MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

TRAINING MANUAL
For
SCHOOL IMPROVEMENT PLANNING

PRIMARY EDUCATION DEVELOPMENT (PRIEDE) PROJECT
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Preface

The Government of Kenya is committed to implementing its commitments to provision of quality basic education. The Constitution of Kenya (2010) provides for free and compulsory basic education to all children. Articles 43(1)(f), 53 (1)(b), and 55(a) in Chapter 4 of the Constitution obligate both the state and the parents to facilitate quality basic education for all children in Kenya. Sessional Paper No.14 of 2012 aims at reforming education and training in order to meet these obligations. The National Education Sector Plan (NESP) 2013-2018 focuses on improving the quality of primary education, through improvement of schooling outcomes and impact of sector investment, development of relevant skills, improved learning outcomes, and improved efficiency and effectiveness in use of available resources. The Government of Kenya continues to invest heavily in the education sector, committing over 6% of the GDP to the sector. This continuing commitment will ensure the creation of a broad base of capable, literate, numerate and motivated citizens to drive social development and economic growth in the 21st century.

The Government acknowledges with gratitude the contribution of its development partners to help achieve its development objectives. The Global Partnership for Education is one such joint partnership with the World Bank to develop a primary education sector that will be a strong pillar for subsequent learning at other levels as well as a sustainable base for human development. I wish to call upon all those involved in the implementation of its various components to ensure that the intended outcomes are assured through transparent, accountable and efficient execution.

Fred Matiang’i, PhD, EGH.
CABINET SECRETARY,
MINISTRY OF EDUCATION
Foreword

The provision of quality education and training to all Kenyans is fundamental to the overall Government’s strategy for sustainable development. Reforms in the education sector to ensure quality education and training are necessary for the achievement of Kenya Vision 2030 and for meeting the provisions of the Kenya Constitution 2010. Through the NESP 2013-2018, priority areas targeted for reforms are outlined under six areas based on challenges affecting the sector and lessons learnt from implementation of the KESSP.

The primary education sub-sector has been faced with numerous challenges which include inadequate learning resources, inefficient use of resources, regional disparities in access, weak service delivery systems, weak governance and management systems and low learning outcomes. Kenya’s 2011-2012 numeracy and literacy survey findings indicate children in Kenya are not learning adequately and that learning levels are poorest in arid and Western Kenya. To address these challenges, Government of Kenya in partnership with the World Bank under the Global Partnership for Education (GPE) is implementing the Kenya Primary Education Development (PRIEDE) Project, which will, among other interventions, support Boards of Management and other stakeholders in public primary schools countrywide to strengthen management and accountability. This project will, among other strategies, assist schools to develop School Improvement Plans (SIP).

I therefore wish to welcome this Training Manual as an important training tool to assist our primary schools strengthen their capacity to deliver quality education to the pupils in our schools who will be the surest guarantee of a bright and sustainable future for this country.

Dr. Belio R. Kipsang, CBS.
PRINCIPAL SECRETARY
Acknowledgement

We wish to once more thank the Global Partnership for Education (GPE) for their continued support for the education sector through the generous funding contained in GPE grant for the Kenya PRIEDE Project. Gratitude also goes to the World Bank which is the Supervising Agency of the Project. The Bank has worked tirelessly to deliver the Project this far.

The Education Development Partners Coordination Group (EDPCG) has played a key role in ensuring that the Government of Kenya succeeded in getting the grant from the GPE to fund key priorities contained in the NESP, 2013-2018. We thank you very much for your continued support.

Special appreciation go to the Project Steering Committee (PSC) chaired by the Cabinet Secretary for providing visionary leadership and oversight role in the implementation of the Project. The guidance accorded to the PCU has seen us go this far.

I also wish to recognize the work of the following SIP Technical team members for developing the training manual; Martha Ekirapa, Peter K. Gachathi, James Wasitia, Anne Waichinga, Eunice Mugambi, Epha Ngota, Adah Anyango, Charles Mwaniki, Agnes Njoroge, Josphine Ondieki, Kenani Kemunto and Moses Oluoch. Your dedication towards this work is well appreciated.

I wish to also thank the School Improvement Plan Technical Assistant Dr. O. M. Thuo for the guidance you offered to the Technical team in the development of the SIP Training manual. Your commitment on this assignment is well appreciated. I appreciate the role that has been and will continue to be played by our field Education officers in ensuring the success of the implementation of the SIP Intervention. This Training Manual will go a long way in facilitating the operationalization of this important intervention of the Kenya PRIEDE Project.

Leah K. Rotich (Mrs.), MBS.
DIRECTORGENERAL
Kenya Primary Education Development (PRIEDE) Project

The Ministry of Education has received a grant of US$ 88.4 Million from the Global Partnership for Education (GPE) for the Kenya Primary Education Development Project, PRIEDE. The project, which runs from 2015 to 2019, is intended to provide catalytic funding to help the country address areas not yet fully covered by other initiatives, drawing on the experience and lessons learnt from past projects.

Aims of the GPE Project

i. Improving Early Grade Mathematics learning competencies.

ii. Strengthening systems at school and national levels for improving primary education service delivery.

The project has four main components:

- **Component 1: Improving Early Grade Mathematics Competencies**
  This component aims at improving early grade learning competencies by focusing on the scaling up of the Early Grade Mathematics intervention piloted under PRIMR. Component 1 will cover five sub-components: (i) improving teacher competencies for developing early grade numeracy (Grades 1 and 2); (ii) providing classroom instructional materials; (iii) enhancing teacher pedagogical supervision; (iv) sensitizing pre-service training college leadership and educators to innovative practices in early grade reading and mathematics; and (v) EGM management and coordination. Six million pupils in grade 1 and 2 will benefit from improved early grade mathematics textbooks, while 60,000 teachers will benefit from new methodologies of early grade mathematics instruction through improved in-service training and regular pedagogical supervision and support.
Component 2: Strengthening School Management and Accountability

This will be a pilot to improve school performance through strengthened school management and accountability for results in the delivery of primary education. The pilot targets low performing schools (i.e., those schools whose KCPE scores in 2012 and 2013 were below the average of 243 for public primary schools) in each county and ASAL counties in particular. The component will cover four sub-components. The first will assure the provision of KCPE analysis and feedback to each of the participating 4,000 schools in order to help them identify their weaknesses and select appropriate measures to improve their curriculum delivery.

The second sub-component will enable participating schools to implement the Teacher Performance Appraisal and Development (TPAD) tool developed by the TSC so as contribute useful feedback for school improvement planning in general, and to teachers specifically, for their professional development. Under the third sub-component, participating schools will be provided with the resources to develop a School Improvement Plan (SIP) to address their key pupil learning challenges, and thereafter carry out the priority actions under this plan. The fourth sub-component will enable the pilot schools to be audited annually during the project implementation period by the MoE’s School Audit Unit whose capacity will be strengthened to carry out improved financial and system audits as well as risk based assessments. About 1.3 million pupils in participating schools will benefit from more effective and present teachers as well as improved teaching-learning inputs. Head teachers and BoMs will receive guidance and support in school improvement planning and be empowered to implement plans to improve their school performance. The aspirations of parents and communities will be met through greater information and enhanced voice in school management for improving quality of education.
• **Component 3: Strengthening capacity for evidence-based policy development at national level** - This component will aim at strengthening capacity for evidence-based, education sector policy development at national level. Activities include: (i) strengthening the data/EMIS in primary education to make data more available, reliable and integrated; (ii) enhancing the system for monitoring pupil learning achievement and (iii) enhancing the capacity to develop policies with respect to system equity, efficiency and quality at the national level, for example through support to the ESQAC to consolidate all guidelines and regulations on quality standards and assessment procedures. The project will also support the analysis of adequacy and utilization of capitation grants, and teacher productivity. Education system administrators will benefit from improved information and accountability through up-to-date Education Management Information System (EMIS) data and school audit.

• **Component 4: Project Coordination, Communication, and Monitoring and Evaluation** - This will cover project management functions including coordination, supervision, communication and result monitoring and evaluation. This component would involve and finance: (i) management of the project including establishment of Project Coordination Unit (PCU) within the MoE to implement and manage the project, as well as implementation units at County levels; (ii) preparation of annual and semi-annual work-plans for project implementation; (iii) monitoring and evaluation under the project including baseline studies, mid and end-term evaluation studies, impact evaluation and documentation of good practices for sharing of lessons; (iv) capacity building for implementing units at all levels; and (v) dissemination of project information on websites at national level and also through other print and electronic media. The MoE will host County-level information on its website. Sub-
components would include: (i) the establishment of the PCU with adequate and appropriate staffing in key areas such as procurement, financial management, EGM, safeguard, monitoring and evaluation, data analysis and teacher training; (ii) the establishment of County level project coordination units; (iii) development of a comprehensive communication strategy and its implementation; (iv) on-the-job training for implementing agencies to conduct results based monitoring and evaluation; (v) conduct of baseline, mid-term, and end-term studies, including implementation of EMIS; (vi) impact evaluation under component 2; and (vii) biannual (September and February) joint supervision reviews.
School Improvement Planning

Component 2 of the PRIEDE project is a pilot that targets 4,000 primary schools whose KCPE mean mark in 2012 and 2013 was less than 243. The component has 4 sub-components: school specific KCPE results analysis, Teacher Performance Appraisal and Development (TPAD), School Improvement Planning (SIP) and annual audit of the 4,000 target schools by the Schools Audit Unit (SAU).

