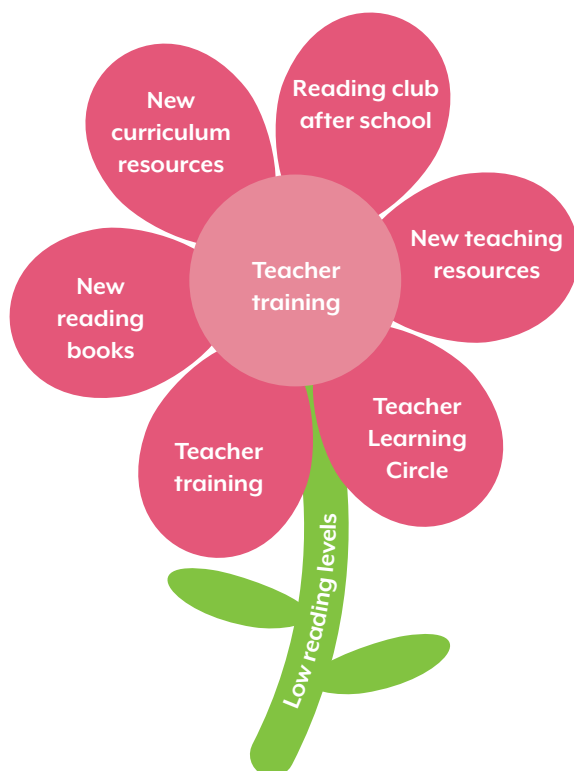


- Red:** What are the major learning concerns at the school?
- Amber:** What activities do we have planned or plan to do that can address learning?
- Green:** What activities have we completed that have made improvements in the past?
- Ask school groups to link with another group to share and present ideas.

Reflecting on solutions and strategies (15 min)



Activity: Fix it flowers



- In school groups, reflect on any current learning issues that the school is facing.
- On the stem of the flower, write the issue (eg, low reading levels). Issues could include writing skills, maths skills, reading levels, student engagement etc.
- On the petals of the flower, write all the different activities that you could include in your SLIP to help fix the issue (eg, more learning resources, professional development, extra lessons etc).
- In the middle of the flower, write the chosen activity that you plan to add to your SLIP to address the issue. You may choose more than one.

SESSION 3.4: IMPROVING BEHAVIOUR MANAGEMENT



60 minutes



Objectives

By the end of the session, participants can:

- Recognise the role and requirements of BoM in policies for addressing behaviour management in schools
- Reflect on solutions that can be included in SLIPs to address learning outcomes



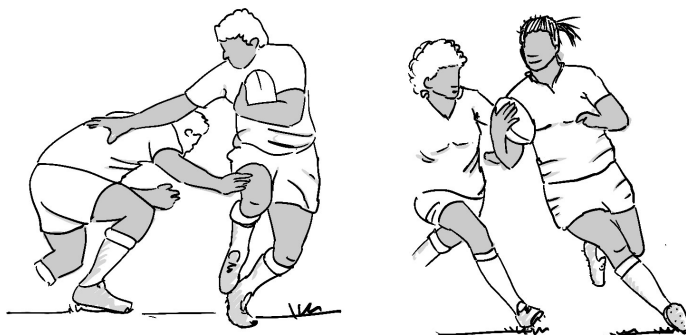
Materials

- Governing Body Handbook 2023
- Behaviour Management Policy and Guide
- Lukautim Pikanini Act
- SLIP Policy, Standards and Guideline 2023
- Blu Tac
- Flip book
- Markers
- Picture of rugby game
- Mindmap display for Behaviour Policy Principles



60 minutes

1. Share objections for the session
2. Show an image of a rugby league match. Ask participants to explain why rugby league has rules.



Possible answers include:

- *There are clear rules that are understood by everyone*
- *The rules are fair and apply to both teams*
- *There is a referee that ensures that everyone follows the rules*
- *The consequences for breaking the rules are consistent and fair (penalty)*



SAY

- Schools need to be safe, ordered and peaceful places in order for effective learning to take place. Just like sport, students and teachers want to be treated with respect, equality and fairness so that they can access their right to an education and a right to learn. They need clear, consistent expectations and fair consequences. Without effective behaviour management in place at schools, the rights of students and teachers are not met, and it has significant implications on learning outcomes, attendance and welfare.

Reviewing data



20 minutes

3. Let's review the PIE findings on behaviour related matters for your region. Use the Factsheet distributed earlier and find the following data (5 min)
 - What % of students said they get bullied/teased?
 - What % of students were scared of getting in trouble with a teacher? (Sandaun, Central, AroB, Chimbu, Jiwaka, Western Highlands only)
 - What % of teachers identified students misbehaving as an issue (Central only)?



According to the PIE Baseline data, the biggest challenge for students in elementary school was being bullied (29%).

4. Ask participants to make small groups with different people from other schools and discuss the 3 biggest behaviour issues that they are facing.

Recognising Policy Requirements



10 minutes

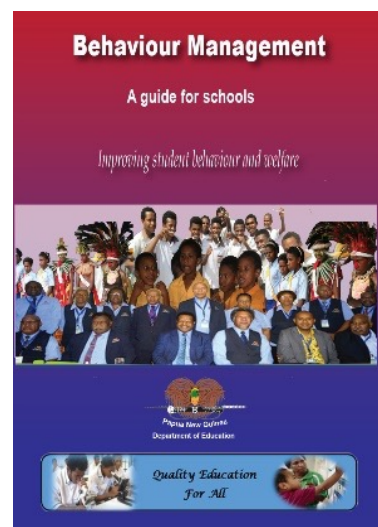
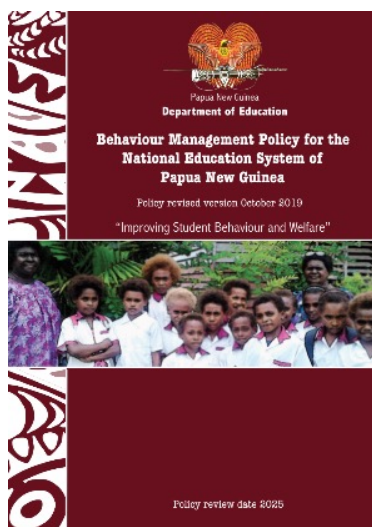


SAY

In reference to the Governing Body Handbook, the responsibilities of the governing body are:

1. Support a safe, healthy and well-behaved school
2. Develop and supervise a school behaviour management policy
3. Decide carefully on student expulsions

To guide schools, the Department of Education has a Behaviour Management Policy and Guide which explains the national standards, rules, and responsibilities. BoMs have a legal responsibility for student discipline decision making under the Education Act. There is a Behaviour Management Policy 2019 that clearly outlines principles, roles and responsibilities that BoM should be aware of.



5. Show mind map on board and add each principle one at a time:



SAY

The Behaviour Management Policy Guide also gives guidance on how to deal with issues such as child protection, bullying, courtship, alcohol and drug use, antisocial behaviour and student pregnancy.

Other relevant policies that BoM should be aware of include:

1. Lukautim Pikinini Act 2015
2. PNGTA Code of Ethics

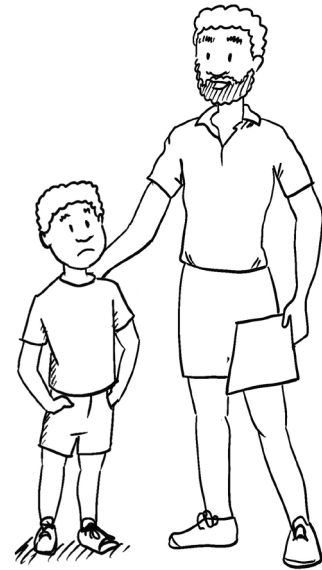
It is expected that by 2029 all schools will have a Behaviour Management Policy in play. The Behaviour Management Policy Guide can support schools in developing this with practical ideas.