The overall objective of sub-component 2.3 is to strengthen primary school management and accountability for improved learning outcomes. Participating schools will be provided with the resources to develop a School Improvement Plan (SIP) and thereafter implement an action plan addressing their key educational challenges. The challenges will be identified through the school specific KCPE analysis and the Teacher Performance Appraisal and Development (TPAD) process. The School Improvement Plan (SIP) will comprise three parts:

(i) Essential education data on the school, a diagnosis of student learning challenges, and an analysis of teacher performance using the feedback from KCPE analysis and teacher assessment
(ii) Description of how key stakeholders (students, parents, teachers, school leadership, board of management) have participated in the planning;
(iii) Priority actions that the school commits to carry out.

Purpose of the Training Manual

The overall purpose of this manual is to help the school together with the school community to prepare and implement a School Improvement Plan (SIP) that is designed to improve pupil learning outcomes. It is primarily designed to strengthen school communities to determine the direction for their schools in the short and long term. Further, it is also designed to equip the school
communities of the selected schools in the development and implementation of the SIP. The ultimate aim of the Training Manual as a means of delivering the SIP is to help strengthen the quality of education offered to learners, especially the disadvantaged, including girls by identifying and isolating factors that affect their performance and achievement, and planning to address them through the SIP.

**Overall Objectives of School Improvement Planning**

The objectives of School Improvement Planning are:

i. Build the capacity of schools to formulate School Improvement Plans through a consultative process.

ii. Develop a School Improvement Plan through a participatory process;

iii. Enhance community participation and ownership of school management and development initiatives

iv. Strengthen partnerships and unity of purpose among the stakeholders

v. Integrate all components of the school in improvement planning processes;

vi. Strengthen school management, transparency and accountability for improved learning outcomes.
List of Acronyms and Abbreviations

BOM  Board of Management
CDE  County Director of Education
CPC  County Project Co-coordinator
CS   Cabinet Secretary
CSO  Curriculum Support Officer
DBE  Directorate of Basic Education
DSA  Directorate of School Audit
EDPCG Education Development Partners Co-ordination Group
ESQAC Education Standards and Quality Assurance Council
ESQAO Education Standards and Quality Assurance Officer
FGD  Focus Group Discussion
GoK  Government of Kenya
GPA  General Purpose Account
GPE  Global Partnership for Education
KCPE Kenya Certificate of Primary Education
KEMI Kenya Education Management Institute
KICD Kenya Institute for Curriculum Development
KNEC Kenya National Examinations Council
MoE  Ministry of Education
NESP National Education Sector Plan
NSC  National Steering Committee
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>PCU</td>
<td>Project Co-ordination Unit</td>
</tr>
<tr>
<td>PRIEDE</td>
<td>Kenya Primary Education Development Project</td>
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<tr>
<td>PS</td>
<td>Principal Secretary</td>
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<tr>
<td>SIMBA</td>
<td>School Instructional Materials Bank Account</td>
</tr>
<tr>
<td>SIMSIC</td>
<td>School Instructional Material Selection Committee</td>
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<tr>
<td>SIP</td>
<td>School Improvement Plan</td>
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<tr>
<td>SIPPP</td>
<td>School Improvement Planning Pilot Project</td>
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<tr>
<td>TM</td>
<td>Training Manual</td>
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<tr>
<td>TPAD</td>
<td>Teacher Performance Appraisal and Development</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>TSCCDC</td>
<td>Teachers Service Commission County Director</td>
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Definition of Key Terms

**Learning outcomes:** Achievement of pupils as measured by KCPE scores

**School Improvement Planning:** School Improvement Planning a joint school decision making process for determining the objectives and activities of a school and the costs involved to ensure improvements in teaching and learning.

**Teacher Appraisal:** A responsibility of the Teachers’ Service Commission delegated officers that involves monitoring the conduct and performance of teachers in public schools so as to provide feedback, improve communication, and clarify roles and responsibilities.
Overview of the Training Manual

This training manual consists of four sessions. These are:

Session 1: Getting Started

This session is about helping the school to get started in the SIP planning process. It will address the following aspects of the process: guiding principles, getting started, who participates and how, and the expected outcomes.

Session 2: Understanding Your School

This session aims at helping the school conduct a self-assessment. The current situation in the school will be analyzed guided by a School Improvement Framework containing key domains identified in the NESP, 2013-2018. The ultimate goal from this self-diagnosis will be to identify the school’s key gaps and challenges that form the strategic priorities to be addressed through the SIP. The gaps will also be identified through School Specific KCPE analysis which KNEC will provide to each of the 4,000 schools and the Teacher Performance Appraisal and Development (TPAD).

Session 3: Developing the SIP

This session will help the school to develop the School Improvement Plan itself. The schools will develop new or review existing school policy statements such as the motto, vision and mission. They will also identify and prioritize the school’s needs to be addressed in the SIP. These priorities will assist the school to formulate objectives, strategies and the implementation plan.

Session 4: Planning Implementation and Evaluation of the School Improvement Plan

This session is designed to help the school create an annual action plan to meet the school improvement objectives of the SIP. The action plan should indicate clear, time-based objectives, sources of funding, the responsibilities of BoMs and other players involved in the process, key SIP milestones. A
Monitoring and Evaluation plan will indicate how performance indicators are to be monitored and the extent of achievement evaluated.

**How to Use the Training Manual**

This section aims at helping the facilitator guide the participants effectively through the training process. It will help you to navigate around the process of delivering the objectives of the School Improvement Plan development process.

There are four training sessions. Each has a brief introduction. Study the introduction to get a picture of what the session is all about. The introduction is followed by the session’s objectives. These are supposed to provide you with direction since each objective forms a major unit in the Manual. For example, under **SESSION ONE: GETTING STARTED**, one of the objectives is **‘State the Guiding Principles of the SIP Development Process’**. This becomes the focus of **Section 1.1. Guiding Principles of the SIP Development Process’**.

Within each session are various **activities** that participants will engage in to master the various aspects of School Improvement Planning. Take time to understand how each activity helps you to guide the training process. The resources you need for each activity will be provided. After each activity, take time to find out if the participants have understood the key principles in each session. Take time to summarize the key lessons under each activity and section. A section labelled **FACILITATOR’S NOTES** is provided to help you understand what each activity is all about. Use these notes to summarize the lessons from the various activities. Use simple and clear language to interact with the stakeholders.

Be sensitive to their various education levels, culture, gender, religious backgrounds, etc. so as to communicate effectively.

I hope you will find the Training Manual a helpful companion throughout the training.
SESSION 1: GETTING STARTED

1.0 Introduction

In this session, the participants will be taken through how to go about getting started in the SIP development process. The session will address the following aspects of SIP planning process: expected outcomes; the guiding principles; the steps in actually getting started; and identifying who participates and why.

Objectives of Session 1:

By the end of the session, the participants should be able to:

- Outline the steps in getting the SIP development process started
- State the guiding principles of the SIP development process
- Identify who should participate in the SIP development process and why
- Outline the expected outcomes of the SIP development process

The SIP development process is all about helping our schools change for the better. Tell the participants this story about the eagle.

The eagle has the longest life-span of its species. It can live up to 70 years. But to reach this age, the eagle must make a hard decision. In its 40’s its long and flexible talons can no longer grab prey which serves as food. Its long and sharp beak becomes bent. Its old-aged and heavy wings, due to their thick feathers, become stuck to its’ chest and make it difficult to fly. At that point, the eagle is left with only two options: die or go through a painful process of change which lasts 150 days. The process requires that the eagle fly to a mountain-top and sit on its nest. There, it knocks its beak against a rock until it plucks it out. After plucking the beak out, the eagle will wait for a new beak to grow back. Then, it will pluck out its talons. When new talons grow back, the eagle starts plucking its old-aged feathers. And after five months, the eagle takes its famous flight of rebirth and lives for ...30 more years!
The story illustrates the need for change. Many times, in order to survive, we have to start a change process. To become the best, we sometimes need to get rid of old memories, habits and other past traditions. Only freed from past burdens, can we take advantage of the valuable outcomes from...BECOMING THE BEST...RIGHT NOW!

1. **Understanding the SIP Process.**

The purpose of this section is to help you guide the participants on how to get the SIP development process started. Some of these are already contained in the Guidelines to the Facilitator attached as Appendix of this Manual. The objective of the section is to help the participants understand the following:

(i) **What is SIP?**
(ii) **are the contents of the SIP?**
(iii) **What are the various stages of the SIP?**

The Terms of Reference of the SIP development committee include:

- Conduct the school's situation analysis/diagnosis
- Identify the school priorities.
- Formulate the action plan
- Mobilize community support
- Mobilize resources to implement priorities identified in the SIP
- Monitor and evaluate the SIP

The School Improvement Plan will contain the following elements:

- Information about the school as laid out in the NESP: general data on enrolments and staffing, teaching-learning processes and resources, teacher professional development needs, school infrastructure, financial capacity and management, school-community relations, school management, and learning outcomes (KCPE analysis);
- A description of the context of the school and the community it serves;
- A list of all the identified needs in the learning and teaching process;
- A list of 5 priority needs;
- SMART action plan for first year of the plan to address the five priority needs;
- A brief description of the participatory development process of the SIP;

1.1. **Elements of the SIP and SIP Committee Duties**

- **Understanding the SIP**
- **SIP Committee Duties**

FACILITATOR’S NOTES: Getting Started
Activity 1.1.1. In groups of 5, ask the participants to answer the following questions:

(i) What is a plan? List the activities you can use to improve in your school.
(ii) How would you go about improving your school?

Resources: Mark pens, flip charts, pens

Ask the

i. Participants to list the categories of information that should be included in SIP and to share the information within the table groups.

ii. Secretaries in each group to read out the information from the group.

iii. Secretaries to put the lists on flip-charts and pin up.

iv. Participants to compare the lists.

Activity 1.1.2. In groups of 5, ask the participants to do the following:

i. Identify the steps in the SIP process.

ii. Sequence the SIP steps by drawing the planning cycle on a flip-chart and include a time-line.

iii. Discuss when, within the school year, each step in the cycle will be undertaken and indicate who would be involved at each stage.

Resources: Mark pens, flip charts, pens
1.2. Guiding Principles of the SIP Development Process

The SIP development process is very important if the expected results will be obtained. The purpose of this section is to outline the principles that should guide the participants in a successful SIP development process and beyond.

**Activity 1.2. Share with the participants an illustration of how ants ensure their survival as insects. Ants thrive because of team-**
work, resilience, efficiency, commitment, among others. Ask the participants to reflect and share what they would need to consider if they are to have a successful planning process to improve their school.

1.3. Participation of Stakeholders

We have emphasized that the SIP development process needs to be participatory, inclusive and consultative. All these terms imply that the SIP will not be developed only by the head-teacher or with the BoM alone. Others need to be involved in the process. The collective term for these participants is stakeholders.

Who are these participants and why should they be involved in the SIP process?

**Activity 1.3:** In groups of 5, ask the participants to identify

i. Who has been involved so far in supporting development of the school?
ii. Who else should be involved in the School Improvement Plan development process?
iii. Why should they be involved?

**Resources:** Mark pens, flip charts, pens

**NB:** Ensure that a list of the identified stakeholders (Directory of Stakeholders) is compiled. The list should include: name and contacts of individuals/groups who have been involved in the school, areas of support, and location of operation. (A template of the Directory is included in the Appendix)
1.4 Outcomes of the SIP Development Process

As the participants embark on the process of engineering change in their school, it is necessary to reflect with the participants why they are involved in this process in the first place. It is also called the *so what* question. What is the ultimate goal of the SIP process? In the process of answering this question, it is inevitable to ask: why does the school exist in the first place? The ultimate goal of the exercise is to assist the school achieve its ultimate objectives. What are the objectives of primary education and of the school?

*Activity 1.4.: In groups of 5, ask the participants to identify the reasons why their school exists.*

1.5. Summary

Emphasize to the participants the importance of understanding the SIP process for an effective SIP. Point out the value of the guiding principles for an efficient, effective process. Emphasize that the process is a participatory and should empower the communities to drive the development of their school.
SESSION 2: UNDERSTANDING THE SCHOOL

2.0. Introduction

This is the starting point of School Improvement Planning. The School Improvement Plan can only be initiated when the school identifies its own development needs which can then be addressed within the school together with its key stakeholders. In this session, the current situation in the school will be analyzed. The situational analysis will be guided by a School Improvement Framework containing key domains identified in the National Education Sector Plan, NESP. These domains are: teaching and learning processes, the school environment, leadership and management, and school-community relations. Essential education data on the school will be collected from the analysis along indicators developed from these domains. A diagnosis of students’ learning challenges will be performed using the feedback from KCPE analysis and the school’s self-assessment. Further, an analysis of teacher performance will be conducted using feedback from the Teacher Performance Appraisal and Development (TPAD) Rating Tool. The ultimate goal from this self-diagnosis will be identifying the school’s key gaps and challenges that form the strategic priorities to be addressed.

Objectives of Session 2:

By the end of this session the participants will be able to:

- Collect data on essential components of the school and its context

- Interpret the school-specific KCPE performance and use the examination data to plan for better learning outcomes.
• Analyze the TPAD process in the school and identify teachers’ performance gaps to inform SIP.

• Analyze adequacy and efficiency of management practices for instructional materials

• Analyze the psychological and physical school environment.

• Identify areas in the school governance structures that need strengthening

• Assess the extent of community participation and involvement.

• Identify key gaps in the school from the analysis to inform the SIP

This session will require the use of several tools that need to be understood very carefully by the participants if the whole exercise is to be successful. These tools are:

i. NESP School Performance Framework

ii. School Self-Assessment Framework

iii. School-specific KCPE Results Analysis framework: Overall, subject-specific, item analysis


v. Management of Instructional Materials Rating Scale

2.1. What is School Self-Assessment? (15 minutes)

Reflection: Ask the participants to reflect on the following:

Have you ever taken a look at your life to find out if you are making good progress in your life goals? What did you focus on-career (say as a farmer, teacher, etc.), family, involvement in the community?
What did you think of yourself? Did you feel and think that you are making good progress?

The same activity can be performed for a school. The school community can look at itself and ask itself the same questions.

**Activity 2.1: To help the participants’ assess their school, ask them to discuss the following in pairs then share in plenary:**

i. Outline what they like and what they don’t like about their school

ii. Pick out from the list the aspects that they think would negatively affect pupils learning outcomes

iii. Identify what could be done to address the aspects that negatively affect pupils’ learning outcomes

**Resources:** Flip chart, marker pens

<table>
<thead>
<tr>
<th>What do you like about your school?</th>
<th>What don’t you like about your school?</th>
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**2.2. Conducting a School Self-assessment**

**2.2.1. School Performance Framework (30 minutes)**

The participants need to identify the broad domains of the school which affect learning outcomes as well as their components. To do so, they will need to develop a framework that contains the identified domains and constituent aspects. This framework is called a School Development Framework. The framework consists of **key domains of the school** that affect pupils’ learning outcomes and key components of each broad domain.

**Activity 2.2.1: In groups of 5, ask the participants to list all the aspects of the school that affect learning outcomes. Let**
them compare their list with the School Development Framework provided in the Appendix.

Facilitators notes
- Teaching –learning processes
- School environment
- Leadership and governance
- School-community relations

Guide the participants to come up with aspects that would fall in the different domains and indicators for each aspect, e.g. under teaching and learning materials.
- Teacher Student/ Contact
- Professional practice
- Curricular activities
- Instructional Materials
- Professional development of teachers

Refer to School Performance Framework in the Appendix.

2.2.2. School Self-Assessment Framework (1 hour)

Having identified the various domains of the school that affect learning outcomes, it is necessary to find out where the school stands at each of these domains and its components. To do so, a School Assessment Framework is used. It is very important for the participants to understand the Framework and how it is used. A sample is drawn below. Look at it and then explain to the participants how it is used.

Facilitators notes.

The assessment tool referred to as the School Self-Assessment Framework will list indicators for each aspect identified. It has a two-point rating scale. Each domain should be analysed independently. The tool allows participants to add other aspects into each domain.
## SAMPLE COMPONENTS OF THE SCHOOL ASSESSMENT FRAMEWORK

School self-assessment rating scale: YES-1 NO-2

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>1</th>
<th>2</th>
<th>Why the score/the story behind the figures</th>
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<tbody>
<tr>
<td><strong>A) TEACHING AND LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has relevant instructional materials</td>
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<tr>
<td>The school promotes co-curricular activities and subject based clubs.</td>
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<td></td>
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<tr>
<td><strong>SUB-TOTAL</strong>/</td>
<td></td>
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<tr>
<td><strong>B) SCHOOL ENVIRONMENT</strong></td>
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<tr>
<td>Principals and teachers talk to learners outside of classroom demonstrating concern</td>
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<tr>
<td>Learners and parents report that the school is a caring place.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School facilities and premises are clean and orderly.</td>
<td></td>
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</tr>
<tr>
<td><strong>SUB-TOTAL/</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C) LEADERSHIP AND GOVERNANCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The BOM is well constituted in line with the requirements of Education Act.