Reflecting on solutions and strategies (30 min)

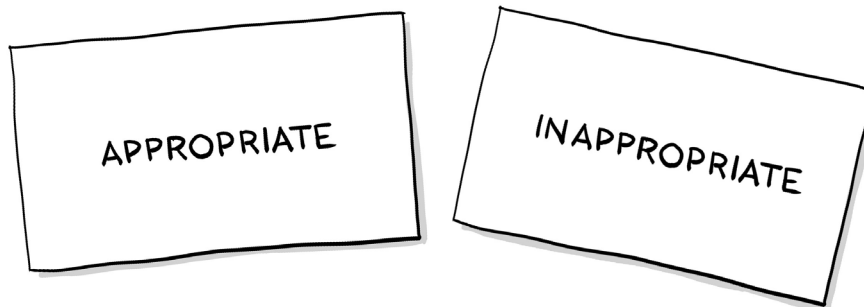


SAY

- Many schools in Papua New Guinea are faced with managing student behaviour. Though schools have developed schools' behaviour management policies for implementation, it has not worked well enough to improve student behaviour. When cases are mishandled, it often results in chaotic situations which affects student learning and the surrounding communities too. This results in disruptive learning, increase teacher and student absenteeism and low learning achievement.
- BoM have the responsibility to ensure there is a Behaviour Management Policy for the school in place and that this policy is appropriate in responding to behaviours.
- There is a roles and responsibilities table for school behaviour management in the appendix. Lets have some time looking at it.



6. **Activity:** Divide room into 2 sections with a rope or chalk. One side is 'Appropriate' the other is 'Inappropriate'. Ask participants to stand on the correct side after a sanction is read. These sanctions are examples of appropriate and inappropriate sanctions for school behaviour.



- Letter to parents (appropriate)
- Litter picking (appropriate)
- Humiliating the student (inappropriate)
- Hitting the child (inappropriate)
- Not letting student sit exam (inappropriate)
- Removal from an enjoyable but non essential class activity (appropriate)
- Developing a good behaviour bond or contract (appropriate)
- Denying student food (inappropriate)
- Replacement or paying for damaged/stolen property (appropriate)
- Loss of privileges such as playtime (appropriate)

- Sending student home for not wearing correct uniform (inappropriate)
- Paying compensation (inappropriate)
- Writing a letter of apology (appropriate)
- Detention after school or during lunch when parents are informed (appropriate)
- Conference with parents (appropriate)
- Extreme physical work (inappropriate)
- Withhold school certificate (inappropriate)
- Student report regularly to head teacher (appropriate)
- After school detention without informing parent (inappropriate)
- Suspension for being late to class (inappropriate)
- Suspension for repeated serious bullying (appropriate)
- Expulsion for chewing betelnut (inappropriate)
- Expulsion for sexual assault (appropriate)

Mention that these sanctions can be found in Behaviour Management Policy Guide. Schools have the responsibility to develop their own school behaviour management policies within the statutory responsibilities set out in the BMP. Invite participants to justify their positions.

Behaviour management is an important aspect under the SLIP Focus Area: Student Needs and Welfare. Although all School Behaviour Policies will be unique to the school, they must follow national policies and should be well understood by the whole community.

In school groups, reflect on your current SLIP and answer the following in your booklets:

<p>Does your school have a current School Behaviour Management Policy that is being implemented?</p> <ul style="list-style-type: none"> • Does it need to be reviewed? • Did all stakeholders contribute to its development (SBoM, teachers, parents, students)? 	
<p>Does the policy reflect the National Behaviour Management Policy and Guide?</p> <ul style="list-style-type: none"> • Are sanctions appropriate, fair and clear? • Are stakeholders familiar with the policy? 	
<p>Is there adequate resources and activities in the SLIP to ensure it is effective (eg, school rule signs, socialisation meetings for teachers, parents and students, record books, councillors available?)</p> <ul style="list-style-type: none"> • What resources/activities could be added to SLIPs to improve behaviour management? 	

SESSION 3.5: IMPROVING INCLUSION



90 minutes



Objectives

By the end of the session, participants can:

- Recognise the role and requirements of BoM in policies for improving inclusion, especially for children with disabilities and girls
- Reflect on solutions that can be included in SLIPs to address inclusion



Materials

- Governing Body Handbook 2023
- SLIP Policy, Standards and Guideline 2023
- National Quality Schools Standards Framework
- Behaviour Management Policy
- Education Act (student discipline),
- Gender and Social inclusion in Schools Policy
- Inclusive Education Policy
- Blu Tac
- Flip book
- Markers

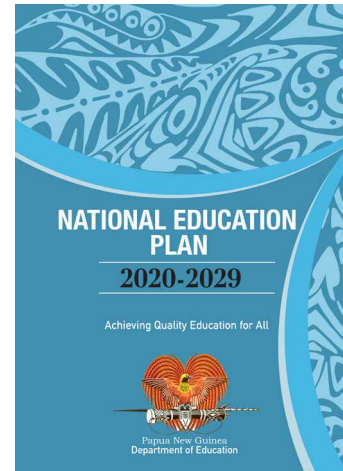
90 minutes

1. Share objections for the session



SAY

- The National Education Plan 2020 – 2029 (pg. 30 – 43) FOCUS AREA 3: EQUITY outcome states, “That all Papua New Guineans will have equal opportunity regardless of geographic location, economic situation, gender and disability.”
- All children have a right to access quality education and it is an important responsibility for BoM to ensure that this occurs.
- The Gender Equity and Social Inclusion Policy refers to inclusion as “A process that aims to ensure that all people who may be at risk of being excluded, such as girls and children living with a disability have equal opportunities to achieve their full potential. In education, inclusion means ensuring that ALL children can access, participate and learn in school.” Risks of being excluded could include gender, location, socioeconomic status, disability, religion, language, ethnicity, age etc.



Reviewing data (20 min)



20 minutes

2. Review the PIE findings on inclusion for your region. Use the Factsheet distributed earlier and find the following data (5 min)
 - What is the % of remote schools in the province?
 - What is the % of male and female students?
 - What % of head teachers are female?
 - What % of students find bullying/teasing a challenge?
 - What % teachers said that having students with differing abilities was a challenge?



- What is the % of schools that have no toilet facilities for girls?



SAY

- The PIE baseline report found that while enrolment records show very few children with disabilities in elementary schools, almost half the teachers reported having children with disabilities in their classrooms. When head teachers were asked about the type of disabilities in the school, hearing loss/difficulty was the most common form of disability reported (reported by 57.3 percent of headteachers) followed by learning or cognitive disabilities (reported by 36.6 percent of headteachers). Physical disability and vision impairment were reported by 34.1 and 26.8 percent of head teachers respectively

Discuss in 2-3 school groups (10 min)



10 minutes

- Is this data a reflection on the experiences in your school?
 - What do you think are the root causes/barriers for poor inclusion in schools?
3. Share some responses about root causes and experiences on inclusion as a group (5 min)

Recognising Policy Requirements (10 min)



10 minutes

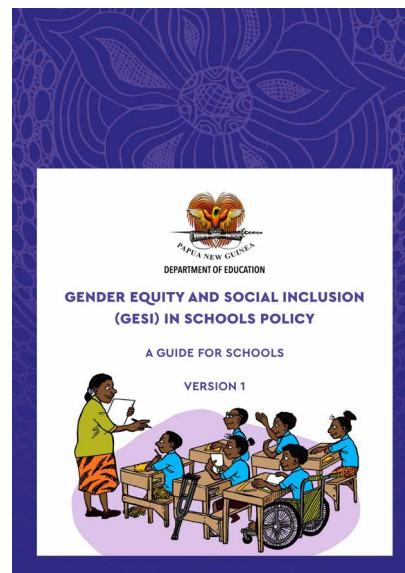


SAY

- According to the Governing Body Handbook, the BoM has an important role to play in ensuring all students can enroll in school and attend every day. This includes girls, boys, students with disabilities, and students from poor households. The BoM can provide advice to the school head on how to improve the enrolment, equity, inclusion, attendance, and completion of students by reducing the drop-out rate. The BoM has the responsibility to create a safe and secure learning environment for all students and teachers. In order to do that the BoM must be clear in how we can promote Gender, Child Protection and Disability Inclusion in schools through teaching, relationships with students, materials used in teaching and the school facilities that are available to support the students learning.