**SUB- TOTAL/**

**D) SCHOOL – COMMUNITY RELATION**

The BoM, Parents, H/Teachers, Teachers the pupils and the local administration always work at bringing children of school going age to school and ensure they are retained there.

The school community shows respect for teachers, learners, parents and the principal/head teacher.

**SUB-TOTAL/**

**E) PUPIL SUPPORT PROGRAMMES**

The school implements child support programs.

There are mechanisms of behaviour management.

Life skills are emphasized in school programmes.

**SUB-TOTAL/**

**Total (Sum of each column)**

**Summary Score-School Climate (Divide Total by)**

---

**Activity 2.2.2: In groups of 5, ask the participants to do the following:**

i. Conduct a self-assessment of their school by filling in the School Self-Assessment Questionnaire.

ii. In the last column, identify and discuss the specific aspects impacting negatively on the learning outcomes.

**2.2.3. Using Data to Understand the School**
To get a clear picture of the school, it is also necessary to collect information on each of the key domains and its components, also called indicators. This information is collected in numbers and is called data. Once this is done, the various subject scores can be compared with previous years to determine whether the school is on the path of improvement.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>YEAR</th>
<th>SNE PUPILS</th>
<th>PREVIOUS YEAR SCORES PER SUBJECT</th>
<th>CURRENT YEAR SCORES PER SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>1</td>
<td>2014</td>
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<td>2015</td>
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<td>2016</td>
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<td>2</td>
<td>2014</td>
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<td>2015</td>
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<td>2016</td>
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<tr>
<td>3</td>
<td>2014</td>
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<td>2015</td>
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<td>2016</td>
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<td>4</td>
<td>2014</td>
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<td>2015</td>
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<td></td>
<td>2016</td>
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<td>2014</td>
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<td>2015</td>
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<td>2016</td>
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<tr>
<td>TOTAL</td>
<td>2014</td>
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</tr>
<tr>
<td></td>
<td>2015</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.2.3: Ask the participants to study the school’s vital statistics prepared by the school’s management and answer the following questions.

i. Is there a relationship between the school data provided and the rating of the school you obtained from the School Assessment Framework activity?

ii. Identify the areas where the statistics and the score do not agree.

2.3. Conducting School-Specific KCPE Analysis (2 hours)

In this section, the facilitator will take the trainees through understanding the various components of KCPE school-specific analysis, understand their school specific KCPE performance, as well as its benefits. The school management will have obtained their school-specific analysis from the KNEC and this information will be availed to you for the exercise.

2.3.1. School-Specific Analysis: Overall School KCPE Performance Trend

The aim of this section is to enable the participants to get a picture of how
their school performed for selected 3 years.

**Resources:** Mark pens, flip charts and note books.

*Activity 2.3.1: Using the school’s KCPE performance data for 2013, 2014 and 2015 provided by the head-teacher of the school, use the questions below to initiate discussions on the school’s performance:*

i. How has the school been performing?

ii. Has your school been doing the KCPE analysis at the school level?

iii. How does your school community view the performance of the school?

**2.3.2 School-Specific KCPE Analysis by Subject**

The aim of this section is to enable the participants to get a picture of how the school performed per subject for the selected 3 years. The participants will see how their school performed compared to the whole country and then identify whether their school’s performance was above, below, or the same as the national average. An activity using the case of School X is provided below.

*Activity 2.3.2.(a): In a group, study the performance of School X provided below.*

**Table 2.1: Means for each KCPE Subject for the year 2011 for school X**

<table>
<thead>
<tr>
<th>Subject</th>
<th>National subject mean</th>
<th>School subject mean</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>46.24</td>
<td>20.65</td>
<td>Below average</td>
</tr>
<tr>
<td>Science</td>
<td>42.47</td>
<td>18.45</td>
<td>Below average</td>
</tr>
</tbody>
</table>
Mathematics | 26.16 | 10.56 | Below average
--- | --- | --- | ---
Kiswahili | 20.77 | 10.23 | Average
Social studies | 21.89 | 9.23 | Below average

(Source: KNEC, 2014)

- You are doing below average – Red
- Average - Amber
- Above average - Green

(i) In group of 5, discuss School X’s performance as shown in the table above.

(ii) Which two or three subjects require immediate attention for improvement?

**Activity 2.3.2.(b). Study the subject-by-subject performance of School X below and use it to discuss the questions that follow**

**Table 2.2: KCPE performance trends by mean per Subject 2013-2015**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>TREND</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>20.54</td>
<td>19.34</td>
<td>18.2</td>
<td></td>
</tr>
<tr>
<td>KISWAHILI</td>
<td>30.44</td>
<td>31.56</td>
<td>31.98</td>
<td></td>
</tr>
<tr>
<td>MATHS</td>
<td>19.9</td>
<td>18.20</td>
<td>17.06</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>14.45</td>
<td>14</td>
<td>13.38</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.3.2. (c): Using the example above, study your own school performance and answer the following questions:

(i) How has each subject been performing from 2013 to 2015?

(ii) Which subjects are posting poor results as a trend?

(iii) As a matter of priority, pick out which subjects need to be addressed to enhance teaching and learning.

Facilitators Notes: Subject Content Analysis:

- Having subject specific trends enhances understanding among educators on which areas need improvement in the specific subject.
- Some topics could need teaching and learning materials to be bought while in other topics, the teacher’s capacity may require boosting to ensure improved performance.

2.3.4. School-Specific KCPE Analysis: Item Analysis

Having understood how the school performed by subject, it is useful to remember that a subject is made up of various topics. Therefore, a subject’s performance is in fact the sum total of performance in each topic covered. This section seeks to help the participants get a picture of how the school performed by item in each of the subjects. To do so, example of School X’s performance in 2 subjects is provided. The percentage of pupils answering questions correctly in each of the topics is given for the school and compared to the
percentage of pupils answering the same items per topic correctly in the country.

Activity 2.3.4.(a). Study the table below of the performance of School X in specific areas in Mathematics and answer the questions that follow.

The table below shows areas/topics covered in the mathematics examination paper for the year 2011 and the performance of the candidates in each content area for School X is analyzed.

Table 2.3.: Content areas covered in KCPE 2011 Mathematics Paper

<table>
<thead>
<tr>
<th>Content area</th>
<th>No. of Questions</th>
<th>% of candidates scoring correctly nationally</th>
<th>% of candidates scoring correctly in school x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers</td>
<td>14</td>
<td>38.59</td>
<td>28.50</td>
</tr>
<tr>
<td>Measurement</td>
<td>10</td>
<td>42.62</td>
<td>30.32</td>
</tr>
<tr>
<td>Geometry</td>
<td>9</td>
<td>49.82</td>
<td>20.34</td>
</tr>
<tr>
<td>Money</td>
<td>8</td>
<td>54.16</td>
<td>25.24</td>
</tr>
<tr>
<td>Algebra</td>
<td>3</td>
<td>44.41</td>
<td>10.56</td>
</tr>
<tr>
<td>Percentage profit/loss</td>
<td>2</td>
<td>44.83</td>
<td>22.45</td>
</tr>
<tr>
<td>Graphs</td>
<td>2</td>
<td>47.96</td>
<td>10.43</td>
</tr>
<tr>
<td>Statistics</td>
<td>1</td>
<td>63.09</td>
<td>10.23</td>
</tr>
</tbody>
</table>
Average speed

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>22.26</td>
</tr>
</tbody>
</table>

(SOURCE: KNEC, 2011)

i. How can teaching of these topics be enhanced?

ii. Do we have enough teaching and learning resources for these topics?

iii. Has there been any in-service training for teachers teaching these topics?

iv. How do the pupils prefer being taught these topics?

Facilitators Notes: Item Analysis

Based on the information above, pupils are having great difficulty in scoring correctly questions asked from the following topics: Algebra (10.56%), Graphs (10.43%) and statistics (10.23%).

Activity 2.3.4. (b): In groups of five look at another subject content analysis (science) and discuss the performance in each topic by pupils.

Table 2.4: School X Performance by Item in Science
2.3.5. Cognitive Skills level analysis per subject.

Cognitive analysis aims at understanding the types and levels of intellectual skills that pupils are acquiring at school. There are Lower Order intellectual skills such as recalling facts and information, and Higher Order intellectual skills such as analysis. Pupils should gradually move towards developing Higher Order skills. Cognitive analysis examines the performance of pupils in these types of such skills.

Facilitator’s notes: Role of Item Analysis in Enhancing Learning Outcomes

How can we help improve learning in the two worst performed topics?

- Advise on teaching strategies from subject panel discussions
- Use of education support resources – teaching aids.
- Recommend peer teaching and team teaching to help enhance learning of the topic.
- Plan field trips that would enhance the learning of the topics.

The KCPE Examination papers use the cognitive skills detailed in Bloom’s Taxonomy of Educational Objectives. There are questions that are aimed at assessing both low and high order thinking skills.
For example, the table below shows the performance of learners in Science.

![Performance in Science by Cognitive Levels (KNEC 2013)]

2.4. **Teacher Performance Appraisal and Development (TPAD) (1 hour)**

The aim of the session is to involve pupils, teachers and parents to obtain information on teachers’ performance and possible causes of performance gaps. The head teacher should assist the facilitator to select target groups and the selection criteria should include gender and class representation for pupils and teachers. The FGDs should be done before the training session so that the findings from these FGDs will form the basis of the discussions.

**Activity 2.5. (a): Focus Group Discussions**

**FGD for Pupils:** Let the pupils reflect on then answer the following questions:

<table>
<thead>
<tr>
<th>A. Teacher Performance –</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like about your teachers? What don’t you like about your teachers? What do you like about the way you are taught? What don’t you like about the way you are taught? What can be done to change what you do not like? Do your teachers at school work together?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Environment that maximizes time on learning-</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many lessons in a week go untaught? What reasons do your teachers give for not teaching the lessons? Do your teachers ever...</td>
</tr>
</tbody>
</table>
make up for the missed lessons?

C. Learner protection, safety, discipline and teacher conduct – Where do you feel safe in your school? Where do you feel unsafe in your school? Explain. Describe the interaction between teachers and students in your school.

FGD for Teachers: Using the school’s TPAD Analysis Report, the participants will reflect on the following questions:

A. Teacher Performance and Development – What do you think is contributing to the teachers performance as indicated in the report? How often do the teachers in your school meet, plan, reflect and work together? How can teachers’ performance be improved in your school?

B. Environment that maximizes time on learning – What interrupts your teaching? How often is your teaching interrupted? What measures should be adopted to minimize interruptions?

C. Learner protection, safety, discipline and teacher conduct – Where in your school do you consider unsafe for pupils? Explain. Describe the interaction between teachers and learners in your school. How do you manage learner indiscipline in the school?

FGD for BOM members and Parents Association – Using the school’s TPAD Analysis Report, the participants will reflect on the following questions:

A. Teacher Performance Appraisal and Development- what do you think is contributing to the teachers performance as indicated in the report? How are parents and the community members engaged in the learning process? Does your school discuss or engage you on issues of teacher development? How can teachers’ performance be improved in your school?

B. Environment that maximizes time on learning – What are the activities that interrupt teaching and learning in your school? How can interruptions to learning be reduced/controlled?

C. Learner protection, safety, discipline and teacher conduct – In which ways does teacher conduct negatively contribute to poor pupil performance in your school? Where you have concerns about the pupils, do you feel you can partner with the teachers to address these concerns? Describe the interaction between teachers and students in your school.
Activity 2.5 (b): In plenary, brainstorm on how the TPAD analyzed data can inform the SIP process in the school. Ask one of the participants to write down the remarks on a flip chart.

Facilitator’s Notes:

The answers may include the following:

1. The information will highlight areas that consistently perform below the acceptable standard.

2. It will outline areas, which teachers in the school can have their capacity built.

3. It will give insight on teacher – learner contact hours inform other areas such as school governance.

4. It will inform the sip on the priority areas that can be addressed in order to improve learning outcomes, etc.

2.5. Management of instructional materials (30 minutes)

The purpose of this session is to enable the participants to reflect on the adequacy and relevance of the instructional materials that are used to facilitate the teaching-learning process.

Activity 2.5.: Ask the participants do the following;

(i) Rate their school’s implementation of instructional materials policy.

(ii) Using the scoring guidelines provided after the table, let the participants discuss their school’s score and assess whether the management of instructional materials is adequate.

The participants will use the following rating scale:

**RATING SCALE: 1= NO2 = YES**
1. The school ensures a reasonable text book –pupil ratio of 1:2 and 1:3 in upper primary and lower primary respectively
2. Pupils are consulted on which books to buy
3. Teachers make requisitions on which instructional materials to procure
4. The SIMSC is involved in key decision-making on purchase of instructional materials.
5. The orders for instructional materials is done following guidelines in the Instructional Materials Manual
6. Instructional materials are delivered and stamped in the presence of key stakeholders
7. Pupils have guidelines on how to take care of instructional materials
8. The Instructional Materials Issue Register is well maintained
9. Replacement policy on instructional materials is always adhered to
10. Parents are involved in decisions on instructional materials
11. ICT resources, e.g. computers are used to facilitate teaching and learning and are integrated in teaching-learning processes

<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

The rating above will be interpreted in the following manner

**Between 19-22** points means that the school is doing very well in its implementation of instructional materials policy

**Between 15-18** points means the school is average in its implementation of instructional materials policy.

**Between 11-14** points means that the school is below average in its implementation of the instructional materials policy.
2.6 School Environment (30 minutes)

The purpose of this session is to enable the participants to reflect on the various aspects of the school’s environment.

Activity 2.5.: In groups of 5 ask the participants to do the following;

i. Rate the various aspects of the school’s environment in the grid below.

ii. Using the scoring guidelines provided after the table, let the participants discuss their school’s score and identify challenges in the school environment.

iii. Discuss ways in which your school environment can be improved.

The participants will use the following rating scale:

RATING SCALE: 1= NO 2 = YES

<table>
<thead>
<tr>
<th>SCHOOL ENVIRONMENT</th>
<th>YES</th>
<th>NO</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head-teacher and teachers regularly express confidence in the learners’ ability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to succeed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head-teacher and teachers talk to learners outside of classroom demonstrating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>concern.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners and parents report that the school is a caring place.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School facilities and premises are clean and orderly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has adequate classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has adequate sanitation facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has adequate and appropriate play spaces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school ensures that the physical facilities adhere to the school safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guidelines.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Facilitator’s notes for Activity 2.5. Characteristics of an environment that fosters learner achievement

- Clear and focused vision
- Safe and orderly environment
- A climate of high expectations for student success
- Focus on high levels of student achievement that emphasizes activities related to learning
- A head-teacher who provides instructional leadership
- Frequent monitoring of learner progress
- Strong home-school relations.
2.7 Reviewing School - Community Relations (30 minutes)

The purpose of this session is to enable the participants to reflect on the various aspects of the school-community relations.

**Activity 2.7.1.: Ask the participants to brainstorm on the meaning of the terms community and school community**

**Resources:** Mark pens, flip-charts

**Activity 2.7.2.: In groups of 5 ask participants to explain why it is important to involve the community in school affairs.**

**Resources:** Mark pens, flip-charts

**Activity 2.7. In groups of 5, ask the participants to do the following:**

(i) Rate the various aspects of the school’s environment in the grid below.
(ii) Using the scoring guidelines provided after the table, let the participants discuss their school’s score and assess whether the management of school-community relations is adequate.

**Facilitator’s notes: Activities that pupils can engage in to support learning**

- Subject-based clubs e.g. the science club, debating etc.
- Participation in co-curricular activities
- Educational field trips
- Peer educators
- Mentorship programmes
- In school decision making process
- Maintenance of the school compound

**The participants will use the following rating scale:**

**RATING SCALE:** 1 = NO  2 = YES
<table>
<thead>
<tr>
<th>SCHOOL--COMMUNITY RELATIONS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school community shows respect for teachers, learners, parents and the head teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The BoM, parents, H/Teacher, teachers, the pupils and the local administration are aware and concerned about the children out of school in the school’s catchment area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The BoM, Parents, H/Teachers, Teachers the pupils and the local administration always work at bringing children of school going age to school and ensure they are retained there</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This session aims to familiarize the participants with the way schools are managed. The session takes the participants through the various organs of school management and their roles. There is also need to confirm if they have been constituted according to the provisions of law, in this case, the Basic Education Act. Further, it is also necessary to find out whether they conduct their work according to the law. Such laws include the Public Officers Ethics Act, the Public Procurement Act, among others. Finally, it is useful to find out whether these organs work in ways that promote desirable learning outcomes and promote the good of the country. If not, it is necessary to find out why and what should be done to remedy the situation.

### 2.8.1. Composition and functions/ roles of the Board of Managers

Among the participants are members of the school’s Board of Managers. Let them share how the BoM is constituted and what their roles are.
**Functions of Boards of Managements:**

1. Six persons elected to represent parents

**Basic Education Act 2013 (59)**

**Functions of the BOM**

The BOM members are inducted on their roles during the inauguration done by the Education Officer.

The Education Act section (61) sub section (2) mandates the BOM to establish the following committees to effectively discharge its responsibilities:

1. Finance, procurement and general purposes committee
2. Academic standards, quality and environment committee
3. Discipline Ethics and integrity committee
4. Audit committee
5. Human rights and students’ welfare committee.
Activity 2.8.1.(a) Let a member of the BoM share with the other participants the composition and roles of the BoM.