There are many policies to be familiar with including:

- a. National Quality Schools Standards Framework
- b. Behaviour Management Policy
- c. Education Act (student discipline),
- d. Gender and Social inclusion in Schools Policy
- e. Inclusive Education Policy



Inclusive Education Resource Centres (IERC) are government established learning institutions that provide specialist support services for children with a disability and may enrol students with complex needs for specialist teaching. There are 23 IERCs established across PNG. According to the Inclusive Education Policy and Minimum Standards (2023), the role of IERCs is to:

- liaise with stakeholders for assessment, enrolment and registration of students with disabilities and additional learning needs.
- ensure screening assessments and individual education plans are developed, implemented, monitored and reported in schools
- work closely with community based rehabilitation officers and community health workers
- ensure schools are connected to IERC staff for outreach support services
- raise awareness of disability issues
- ensure safeguarding practices are maintained in schools
- provide training for stakeholders

It is important that school management are aware of their nearest IERC and utilise the resources and support they provide by referring students requiring additional support. IERCs are part of the NDoE structure for inclusive education and it is expected that schools actively link to IERCs and that activities with them are included in SLIPS to address inclusion for children with disabilities and additional needs.

Reflecting on solutions and strategies



60 minutes



Activity

4. Display the picture of people trying to reach apples (equality) and ask following questions. Participants answer questions in pairs:



Equality means each individual or group of people is given the same (equal) resources to reach the same outcome or goal. However just because they are given the same resources, doesn't mean they can reach that goal.

Show next picture of people trying to reach apples (equity) and ask following questions:

- Is this fair?
- Why/why not?
- Is treating all people equally effective?

Equity recognizes that each person has different circumstances and allocates resources and support according to their needs to reach the same outcome or goal. By providing people with the support and resources they need, things can be fair.

- Is this fair?
- Why/why not?
- Is treating people with various needs differently effective?



SAY

BoM need to recognise that all students come to school with different needs and face different barriers, including gender, disability, socio economic status and location. This can have a huge impact on school experience and reaching their learning goals. It is important that schools address the barriers and cater to the different needs of students in order for all students' right to education to be met. BoM are responsible for adhering to the various policies that support inclusion and to incorporate activities in their SLIPs that will promote inclusion.



Activity

5. Divide participants into 4 groups (or 8 groups if large number). Each group will start at an 'Barriers vs Solutions station' for Disability, Gender, Low socio-economic status and Remote location. Participants reflect on current barriers and possible solutions/activities that could be added to SLIPs to improve each area and address barriers. Some suggested barriers and solutions/strategies could be presented at each station to get them started.

Suggestions can be written on post it notes and stuck to the large poster paper. After 15 min, the group will rotate to the next station, review the ideas that have been contributed and add to them. After groups have visited each station, groups should return to their original station to review additions. Additional time can be given to review other groups to see alternate answers. Encourage participants to record relevant ideas to take back to their schools/SLIPs.

Disability

Disability Barriers	Disability Inclusion Solutions
<ul style="list-style-type: none"> • Children with disabilities not enrolled • Teachers not confident teaching students with differing needs • CWD not meeting learning outcomes • CWD cannot access school facilities • CWD teased/bullying • CWD not assessed or diagnosed 	<ul style="list-style-type: none"> • Enrolment encouraged through house visits • Teachers receive professional development • CWD supported through individual education plans • Facilities made disability friendly • Strong behaviour management policy around bullying • Whole school inclusive approach • Link to disability services at the IERC • Teachers conduct annual disability screening • Link to health care services

Gender

Gender Barriers	Gender Inclusion Solutions
<ul style="list-style-type: none"> • Unsafe to walk to school • Girls encouraged to stay at home to do chores • Girls miss school when menstruating • Girls experience domestic violence • Teaching resources encourage gender stereotypes (girls at home) • Girls lack motivation for education due to stereotypes • Lower girl enrolment • Girls more absent because of health reasons 	<ul style="list-style-type: none"> • Organise a walking school bus with parent volunteers • WASH facilities that are just for girls • Teachers trained in gender responsive pedagogy • BoM ensure access routes to school are safe • Teaching resources do not conform to gender stereotypes and encourage girls to have an education/work • Work with community and parents to promote girl education and address competing priorities • Link health services for girls

Low socio economic status

Economic Barriers	Economic Inclusion Solutions
<ul style="list-style-type: none"> • Cannot afford school uniforms • Experience hunger • Experience more sickness • Struggle with homework • Have to work 	<ul style="list-style-type: none"> • BoM sets up arrangement with parents for school fees (loan, no/smaller fees) • School garden to provide some food • Link to agencies or church for support with food and necessities • Link to health services • Parent- BoM meetings to emphasis importance of education for future

Remote Location

Remote Barriers	Remote Inclusion Solutions
<ul style="list-style-type: none"> • Cannot get to school regularly/poor attendance • Lack of professional development opportunities for teachers • Regular school closures • Lack of inspector support for school • Poor learning outcomes 	<ul style="list-style-type: none"> • Organise transport options • Use technology to connect with inspectors and PDoE • Use home reading library and Home Learning Packs • Accommodation available for inspectors and other education visitors – Close link with LLG and District for additional funding • Cluster-based workshops

SESSION 3.6: IMPROVING SCHOOL SAFETY



90 minutes



Objectives

By the end of the session, participants can:

- Recognise the role of BoM in improving safety standards and ensuring Disaster Risk Management.
- Reflect on solutions and activities that can be included in SLIPs to address safety and DRM



Materials

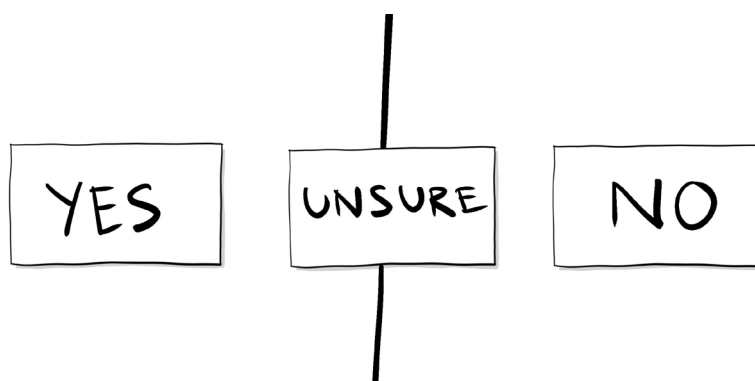
- Governing Body Handbook 2023
- SLIP Policy, Standards and Guideline 2023
- Disaster Risk Reduction Policy
- School Disaster Risk Management Plan template
- Blu Tac
- Flip book
- Markers



90 minutes

1. Explain the objectives of the session:
2. Activity: 'Have you ever?' (10 min)

Draw or put masking tape or rope line down the middle of the room. Tell the participants that one side is yes, one side is no, line is unsure.



Ask the following: Have you ever experienced in your lifetime a:

Volcano eruption	Flood	Landslide	Outbreak of epidemic disease like COVID
Earthquake	Cyclone	Tribal Fight	Drought

Participants to discuss some experiences and what was done in response to those hazards. Explain these examples are just hazards and only become disasters if they severely affect people in a negative way.

Reviewing Data



5 minutes



SAY

- PNG has many hazards (both natural and manmade) that have the potential to lead to disasters. Hazard in disaster management terms is referred to as a danger or risk with the potential to harm people, property or the environment. According to the PNG Natural Disaster Centre, Papua New Guinea is prone to natural disasters such as volcanic eruptions, flood, cyclone, landslides, tsunamis, etc.¹ PNG ranks among the top six countries in the world for the highest percentage of population exposed to earthquakes and has the highest percentage of population exposed to severe volcanic risk. Additionally, heavy rains in the country often lead to landslides and damage to road infrastructure and livelihoods.