Activity 2.8.1.(b) Let the participants brainstorm on the role of the BOM in management of the following:

i. School finances
ii. Oversight in curriculum and support programmes
iii. Human resource
iv. Physical facilities
v. School performance in national examinations

2.8.2. Financial Management

Management of school finances is a key support function in the overall management of the school. Financial management has direct influence on learning outcomes and proper allocation, or budgeting, and reporting of financial resources are key planning and oversight functions in effective utilization of resources. It is therefore important in this session that the participants appreciate the financial management processes.

A Budget

A budget is an annual financial plan that ensures that finances are spent on priority needs. Principles of budgeting are used universally in managing both personal as well as institutional finances. In school context a budget is used as tool for allocation of resources to prioritized needs. And before they are adopted they undergo a cycle that includes preparation, review and approval. A budget document will carry essential information that enables stakeholders to make judgment as to whether or not the resources have been optimally allocated to deserving needs.

As a minimum a school budget should indicate information about revenue and expenditure as follows:
**Activity 2.8.2 (a): In groups of five, the facilitator tasks each group to discuss the following activity and presents its findings.**

**Resources:** Mark pens, flip charts

School expected Kshs 100,000 on its GPA account for the year 201x. Against this it had its spending priorities set as follows:

- Local Transport and Travelling – Kshs 20,000
- Repair and Maintenance - Kshs 25,000
- Water – Kshs 30,000
- Electricity – Kshs 25,000

Prepare the school’s budget using the format above.

**Suggested Solution**

**Revenue**

<table>
<thead>
<tr>
<th>Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA Grant</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Transport and Travelling</td>
</tr>
<tr>
<td>Repair and Maintenance</td>
</tr>
<tr>
<td>Water</td>
</tr>
<tr>
<td>Electricity</td>
</tr>
</tbody>
</table>

**Prepared by:** .......... Sign.................Date.................

**Reviewed by:** ..........Sign.................Date.................

**Approved by:** ..........Sign.................Date.................
**Activity 2.8.2. (b): At the plenary the facilitator poses these questions to the participants:**

In the budget provided above a provision is made for persons to prepare, review and approve the budget.

(i) Which persons or committees perform these functions in your school currently?
(ii) What improvement would you suggest to make the budget making process more participatory?

---

**FACILITATOR'S NOTES: ACTORS AND THEIR ROLES IN THE BUDGET-MAKING PROCESS**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stakeholders</strong></td>
<td>submit expenditure proposals to budget committee</td>
</tr>
<tr>
<td>✓ pupils,</td>
<td></td>
</tr>
<tr>
<td>✓ teachers ,</td>
<td></td>
</tr>
<tr>
<td>✓ parents,</td>
<td></td>
</tr>
<tr>
<td>✓ BOM,</td>
<td></td>
</tr>
<tr>
<td>✓ Ministry</td>
<td></td>
</tr>
<tr>
<td><strong>Budget committee</strong></td>
<td>• Reviews previous budgets,</td>
</tr>
<tr>
<td>✓ Head teacher</td>
<td>• Collects views from stakeholders on resource requirements for the</td>
</tr>
<tr>
<td>✓ Deputy Head teacher</td>
<td>budget,</td>
</tr>
<tr>
<td>✓ Senior Teacher</td>
<td>• produces a draft budget</td>
</tr>
<tr>
<td>✓ Upper classes teacher</td>
<td>• Presents draft budget to finance committee for review</td>
</tr>
<tr>
<td>representative</td>
<td></td>
</tr>
<tr>
<td>✓ Lower classes teacher</td>
<td></td>
</tr>
<tr>
<td>representative</td>
<td></td>
</tr>
<tr>
<td><strong>Finance committee</strong></td>
<td>Reviews annual budget draft before approval by BOM</td>
</tr>
<tr>
<td>✓ Teacher representative</td>
<td></td>
</tr>
<tr>
<td>✓ Parents representative</td>
<td></td>
</tr>
<tr>
<td>✓ Sponsor representative</td>
<td></td>
</tr>
<tr>
<td>✓ Community representative</td>
<td></td>
</tr>
<tr>
<td>✓ Head Teacher</td>
<td></td>
</tr>
<tr>
<td>✓ Deputy Head teacher(</td>
<td></td>
</tr>
<tr>
<td>secretary</td>
<td></td>
</tr>
<tr>
<td><strong>BOM</strong></td>
<td>Approves annual budget</td>
</tr>
</tbody>
</table>
2.8.3. Financial Reporting and Disclosure

A school receives financial resources from GOK, parents and donors. In order to win confidence of funders, a school should disclose the total cash resources received and their usage in form of monthly and end-year financial reports routinely sent to all stakeholders. Financial reports and disclosures should provide adequate information to enable stakeholders make reasonable conclusions about transparency and accountability of the school with regard to management of financial resources. Transparency could be enhanced by display of summaries of financial reports on the school’s notice board.

The basic information expected from the financial reports is:

**Revenue Received (Kshs)**

..................................................

**Expenditure incurred (Kshs)**

..................................................

**Balance of funds (Kshs)**

..................................................

*Activity 2.8.3 (a): In groups of five, have the participants discuss the following activity and present its findings at a plenary.*

**Resources:** Mark pens, flip charts

In the year 201x School A above received a total of Kshs 90,000 out of the expected Kshs 100,000. In order to limit expenses to available cash, the management decided to reduce expenses as follows:

Local Transport and Travelling – Kshs 17,000; Repair and Maintenance-Kshs 23,500; Water Kshs- 25,000; electricity Kshs - 21,500.

**Prepare the school’s financial report for the year using the provided format.**
SUGGESTED SOLUTION

Revenue Received
Kshs
GOK Grants...............................................................Kshs. 90, 000
90,000

Expenditure incurred
Local Transport and Travelling..............................Kshs. 17, 000.
Repair/Maintenance..................................................Kshs. 23, 500
Water.................................................................Kshs. 25, 000
Electricity..............................................................Kshs. 21, 500

Balance of funds....................................................Kshs. 3, 000

Prepared
by........................................Sign.................Date..............................

Reviewed
by........................................Sign..................Date..............................

Approvedby....................................................Sign..................Date..............

In the financial report provided above a provision is made for persons to prepare, review and approve the report.

Activity 2.8.3. (b): At the plenary ask the participants to discuss the following:

Resources: Mark pens, flip charts

(i) In the school, who prepares, reviews and approves the budget?
(ii) What improvement would you suggest to make financial reporting and disclosures in your school more effective?
(iii) Who are the expected users of the financial reports produced above?

**Notes to Facilitator: Financial Reporting**

The financial report should be

- prepared by head teacher
- Reviewed by Finance committee
- Approved by BOM

**Notes to Facilitator on who else receives copy of financial report:**

Other stakeholders to see the financial report are:

School PA
Donors
Sub-county director of education
Sub-county schools auditor

**Notes to facilitator on how to improve financial disclosure:**

Display of summary of financial report on school notice board strategically placed to allow easy view by the public and stakeholders.

**2.9. Summary**

Emphasize that this is the most important part of this process because understanding the school through a detailed situational diagnosis should provide the strategic issues to be resolved through the SIP. This underscores the key role of data on key aspects of the school as identified from the NESP domains.
SESSION 3: DEVELOPING THE SCHOOL IMPROVEMENT PLAN

3.1. Introduction

This session will help the school to develop the School Improvement Plan. The schools will develop school policy statements such as the motto, vision and mission. The session will also help the school to identify priorities to be addressed in the 3 year School Improvement Plan (SIP). The SIP should address critical issues identified from Session 2 (School Self-Assessment Template). This will help the school formulate objectives, strategies and the implementation plan.

Objectives of Session 3:

By the end of the session, the participants should be able to:

• Develop/ review the school’s policy statements, i.e. the school motto, mission and vision
• Prioritize the needs of the school
• Develop objectives and strategies to address the prioritized needs
• Formulate a School Improvement Plan

3.2. Developing/ Reviewing School Policy Statements

The bridge from the gaps identified from the situation analysis to the desired future for the school are policy statements that capture that future. That is what the school’s vision, mission and motto do.
In order to help the participants develop these policy statements or to review their existing ones, let them reflect on the following statements:

**Reflection**

i. What one thing do you strongly desire to achieve for the school in the next one year?

ii. What motivates you to work towards achieving this goal?

iii. What strategies will you use to achieve your goal?

iv. What challenges do you anticipate to encounter?

v. How will you overcome them?

vi. How different will your school be when you achieve your goal?

**Activity 3.1. In groups of 5, let the participants perform the following activities:**

**Resources:** Mark pens, flip charts, note pads

i. Pin three flip charts on the wall and write the following in each chart: vision, mission and motto.

ii. Review the existing school vision, mission and motto. If your school does not have these statements, brainstorm to develop some.

iii. The secretary of each group will write

**VISION, MISSION AND MOTTO OF THE SCHOOL**

In the activity above, the goals represent the *vision* of the participants, the motivator stands for the *motto* while the strategies represent the *mission* of the participants.