¹ Hazards in PNG Papua New Guinea Natural Disaster Centre https://pngndc.gov.pg/?page_id=55

3. Ask participants to discuss the following in small groups with other schools:

- What hazards/disasters has your school faced or is at risk for facing?

Recognising Policy Requirements



10 minutes



SAY

- The purpose of Disaster Risk Management (DRM) in this training is to develop an overall understanding of how disasters in PNG can affect equity and access in schools. Schools should be safe places for all people and need to prepare for potential hazards and disasters that may occur. It is important that schools identify and plan to respond to potential risks to protect teachers and learners as well as support the continuity of learning. Effective disaster risk management reduces the impact that hazards and disasters can have on access to schools and can contribute to the continuity of learning outcomes. The most effective way that BoM can prepare for hazards, is through developing a School Disaster Risk Management Plan and including activities in SLIP that improve school safety.
- The SLIP Policy states that schools need to improve the management of risks. An effective SLIP should include activities to ensure that schools identify and reduced their risks and vulnerabilities before, during and after emergencies.
- Other relevant policies that SBoM should be aware of include:
 - Education in Emergencies and Disaster Risk Management Policy (when available)
 - WaSH Policy

Reflecting on solutions and strategies



60 minutes

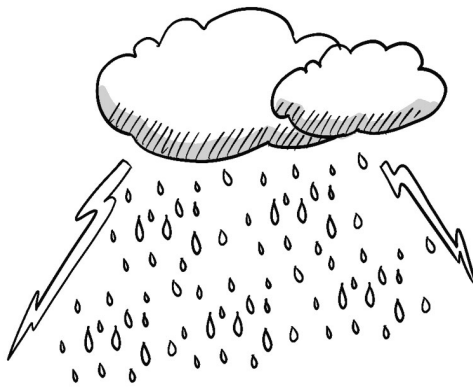


Activity



15 minutes

Show participants a picture of storm. Ask participants to get into 2 school groups and discuss the following:



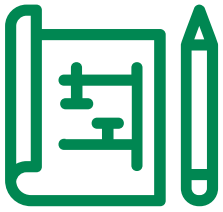


- What might happen when a storm hits your school or community?
- What can you do to prepare before a storm comes?
- What can you do during a storm?
- What can you do after a storm?



SAY

- Many hazards cannot be prevented. You cannot stop a storm from occurring. You can however prepare to reduce its impact on you. To be effective at disaster risk management, schools should be prepared for all phases of emergencies/hazards. These phases can be divided into preparedness, response and recovery.

4. Show participants the Preparedness, Response and Recovery table and talk through it (10 min)

Preparedness	Response	Recovery
<p>Preparedness is the stage BEFORE an emergency occurs. It is the phase in which disaster risk is reduced and preparation for a disaster takes place.</p>  <p>This phase involves:</p> <ul style="list-style-type: none"> • Setting up a School Disaster Risk Management Committee (or using existing SBoM) • School Profile and map • Risk assessment • Developing emergency procedures • Practising drills • Preparing emergency supplies including enough copies of the Home Learning Packs. 	<p>Response is the stage DURING an emergency. It requires action to respond to the disaster. The response will vary depending on the type and severity of disaster.</p>  <p>This phase involves:</p> <ul style="list-style-type: none"> • Following emergency procedures to ensure all children are safe. • Collecting emergency supplies • Contacting emergency services, caregivers and community first responders. • Distribute an Home Learning Pack to each student. 	<p>Recovery is the stage AFTER an emergency occurs. It includes assessments of any damage and identifying any other needs before and after schools reopen.</p>  <p>This phase involves:</p> <ul style="list-style-type: none"> • Conducting assessments of any damage following an emergency. • Conducting remedial classes using the NDoE Booster Class Packs. • Reviewing and implementing DRM plans and procedures

5. Reviewing School Disaster Risk Management Plan



SAY

- The School Disaster Risk Management Plan is set out to help make sure that all aspects of school disaster risk management are followed and necessary actions are taken towards comprehensive school safety in reducing, preparing and responding to risks.

6. Ask the participants to form school groups and ask the following questions: (15 min)
- Does your school have a current DRM or disaster risk management activities in place?
 - Is the disaster risk management plan integrated in SLIP?

Ask participants to complete the self-assessment checklist to help with their reflections on Page 95 of the Participant Workbook.

	Yes	No
School emergency contacts are available and on display		
Identified potential risks and vulnerable people		
Emergency Warning System (megaphone/bell) is in place		
School practices emergency drills every term		
Emergency procedure charts are on display		
Emergency provisions kit purchased (First Aid kit, whistle, megaphone, high visibility vest etc)		
Staff received first aid training		

7. Ask participants to turn to the template of the School Disaster Risk Management Plan. Give participants time to look through the template and ask questions about the content. Highlight that this is just an example template however they may find the contents a helpful guide to review their own or develop one. Note to participants that there are several resources on the NDOE website which were developed for the Education Emergency Response and Recovery Plan (EERRP) project during Covid-19. These resources include videos to support you in your understanding of preparing for disasters.

Including DRM activities into SLIP



25 minutes

Show an enlarged table with the SLIP focus areas.

8. In school groups ask participants to think about the kind of activities they could include in their SLIPs to prepare for disasters and reduce the impact of potential disasters. Write these activities under the focus areas within the tables in their Participant Workbooks.

School Learning Improvement Plans Focus Areas	Disaster Risk Management Integration Activities
Curriculum and Learning	<ul style="list-style-type: none"> ● Emergency contacts on the school notice board ● Home Learning Packs ● Booster Class Packs
Student Needs and Welfare	<ul style="list-style-type: none"> ● Budget for items in a Go bag for each class including first aid kit, high visibility vest, fire extinguisher, whistle ● Practicing emergency drill once a term.
Staff Development and Training	<ul style="list-style-type: none"> ● School Based In-service for teachers on DRM plan
Infrastructure Equipment and Transport	<ul style="list-style-type: none"> ● Cyclone straps for roofs ● Building drains and gutters. ● Infrastructure checks ● Secure storage containers ● Tarpaulins to cover windows/areas in bad weather ● Buckets
Leadership and Management	<ul style="list-style-type: none"> ● Induction for BoM, SLIP committee and DRM committee ● Ensure DRM Plan is completed and reviewed
Governance and Community Relationships	<ul style="list-style-type: none"> ● Awareness to parents and stakeholders in the P&C meeting on DRM procedures ● Appropriate signage and display posters ● Updated contact details of students collected
Operations and Administration	<ul style="list-style-type: none"> ● Allocation of funds for DRM plan in SLIP including recovery fund if required

9. Bring everyone back together to share activities. Remind participants of the resources available.
10. Close by giving participants 5 minutes to reflect on what they learnt in today's training. Throw the ball and collect responses.





DAY 4

Financial Management

Day 4

Financial Management

Overview Day 4

Board up table below for Day 4.

*note changes in break times due to session times

Time	Session	Timing	Title
8.30- 11.00am	4.1	60 mins	Overview of Financial Management
	4.2	90 mins	Key financial roles and responsibilities
11.00-11.15	MORNING TEA		
11.15-1.15pm	4.3	120 mins	Annual and Quarterly budgets
1.15pm – 2pm	LUNCH		
2.00pm – 3.30pm	4.4	30 mins	Combined Cash Book
	4.5	60 mins	Maintaining financial records and funds acquittal
3.30pm-4.00pm	AFTERNOON TEA		
4.00pm – 5.30pm	4.6	50 mins	Next steps and action planning
	4.7	40 mins	Post training needs analysis & certificates
	TOTAL	7hr	



Day 4 Objectives

By the end of the day, participants can:

- Recognise the importance of good financial management, transparency and accountability in schools
- Understand the roles, responsibilities, processes and standards of financial management under current national policies
- Identify approaches and method to achieve good financial management including the use of CCB, budget, AAP, financial records and acquittals

SESSION 4.1: OVERVIEW OF FINANCIAL MANAGEMENT



90 minutes



Objectives

By the end of the session, participants can:

- Explain what is meant by financial management and why accountability and transparency in decision-making are important for financial management.