A *vision* is the chosen or ultimate goal or a desired destination e.g. *To produce all rounded citizens who will make a positive contribution to the socio-economic development of the country.*

The *mission* is the chosen road map to an identified goal, provides stakeholders with a sense of direction and overall criteria for evaluating the success of the school e.g. *To provide high quality teaching and learning experiences to enable pupils acquire skills, knowledge and attitudes provided in the curriculum and establish a child friendly school.*

A *motto* is the guiding principle or purpose, e.g. Strive *to excel or Hard work pays.*

The school, mission and vision should reflect the needs and aspirations of the school and the community. They should be reviewed from time to time to ensure their relevance.
the agreed motto, mission and vision on the respective flip charts.

iv. In plenary, let the participants harmonize and agree on the best vision, mission and motto.

3.3. Prioritizing the School’s Needs

This session builds on the outputs from session2, that is, the challenges that the SIP needs to address so that the school moves to the desired state. The participants need to understand that the focus of the priority statements developed above is to turn the gaps pulling the school back into opportunities to improve.

In order to see the connection between the outputs in Session 2 and the activities in this section, use the illustration of the challenges animals face and how they overcome them. The school community needs to identify their challenges, how well they are addressing them and what they need to do to effectively handle them.

**Reflection**

In groups of five, ask each group to do the following:

i. Pick an animal to represent their school

ii. Either to dramatize, draw, narrate or write a poem about the challenges faced by an animal of their choice

iii. Identify how the animal overcomes those challenges.

iv. Identify the values, attitudes and characteristics possessed by the animals to help them overcome their challenges and achieve their goals.

v. Reflect on how these experiences relate the participants’ school community.

**Resources:** Mark pens, flip charts, note pads

3.31 Case Study: Jitihada Primary School’s strategic issues and priorities
The participants will be presented with the case of Jitihada Primary School. Their SIP committee has identified the following strategic issues or challenges:

i. High level of absenteeism among the pupils  
ii. Poor syllabus coverage  
iii. High pupil-textbook ratio  
iv. Poor KCPE examination performance  
v. Inadequate pupil participation in the teaching-learning process

After a lengthy discussion, they agreed on the top priority and proposed solutions as shown in the template below:

<table>
<thead>
<tr>
<th>School aspects</th>
<th>Challenges Identified.</th>
<th>Ratings (scale of 1-4) the highest represents the priority</th>
<th>Identified Solutions</th>
</tr>
</thead>
</table>
| PUPILS           | 1. High level of absenteeism among the pupils  
                  | 2. Poor KCPE examination performance  
                  | 3. Inadequate participation in the teaching learning process. | 5                    | Establish a school feeding programme.  
                  |                                                                         | 2                    | Adopt learner focused teaching methodology/pedagogy.  
                  |                                                                         |                     | Strengthen children Government activities in the teaching learning process. |
| TEACHERS         | Poor syllabus coverage                                                 | 3                    | Ensure a 100% lesson attendance by all teachers. |
| LEARNING RESOURCES | High pupil textbook ratio                                              | 1                    | Proper utilization of FPE funds. |

**Reflection**

i. What process did the SIP committee use to prioritize the school’s challenges?  
ii. How well do the proposed solutions address the challenges?

**Activity 3.2. Ask the participants to form groups of 5. Provide the participants with a template for school priorities and then ask them to do the following:**
i. Analyze the needs/challenges identified in Session two

ii. Prioritize the ones that would have the greatest positive impact on learning outcomes

**Resources:** Mark pens, flip charts, note pads

**3.4. Developing Objectives and Strategies**

The goal of this section is to help the participants understand how to come up with solutions to the prioritized needs through specific objectives and strategies. To develop the specific objectives, the factors contributing to each priority area are identified and remedies offered in the form of strategies. To assist the participants visualize this process, an analogy of two hills can be used.

The first hill represents the challenges faced by the school and factors contributing to the challenges both at the school and community level. The second hill represents the solutions proposed by the school community to the key challenges and the values, skills, knowledge and attitudes that will enhance the implementation of the proposed solutions. The bridge will provide the strategies on how to achieve the objectives.

**Activity 3.3. In groups of 10, ask the participants to do the following:**

**Resources:** Mark pens, flip charts, note pads

i. Draw two hills joined by a bridge.

ii. On the first hill ask the participants to insert the key priority areas/challenges.

iii. At the base of the hill ask them to identify the factors contributing to the priorities/challenges.

iv. On the other hill ask them to insert the solutions to the priorities/challenges.
v. At the base of the second hill ask them to indicate factors that contribute to the implementation of the proposed solutions.

The result should resemble the figure below:

Strategies needed to achieve the desired solutions

### 3.5. Formulating the School Improvement Plan

The purpose of this section is to enable the participants to develop a logical framework that maps out how the priorities identified in Session 2 and the proposed objectives and strategies are linked to an implementation plan. In order to do so, an illustration of the tree is useful.

The tree represents a particular priority area. The roots will symbolize the activities to be undertaken to address the school priority area. The branches will symbolize the indicators for each activity. The bedrock will represent the resources required to fund the identified activities. The fruits will represent the expected outcomes. The environmental factors e.g. rain, sunshine will symbolize the different actors needed to implement the activities. The age of the tree represents the required time-frame.
In order to show how these element relate to each other in a logical frame, the participants will be presented with the diagram below and the meaning of each of the terms used should be explained:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Activities</th>
<th>Indicators</th>
<th>Expected outcomes</th>
<th>Resources</th>
<th>Sources</th>
<th>Actors</th>
<th>Time frame</th>
</tr>
</thead>
</table>

**Priority need** - this is a challenge or area of focus that is regarded or ranked by the school community as more important than others.

**Key activities** - interventions or set of actions identified by the school community to address the priority needs.

**Indicators** - a tangible evidence/pointer or proof that an activity has taken place.

**Expected outcomes** - the consequences or results or effects of the implemented activities on the learning outcomes.

**Resources needed** - inputs required to implement the planned activities e.g. time, personnel, pupils, stakeholders, teachers and funds.

**Source of resources** - origin of the required inputs e.g. parents, community, government, non-governmental organizations.

**Actors** - anyone who has a role to play in the implementation of the school improvement plan.

**Time frame** - time required to accomplish the planned activities.

**Activity 3.4. In groups of 5, present each group with a filled-up log-frame template of Jithada Primary School.(Appendix) Ask the participants to do the following:**

**Resources:** Mark pens, flip charts

i. Discuss in groups of five the appropriateness of each column.
ii. Point out the first five priorities from the prioritized needs above which will be implemented in a three year period.
iii. Draw a tree that represents a particular priority area.

iv. Label the roots with the activities they will undertake to address the school priority area.

v. Use the bedrock to identify the resources required to fund the identified activities.

vi. Use the branches to identify the indicators

vii. Use the fruits to identify the expected outcomes

viii. Use the environmental factors to identify the different actors needed to implement the activities.

ix. Use the age of the tree to identify the required timeframe

The school community will share their trees in plenary, provide input and indicate the agreed upon input in the template below.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Activities</th>
<th>Indicators</th>
<th>Expected outcomes</th>
<th>Resources</th>
<th>Source</th>
<th>Actors</th>
<th>Time-frame</th>
</tr>
</thead>
</table>


43
SESSION 4: PLANNING IMPLEMENTATION, MONITORING AND EVALUATION OF THE SIP

4.0. Introduction

This session is designed to help the school create an annual action plan to meet the improvement priorities of the school. The action plan should indicate clear and time-based targets; sources of funding; the responsibilities of BoMs and other players involved in the process; key milestones; and key performance indicators.

Objectives of Session 4:

By the end of the session, the participants should be able to:

i. Develop the First Year Action Plan
ii. Identify the role of the school’s BOM in the School Improvement Planning process
iii. Develop a SIP Monitoring and Evaluation Plan

4.1. Components of an Action Plan

A plan is the bridge between the gaps identified from the school’s self-assessment to the future that it desires. It consists of the following elements:

i. What needs to be done, i.e. priorities, strategies and targets
ii. Why, i.e. goals, objectives and expected outcomes
iii. By who, or persons responsible/actors
iv. When, timelines
v. With what, resources and their mobilization
vi. How to determine that the implementation of the plans on track, or monitoring through performance indicators
vii. How to determine the impact of implemented activities on the intended objectives, **evaluation**.