Materials

- Flip chart
- Markers
- Pins or tape



15 minutes



Activity

1. Welcome



SAY

- Before we begin Day 4, we are going to reflect on learning from yesterday. In pairs, you have 5 minutes to share three things you learnt from Day 3 training.

2. After 5 minutes briefly collect a few responses from all participants.



SAY

- Day 4 provides an overview of financial management. It aims to provide you with an opportunity to discuss common issues within your schools, share and develop minimum standards for your school, and deepen your understanding of how to manage, report and provide evidence of how and when funds are used in your school. The training will provide you an opportunity to practice using the financial forms and templates developed by NDoE.



3. Go over the schedule for Day 4 and different focus of each session.



45 minutes

4. Explain the objectives for the session.
5. Ask: what does financial management mean to you? Ask participants to discuss their understanding of financial management in school groups. There is 5 minutes for this activity.
6. Participants share their responses.



SAY

- Financial Management is the process of planning, organizing, directing and controlling financial activities such as purchasing items for the school and using public funds to achieve financial goals effectively.
- It is about keeping records of any money coming in and going out. It is an act of balancing both cash and bank records.
- It is the “know how” to manage money, budget, spend and make acquittals accountably and transparently.
- In finance management it is important to make wise decisions about when, where and how your school should source and spend funds.



SAY

- Schools will have different ways in which they use and manage school funds.

7. In school groups ask HTs and BoM to reflect on the way that they use and manage school funds and to think about: 1. What systems or processes are working and why? and 2. What are some areas that need improvement? For example, recording and reconciling with bank statements going well, developing budget needs improvement [Page 101 of the Participant Workbook]. After 10 minutes ask school groups if they would like to share their reflections (but no pressure if do not feel comfortable to share).



SAY

- In Day 1 we discussed how accountability and transparency are components of good leadership. Accountability and transparency in decision-making are very important for proper financial management.

8. Briefly collect responses from participants on what they can remember about accountability and transparency from Day 1.
9. Ask: What does financial accountability and transparency mean for you in your schools? Clarify what is meant by financial accountability and financial transparency i.e accountability refers to the responsibility for the way funds are used and managed, transparency is the practice of sharing financial information with stakeholders such as community members.



10. In pairs discuss and listen to responses.



SAY

- Financial accountability occurs when accurate and proper records are maintained on how school funds are used.
- This is achieved when all decisions and supporting documents relating to the school financial transactions are kept in a well-maintained filing system.
- Transparent and open discussions will gain the trust and respect of the community.
- Financial transparency is achieved when decisions made relating to expenditure are honestly recorded and are open to public inspection.
- Financial accountability occurs when accurate and proper records are maintained on how school funds are used.



Activity

11. Ask: What are some good ideas for good financial management and governance in schools which support transparency and accountability?
12. In school groups participants discuss questions for 5 minutes.
13. Collect feedback and write responses on flipchart.

Possible responses could include:

- *the school budget is linked to the SLIP and AAP*
- *the budget is followed and reasons for changes are provided;*
- *proper written records or documents are kept of all revenue (money coming in) and expenditure (money spent);*
- *proper and timely acquittals and reports are made and submitted on time to the community, District Education Office, Education Agency and other sources of funds;*
- *distribution of funds according to needs (for example putting funds into all focus areas of SLIP)*
- *shared decision making and reporting procedures are carried out;*
- *having only one bank cheque account for small schools with three signatories (HT, BOM Chair and BOM Treasurer)*
- *HTs and BoM have open discussions on any money raised and spent in the school through P&C meetings.*

SESSION 4.2: KEY FINANCIAL ROLES AND RESPONSIBILITIES



90 minutes



Objectives

By the end of the session, participants can:

- Understand key roles and responsibilities of HTs and BoM in financial management.
- Explain the minimum standards for financial management developed for your school.



Materials

- Flip chart
- Markers
- Pins or tape
- Financial terms/words
- Questions on Flip chart
- Table for developing minimum standards



20 minutes



Activity



SAY

There are several terms relating to financial management. As we will be using these terms in the following sessions, to refresh your understanding of these terms we will do an activity where you will discuss key terms and meanings.

1. Explain the objectives for the session.
2. Ask participants to close their Participant Workbooks (which contains the terms and definitions).
3. Give instructions to activity. In groups of 4 (or two school groups), participants to discuss the meaning of each term. Distribute the terms. Encourage HTs to explain their understanding of the terms with BOM. Participants do not need to write out the definitions, just discuss. 10 minutes for this activity.
4. After 10 minutes ask participants to check their understanding of the meanings of the terms by turning to Page 104 in the Participant Workbook.
5. Call participants back together and check everyone understands the terms. Encourage the participants to refer to the handout throughout the training as needed.



40 minutes



Activity

6. Ask participants to move around the room and discuss the questions and responses written on pieces of paper (round robin/bus stop activity). It may be necessary to have up to 4 stations with approx. 2 school groups at each question. Encourage participants to walk around with their participant workbooks to record responses. Participants have 10 minutes.

Questions include:

- *According to the Public Finances Management Act who is the school accountable financial officer?*
- *What are some of the responsibilities the accountable financial officer has in managing the school finances?*
- *What is the BoM accountable for?*
- *How should the BoM and HT work together in managing the school funds?*
- *Who is going to be investigated if school money is misused?*
- *What are the consequences of mismanagement of funds?*
- *Who should be the signatories on any school accounts? Why?*

7. After 10 minutes, bring participants together and collect responses. Mention that questions will be returned to shortly.





SAY

- The Public Finances Management Act of 1995 has rules for handling money. It makes sure people follow the government's procedures when spending and collecting funds. This law also says that the head teacher at a school is the person responsible for money matters.
- The head teacher must keep good records of all money activities, manage school accounts, use funds for approved activities, report to the school's Board of Management (BoM) about money use, handle grants, and keep financial records safe.
- BoM approves the AAP and budget.

The head teacher works closely with the BoM treasurer and chairperson to create a school budget and manage school money. They also must make financial reports every three months for BoM meetings. If school money is misused, it's the head teacher's responsibility. The head teacher, BoM treasurer, and BoM chairperson should all be able to sign on school accounts.

- As the responsible person, the head teacher has many money-related tasks:
 - a. Comply with the GTFS policy and procedures
 - b. Collect and record school income
 - c. Help create a school budget for the AAP
 - d. Keep records of all school expenses
 - e. Make quarterly financial reports for BoM, parents and community meetings
 - f. Make sure resources are used efficiently
 - g. Safely store financial records
 - h. Ensure the Public Finances Management Act is followed
- The Education Act also says that the school's Board of Management (BoM) must be accountable for the money given to the school by the state, education authority, or the public. They must follow the money rules in the Public Finances Management Act.
- This means the school must keep certain documents and records, such as:
 - a. Records of checks, chequebooks, and bank statements
 - b. Receipt books for all money received
 - c. Proof that the head teacher checked requests for money and approved payments from school funds
 - d. Expense vouchers for all money spent
 - e. A combined cash book (CCB) to track cash
 - f. Records for reconciling bank transactions
 - g. Monthly and quarterly financial reports (acquittals)
 - h. An annual budget
 - i. Records of school assets like supplies and equipment

10. Ask participants to review the responses on the piece of paper in front of them and add any additional answers.

Responses might include:

- **According to the Public Finances Management Act who is the school accountable financial officer?**
HTs
- **What are some of the responsibilities the accountable financial officer has in managing the school finances?**
Collect and record school income; help create a school budget; keep records of all school expenses; make quarterly financial reports for BoM and community meetings; make sure resources are used efficiently; safely store financial records; ensure the Financial Management Act is followed; submit GTFS acquittals
- **What is the BoM accountable for?**
For money given to the school, keeping documents and records, approving the AAP and budget
- **How should the BoM and HT work together in managing the school funds?**
HT to keep the school cheque book; creating school budget; sign on school accounts, manage and monitor school operations
- **Who is going to be investigated if school money is misused?**
HTs and BoM
- **What are the consequences of mismanagement of funds?**
Impact on education quality; legal consequences; financial instability in the school; loss of trust from parents and communities which may affect enrollment rates and community support; negative impact on students- attendance, reduced learning outcomes, audits and investigations; community discontent; decreased funding.
- **Who should be the signatories on any school accounts? Why?**
BoM chairperson, BoM treasurer, HTs – financial safeguard



30 minutes



SAY

- According to the Public Finances Management Act there are minimum standards for financial management for your school can be a helpful way to make sure that school funds are handled correctly.



Activity

11. Ask participants in school groups to reflect and discuss the challenges and issues they face with financial management in their schools. Provide a couple of examples such as no acquittals or no record of fees collected.

- 12.** After 10 minutes, ask participants in school groups to reflect on whether standards met, and whether other standards could be added to address challenges discussed earlier. Share table below and on Page 111 of the Participant Workbook. Ask HTs to discuss with their BoM and decide on whether standards are met or not met.

Standard	Standard is met	Standard is not met
Records are kept of chequebooks, e-transfers and bank statements		
Receipt books for all money received		
Proof that the head teacher checked requests for money and approved payments from school funds		
Expense vouchers for all money spent		
A combined cash book (CCB) to track the budget		
Records for reconciling bank transactions		
Monthly and quarterly financial reports (acquittals)		
An annual budget for the AAP		
Records of school assets like supplies and equipment		
Bank account has three signatories		
School only has one bank account		
Annual budget and financial reports displayed on school noticeboard		
BoM discusses and approves monthly financial reports (acquittals)		

- 13.** Encourage participants to refer back to what was discussed under the Public Finances Management Act.
- 14.** Rove and support school groups as necessary.
- 15.** Provide participants an opportunity to share discussions and encourage them to explain how address challenges/issues.

SESSION 4.3: ANNUAL BUDGETS



90 minutes



Objectives

By the end of the session, participants can:

- Develop an annual school budget
- Understand that there should be one budget and one bank account
- Explain what the Government Tuition Fee Subsidy Funds (GTFS) can be used for



Materials

- Flip chart
- Markers
- Pins or tape
- School's AAP and budget
- Budget template



40 minutes



Activity

1. Ask: Thinking back to Day 2, what are some things you might include in a school budget under each SLIP focus area?
2. Collect responses from a few participants (2 mins).





SAY

- A budget is a financial plan. All schools are required to develop one annual budget for your SLIP AAP.
- You do not need a separate operational budget as this is SLIP Focus Area 7.
- Many of you will be very familiar with developing your school budget, this session is a refresher on how to prepare annual school budgets, and an opportunity to reflect on the budget you have developed for your school.

3. Explain the objectives for the session.



SAY

- The school budget helps you figure out how you'll raise funds and what you'll use the funds for.
- When you make a budget, you look ahead and think about the work you need to do, how much money you expect to receive, and how you'll use that money.
- You should not spend more money than your income.
- Your budget must be flexible and should be easily adjusted (for example to allow for changes in prices of goods, damages to school equipment or facilities). The BoM must be involved in preparing and approving the school budget. Annual budgets can be broken down into quarters or terms.
- It is recommended the budget is organized into the seven SLIP Focus Areas.

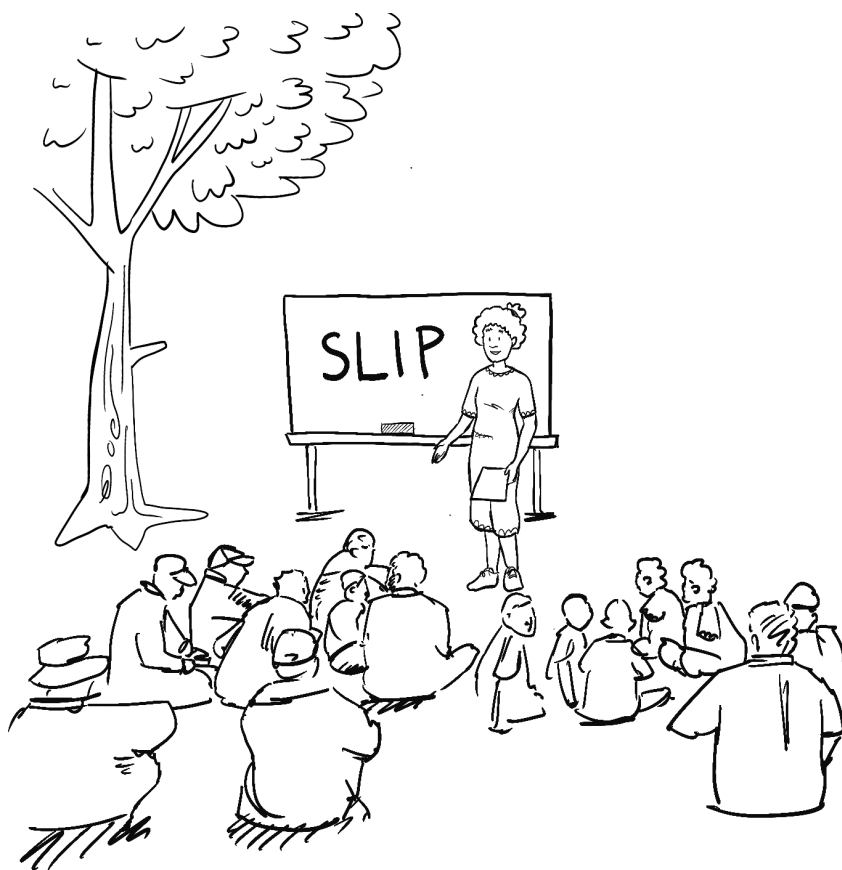
4. Ask: What are some things you need to think about when preparing a school budget?



Activity

5. Participants to discuss in two school groups (approx. 4) the things to consider when preparing a school budget. Collect a couple of examples before participants go into groups (such as thinking about what your SLIP and AAP activities are, what the budget was for the previous year and how this might need to be adjusted, or whether saving money for a larger project). Encourage participants to reflect on their own school budgets. Ask groups to nominate one person to write down group responses. Participants have 10 minutes to discuss.
6. Invite a few groups to share their responses and write up for all to see.

7. Possible responses might include (share/write up those which have not already been shared)
- What your SLIP AAP activities are
 - What funds school already have in the bank
 - What the school budget was last year
 - Enrollments
 - School calendar events
 - What income the school expects to receive over the year through fees, grants, and fundraising
 - How much operational funds are needed (SLIP Focus Area 7. For example, utilities, fuel, ancillary staff wages, stationery)
 - What improvement funds are needed (SLIP Focus Areas 1-6. For example, reading books, in-service, maintenance, new infrastructure).
 - What funds the school should have for emergencies (contingency funds)
 - What funds (reserves) the school will retain for larger projects (such as a major building)?
 - What are the low cost/no cost options for funding activities and resources
8. If not shared, highlight the following:
- That the total expenditure (money going out) should be less than your total income (money coming in)
 - That your budget has realistic expectations of the funds that the school will receive
 - The new budget is prepared before the end of the year
 - The budget is developed by the HT, Chairperson, and BoM Treasurer with support from other BoM members
 - That where available, financial records are used to prepare budgets





SAY

- GTFS are to be aligned with the SLIP focus area funding allocation.
- All GTFS fund is portioned into 3 key categories:
 1. Teaching and Learning – 30%
Focus area 1, Focus area 2
 2. Administration – 40%
Focus area 3, Focus area 4, Focus area 6, Focus area 7
 3. Infrastructure – 30%
Focus Area 5
- The GTFS Officer in each province responsibility is to induct HTs on the proper use of the templates.



Activity

9. Ask: in school groups, discuss 1. Items that the GTFS funds can be used for and 2. Items that the GTFS funds cannot be used for.
10. After 5 minutes collect responses from participants. Possible responses for what GTFS funds can be used for:

- Basic school supplies
- Sporting equipment and agricultural tools
- Boarding school food rations
- Teaching and learning resources
- Maintaining and repairing school infrastructure
- Construction of new classrooms
- Construction materials
- Local travel to nearest bank to access school account and to district and provincial education offices to get approval for using subsidy funds
- Possible responses for what GTFS funds cannot be used for:
 - Mobile phones and laptops
 - Payment of bride price
 - Payments of compensation
 - Vehicle hire
 - Personal loan
 - Gambling
 - Illegal fund schemes
 - Purchasing vehicles
 - School parties
 - Any expenditure that does not benefit teaching and learning programs in school.



11. Ask participants to turn to the example of the revised budget form within their Participant Workbooks.



SAY

- You will see that the budget comes in two parts – Part A income and Part B expenditure.
 - You will notice that the budget now includes the revised SLIP Focus areas
 - All expenditure must be in line with the SLIP plan and according to the GTFS guidelines.
 - Not all schools will have the same expenditure items, this budget form is just a guide.
12. Ask participants to reflect on their school budgets and consider their income and expenditure across the year, and how their school budget aligns with this template. If participants are willing, encourage them to share the school budget they have brought (copy or photo) with another school group.
 13. If participants did not bring their school budgets or would like to develop a budget using the template, encourage them to fill out the revised budget form.
 14. Allow participants at least 15 minutes for discussion/reflection or to practice using revised budget template.
 15. Bring participants back together and provide an opportunity to share and ask questions.



SAY

- Once the annual budget is approved by the BoM, the budget should be presented and explained to the school community. Staff of the school should also be aware of the budget.



- Revision of the budget should be done each quarter to allow for changes during the year.
- Because the income (money coming in) and expenditure (money going out) will not be the same each quarter, it is helpful for an annual budget to be broken down into quarters or terms.
- It is important to budget for items for when they are needed during the year, as it is easier to purchase some items together at the beginning of the year.

16. Share an example of what an annual quarterly budget might look like with SLIP focus areas.



40 minutes

- 17.** Using this example, ask schools to reflect on how they might develop an annual quarterly budget using the standard budget template from the previous activity. Highlight that this is the same budget and that this will involve thinking about what time in the year your money comes in (income) and when your money goes out (expenditure).

SESSION 4.4: COMBINED CASH BOOK



30 minutes



Objectives

By the end of the session, participants can:

- Explain the purpose of the Combined Cash Book and how to use it



Materials

- Flip chart
- Markers
- Pins or tape
- School's CCB
- CCB template
- GTFS Policy and Guidance



30 minutes



SAY

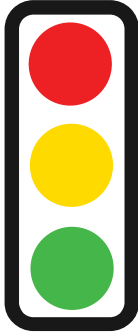
- As discussed, school income is the money received by your school. This money may be collected as donations or project fees, aid from donors (such as the PIE AQEFA grants), individual or business support funds, school generated funds, support grants from provincial governments, district governments or LLGs.
- All school income must be recorded in the school's Combined Cash Book (CCB), whether the school received the amount directly or it is deposited into the school account at the bank. This is the most important record of school financial records.

1. Explain the objectives for the session.



Activity

2. Ask participants to share in groups of 2 schools their understanding of the purpose of the Combined Cash Book and their experiences in using it. Ask participants to rate their use of the CCB using a traffic light scale. Encourage participants to also share questions they have about CCB. Participants have 10 minutes.



- **Red:** Not being used often / at all
- **Yellow:** Used but not regularly. Not keeping all records of expenditure.
- **Green:** Used frequently, income and expenditure is recorded and records of expenditure kept.

Collect responses and board up questions to return to at the end of the session.

3. Invite participants to look at the revised Combined Cash book template and example in the Participant Workbook. What do they notice? Allow school groups to discuss together. Collect responses.
4. Depending on what is shared from participants,



SAY

The Combined Cash Book (CCB) is a ledger which records income (receipts), payments (expenditure), and balance. The CCB allows schools to monitor and control their budget. All school financial transactions must be recorded in the CCB accompanied by the original receipts, invoices, and payment vouchers.

- The ledger will include: date of transaction, details of the transaction, cheque number or deposit slip, details of receipts or payments, progressive balance.
- All payments must be entered into the CCB as soon as they occur.
Remember: Little and often is the secret of good bookkeeping.
- The CCB should be kept securely and like all other school records the CCB has to be available for the inspector, DEA, BoM members and any other community member to examine at each of the BoM meetings.
- It shows the details of every financial transaction as well as what school money is spent on and where it comes from. Each month, the school checks the records in the CCB with the bank statement of account to see if they balance. It is an opportunity to correct any errors and to reconcile the school financial records.
- Remember to keep a record of all the school's financial documents, receipts and deposits slips as every transaction entered into the CCB must be able to be traced back to a supporting document. These may include things like payment and petty cash vouchers.

5. Ask participants to look at the Combined Cash Book template and examples in the appendix. Discuss how to complete the CCB and answer any questions they may have. If time, encourage school groups to have a go at filling it out.

SESSION 4.5: MAINTAINING FINANCIAL RECORDS AND FUNDS ACQUITTAL



30 minutes



Objectives

By the end of the session, participants can:

- Explain how to report and provide evidence of how and when funds are spent.



Materials

- Flip chart
- Markers
- Pins or tape
- Monthly financial report template
- Quarterly financial report template



60 minutes



Activity

1. Energiser



SAY

- Under the Public Finances Management Act (1995) acquittal (reporting and providing evidence of how and when you spend the money) is a requirement for all schools receiving public money.
- Maintaining financial records and acquitting by reporting all school expenditure to parents, community, District authorities and Provincial authorities is required every quarter.
- All financial reporting should reflect the achievements and non-achievements of approved SLIP Plans. In this session we will focus on maintaining financial records, reporting and providing evidence of how money is spent in your school.

2. Explain the objectives for the session.



SAY

On pieces of flip chart paper there are three different questions:

- How can schools acquit funds given to them and how often? (report and provide evidence of what the funds were spent on and when);
- Why is it important that schools acquit funds given to them?
- What documents do you need to produce as evidence of how funds have been used?



Activity

3. Ask participants to form groups of two school groups at each piece of paper and discuss and write their responses to each question.
4. Give participants 15 minutes to discuss and complete.
5. Bring participants back together and collect several responses from the whole group.

Possible responses for question 1 may include:

- *Use the CCB and financial reporting template to record all transactions and provide a quarterly financial report*
- *Complete the standard acquittal/financial reporting form*
- *Keep a record of all the school's financial documents, receipts and deposits slips as every transaction entered into the CCB must be able to be traced back to a supporting document*

Possible responses for question 2 may include:

- *If you acquit you will continue to receive funds*
- *It demonstrates that the funds have been used for the correct purpose*
- *It helps you to consider how you can better use funds available to help your school in the future*
- *It helps to be transparent and accountable to parents, communities and government*
- *A way of monitoring school expenditure and keeping records of school income*



Possible responses for question 3 may include:

- SLIP
- AAP
- Bank statement and cheque book (or passbook), deposit slip
- Receipt book for all income
- Receipts, invoices, statements of account, files for all payment transactions
- Expense vouchers covering all payment transactions (payments of goods and services purchased by the school)
- Combined Cash Book
- Bank reconciliation statements
- Petty Cash records
- Monthly financial reports
- Quarterly financial reports
- Annual/quarterly Budget



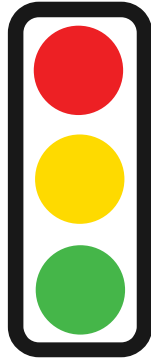
SAY

- The HT is responsible for preparing and signing off a monthly financial report including the reconciliation of the CCB and bank statements. The Treasurer can assist with this process. At the end of the month, the financial report must be signed by the school head and chairperson and submitted to the governing body.
- It is recommended that the monthly financial report is also displayed on the school notice board.
- At the end of each quarter the school head must submit a quarterly financial report approved by the governing body to the District Education Adviser. The financial report should include a short achievement report on the progress towards the SLIP.
- We will now spend some time discussing the acquittal standards, how acquittals should be presented and a further look into the documentation required.



Activity

6. In school groups ask participants to reflect on how they submit their acquittals. Participants have 10 minutes to discuss.
7. Invite school groups to share if comfortable.
8. In school groups ask participants to reflect on the checklist and complete the school self-assessment within their Participant Workbook [Page 121]. Invite participants to also add their own acquittal standards that they may have found useful for their school.



- **Red:** not done at all
- **Yellow:** sometimes done
- **Green:** always done

Reflect on standards for acquittal for your school			
All acquittals should be arranged chronologically from the earliest to the latest.			
Documentation should show expenditure per SLIP Focus Area such as Administration, Infrastructure and Teaching and Learning			
Original receipt invoices for payment good and services are signed by recipients of money with clear indication of what was paid for.			
The acquittal document should be presented in a professional form with a cover letter.			
The acquittal reports are sighted and signed off by the head teacher and BoM Chairperson.			
Monthly financial reports are shared with the BoM			
Monthly financial reports are displayed on the school notice board			
The financial reports reflect the achievement and non-achievements of the approved SLIP AAP			
At the end of each quarter the HT submits a quarterly financial report approved by the BoM to the District Education Office, the Provincial Education Office and the Provincial TFF Coordinator.			

10. Collect responses/comments.



SAY

- As discussed earlier, all schools must use the Combined Cash Book and Financial Reporting template to record all transactions and provide a quarterly school financial report. The documents expected as attachments with the acquittal report are:
 - a. The Standard Acquittal Form
 - b. Copy of Combined Cash Book (CCB)
 - c. Requisition for expenditure
 - d. Standard Budget Form
 - As mentioned, other documents as evidence of expenditure (money going out) include;
 - a. Cash receipts, tax invoices and delivery slips from suppliers
 - b. Bank statements showing TFF payments currently reporting on
 - You may already be familiar with the financial forms and templates developed by NDoE, but we will spend some time reviewing and discussing these.
3. Participants are encouraged to review and discuss templates and forms for acquittal process within Participant Workbook at their table groups for approximately 30 minutes. It is also recommended to use this opportunity to return to the Standard Budget template and the Combined Cash Book. Refer to the examples provided in the appendix.
 4. Move around the room and answer questions participants may have about templates. If unable to answer questions, record these questions to ask of all during plenary session or to ask of PDoE/ NDoE officials.
 5. Session is finished by bringing everyone together again to share discussions, questions.

SESSION 4.6: NEXT STEPS AND ACTION PLANNING



50 minutes



Objectives

By the end of the session, participants can:

- Develop an action plan for priority actions for their school.



Materials

- Flip chart
- Markers
- Pins or tape
- Small balls



10 minutes

Activity

1. Ask participants to take 5 minutes to reflect individually on what they have learnt from today's training.
2. After 5 minutes participants form circles made up of larger groups (3+ school groups) and take turns to pass each other a small ball to share three of the most valuable things they have learnt which they can take back to their schools and communities.
3. Encourage participants to share learning from across the whole training.



40 minutes



SAY

- Throughout the training you have had opportunities to reflect on what you will action from this training within your schools. These actions may include how you keep track of teacher attendance, activities you will include within your SLIP to support behaviour management or to engage with parents and school communities.



SAY

Over the next 40 mins you will have the opportunity to bring together all these action points from the 4-day training and to discuss and reflect with your school group on which are the priority actions you will implement in your school. This plan will also be used to guide follow-up support provided to schools and to identify areas for monitoring



Activity

4. Explain the objectives for the session.
5. Direct participants to the action plan template within their Participant Workbooks [Page 122] and model for participants how to complete.
6. Say that it might be helpful to think about the tasks to do as 3 separate bilum bags. Think about what you would like to change straight away (in next month), what would you like to change in short term (next 6 months) and what would you like to change in longer term (next 1-2 years). Ask participants to think about how they could share the learnings and resources from this training with others in the school community for change to happen.



7. Ask participants to get into school groups to reflect, discuss and develop action plans for their school. Encourage participants to think about actions which will:
 - Improve learning
 - Improve attendance
 - Support implementation of national policies
 - Support better governance
 - More inclusive SLIP and AAP
 - Better financial management and reporting
8. Participants have 40 minutes to do this.
9. When schools have finished reflecting, discussing and completing action plans, invite school groups to share their action plans with other school groups. If time, give participants an opportunity to discuss potential barriers to implementing actions and what they could do to address these barriers.

SESSION 4.7: POST-TRAINING NEEDS ANALYSIS AND CERTIFICATES



40 minutes



Objectives

By the end of the session, participants can:

- Complete the Post Training Needs Analysis
- Complete SLMT evaluation



Materials

- Flip chart
- Markers
- Pins or tape
- Post Training Needs Analysis and SLMT evaluation
- Certificates (one per participant)



40 minutes



Activity

1. Ask participants to turn to the SLMT Post training needs analysis and evaluation within the annex in their Participant Workbook.
2. Go through it with participants to check all understand what is required and read out statements and evaluation questions so all understand.
3. Ask participants to complete.
4. Once completed, hand out certificates to participants followed by a group photo.
5. Farewell and speeches.





HANDOUTS

SESSION 2.4: RESOURCING SLIP

Scenario 1

It is the beginning of the school year and you only have K2000 in the school account. You notice that during holiday the girls' toilet broke down and you also need to purchase some textbooks for grade 1 which you planned for this year.

How will you address both issues which are both priorities?

Scenario 2:

You planned to build a classroom and you are in your final year (Y3) of your SLIP. For the three years the parents' contribution is only K5,000. The classroom cost is K20,000. You only reach K5,000.

How will you address that?

Scenario 3:

Student behaviour is a problem in your school and you have identified a need to enhance teachers' skills in managing student behaviour. You have a senior teacher who is assigned to attend to parents of misbehaving students when they come to school. You also have a retired counsellor in the community.

What is the best approach that you can take in addressing the issue?

Scenario 4:

You are now in Term Four and you have used most of your funds and you have only K5,000 which you will need to print student reports. You have not received the last quarter funds. The parents want their students' reports and graduation ceremony. You need to get the students' reports printed for the parents before the holiday. You also have the speech day which is two weeks away.

What is the best way to address this?

Scenario 5:

You have received your Q2 funds from the government which is K 5,000 and at the same time you have some support funds K10,000 from your MP during the opening of your new classroom. In your AAP you plan to buy furniture for the new classroom, desks, library books, water tank, and commemorate World Environment Day in the school.

What will you do?

SESSION 4.2 KEY FINANCIAL ROLES AND RESPONSIBILITIES

Note to trainer:

Financial terms to be cut up and one set distributed to each school group to discuss. Head teachers encouraged to share their understanding of words with school Board of Management members.

Income	Expenditure
Accountable	Budget
Acquittal	Financial Records
Petty Cash	Financial Report
Public Financial Management Act	Combined Cash Book
Receipt	Quotation
Invoice	Reconciliation of accounts
Statement of account	School subsidies
Quarterly budget	Cash advance
Misappropriation	Breaching Financial Management Act



DEPARTMENT OF EDUCATION

SCHOOL LEADERSHIP AND MANAGEMENT TRAINING (SLMT)

This is to certify that

.....

from

..... School

successfully completed the four-day
School Leadership and Management Training.

Signed

.....

Title

.....

Date

.....