Thus on the basis of these questions, the participants can reflect on the following questions:

- What do we want to achieve? e.g. low pupils absenteeism
- What targets do we seek to achieve? e.g. 100% school attendance
- What do we need to do to achieve our set targets? e.g. initiating a school feeding programme?
- What will help us know that we have implemented our planned activities? e.g. monitoring class attendance tools, such as a class register
- What effect will our planned activities have on the learning outcomes e.g. improved performance
- What resources, human and financial, do we need to implement the planned activities? e.g. entire community support
- Where are we going to get the resources? e.g. from the income generating activities at the school level, pupils body, parents, community, county government, national government and sponsors.
- Who will be involved in the implementation of the SIP and what will be their role? e.g. the BOM, Parents Association, administration, teachers, pupils, alumni, corporate, county government, area member of parliament and religious bodies.
- How much time do we need to implement each activity? e.g. 1 week training teachers on ICT
- How long will it take us to implement all our planned activities?
- How will transparency and accountability be ensured in implementation. display of income and expenditure on the school notice-board.
**Activity 4.1: Using the example above, label the flip-chart paper as follows:**

Priority area, Planned activities, Indicators, Expected outcomes, Resources needed, Source of resources, Actors Timeframe.

**Resources:** Mark pens, flip charts, pens

Once the participants have exhaustively discussed these questions, have them fill them on the template below:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Activities</th>
<th>Indicators</th>
<th>Expected outcomes</th>
<th>Resources</th>
<th>Source of resources</th>
<th>Actors</th>
<th>Timeframe</th>
</tr>
</thead>
</table>

**4.2. Role of the BOM in Planning Implementation and Monitoring of SIP Implementation**

The participants need to appreciate the crucial role of the BOM in the planning of SIP implementation and monitoring. They need to be aware of what each aspects of that role consists of. These aspects are: planning, implementation, monitoring plan implementation, and resource mobilization.

**Activity 4.2: Ask the participants to identify what each of these roles entails.**

**Resources:** Mark pens, flip charts, pens

**Facilitators notes: Roles of the BOM in the SIP Process**

Let the BOM members know that they are the key players of SIP.

Under **planning** they should offer leadership and ensure comprehensive analysis of the school needs, prioritization of the needs and development of the SIP. This should be an all-inclusive process targeting all the school stake holders.
Under **implementation**, they should ensure that the planned activities are implemented as planned.

Under **monitoring** they should continuously monitor the planned activities; conduct midterm and end term reviews; and report to the relevant bodies accordingly.

Under **resource mobilization**, they should do the following: map out the school stakeholders, identify each stakeholder’s potential contribution to the school; and establish ways of soliciting for their support in the implementation of SIP e.g. through proposal writing, online social networks such as alumni groups, one on one visits etc.
4.3. Developing a Monitoring and Evaluation Plan

In order to appreciate the importance of monitoring the implementation of the SIP and to evaluate whether the plan has achieved the expected outcomes. If you do not measure results, you cannot tell success from failure. If you cannot see success, you cannot reward it. If you cannot reward success, you are probably rewarding failure. If you cannot see success, you cannot learn from it. If you cannot recognize failure, you cannot correct it. If you can demonstrate results, you can win stakeholder support. What gets measured gets done. The SIP results are to be kept both in paper form, and in electronic means.

Reflection

In the context of the SIP development process, the participants need to develop a Monitoring and Evaluation Plan.

Activity 4.3: Ask the participants to identify the performance indicators for each of the targets in the following Monitoring and Evaluation template of the SIP Process.

Resources: Mark pens, flip charts, pens

So what exactly is being monitored? For example, if one of the challenges facing the school is high pupil absenteeism and the objective is to achieve 100 percent school attendance, a strategy could be to start a school feeding programme. In order to make the programme operational the BOM will hire staff to cook and then serve the pupils. The output will be a functional feeding programme. The expected outcome will be a reduction in absenteeism which will be monitored through daily class attendance register records. The performance indicator will be the number of pupils attending classes in all learning sessions every day. Thus, the performance indicator is the basis for monitoring. At some point in the term, the head-teacher may want to find out if the planned objective of achieving 100 percent attendance of classes has been achieved. The monitoring reports of class attendance are analyzed and the attendance levels as per the middle of the term compared to the expected levels. If absenteeism has fallen by 80 percent, then the head-teacher can report that class attendance is at 80 percent, and only 20 percent short of the 100 percent
<table>
<thead>
<tr>
<th>Serial no.</th>
<th>Targets</th>
<th>Indicators</th>
<th>Status of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 directory of school stakeholders developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1 day training of the school stakeholders on SIP implemented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2 days stakeholders planning meeting held</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>3 days comprehensive analysis of all school aspects done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5 school needs priority areas identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>SIP implementation plan for five years developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>First year SIP action plan developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>School monitoring and implementation plan developed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Facilitator’s Guide: A Sample SIP Monitoring and Evaluation Template**

<table>
<thead>
<tr>
<th>Serial no.</th>
<th>Targets</th>
<th>Indicators</th>
<th>Status of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>School biodata:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 directory of school stakeholders</td>
<td>A copy of school stakeholders directory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1 day training of the school stakeholders on SIP implemented</td>
<td>13 members of BOM members, all teachers, representatives of the children government, members of the parents association and other identified stakeholders trained</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2 days stakeholders planning meeting held</td>
<td>Copy minutes of different categories of school stakeholders</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>3 days comprehensive analysis of all school aspects done</td>
<td>Copy of the school aspects analysis report</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>School needs prioritised</td>
<td>A list prioritised needs</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>SIP implementation plan for five years developed</td>
<td>A copy of SIP implementation plan</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>First year SIP implementation plan developed</td>
<td>A copy of an annual SIP</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>School monitoring and implementation plan developed</td>
<td>A copy of school SIP M/E plan</td>
<td></td>
</tr>
</tbody>
</table>

### 4. 4. Summary

This section should emphasize the role of planning the monitoring and evaluation of the SIP for tracking of progress and measurement of its impact on school outcomes.

**DISBURSEMENT OF FUNDS FOR IMPLEMENTATION OF PRIORITIES IN THE SIP; STEPS**

I. After the training of the school teams(5 participants per school) on the preparation of the SIP, schools will be expected to formulate a School Improvement plan within the first month after commencement of training.

II. The SIP action Plan of year 1 should clearly indicate 3 costed priorities for implementation, whose total cost should not exceed KES 250,000.(Approximately US $ 2500). 3 other costed priorities for year 2 not exceeding
KES 250,000 should also be included in the SIP action plan.

III. Given the small amount of funding, the Project grant will not cover classroom construction and other substantive civil works.

IV. A hard copy of SIP should be submitted to the Sub-County Director of Education for onward transmission to the CDE who will table it to the CPC unit for approval. The SIP should be submitted within stipulated timelines as given by the CDE.

V. A soft copy of the SIP should be uploaded using the tablet provided to the Head teacher. This will be accessed by the PCU for further scrutiny and concurrence.

VI. Based on the recommendations and approval by the County Project Coordination Unit, that the SIP meets the stipulated information requirements, the school will receive the first disbursement of KES 250,000 for implementing its priority actions for year 1.

VII. The final disbursement of KES 250,000 will be released to the school in year 2 of the project upon satisfactory maintenance of records/data on pupils, teachers and resources (Physical and financial assets). Evidence of regular record keeping by the school will be in the form of data uploads to a data system managed by the MOE, at the beginning of the school year and at the end of each term.

VIII. The school Facilitator will be expected to give a report on the SIP process at the school level.

IX. Schools will be required to present evidence on the receipt of grant funds in years one and two of the Project.

X. At the end of the Project, participating schools are expected to report on the status/progress of plan priorities, documenting in particular, whether their top priorities...
have been achieved or not. Third party verification of these reports will be conducted on a sample of participating schools.

XI. Development and Implementation of the SIP at school level will be continuously monitored by both the National PCU and County Project Coordination teams.

XII. The school Audit Directorate will conduct yearly audit on the use of the disbursed funds at the school level and give a report.

**Summary of the Training Manual**

As outlined in the introductory to this document, the purpose of the Training Manual was to help the school together with the school community to prepare and implement a SIP to improve pupil learning outcomes. The planning process followed the conventional steps of a participatory process which involve the stakeholders asking the following questions about their school: where are we now; where do we want to go from here; how do we get there; how do we know we are getting there; how do we know we have arrived. These questions were the basis of the four sessions: Getting Started; Understanding Your School; Developing the SIP; Planning Implementation and Evaluation of the SIP. In the first session, the participants were equipped with steps on helping the school to get started in the SIP planning process. It addressed the following aspects of the process: expected outcomes; the guiding principles; the steps in actually getting started; and identifying who participates and why. The second session aimed at helping the school conduct a self-assessment. The current situation in the school was guided by a School Improvement Framework containing key domains identified in the NESP, 2013-2018; KCPE results analyses for selected years, and the TPAD tool. The ultimate goal from this self-diagnosis was to identify the school’s key gaps and
challenges that formed the strategic priorities to be addressed through the SIP.

The purpose of the third session was to help the school to develop the School Improvement Plan itself. The participants were encouraged to develop new or review existing school policy statements such as the motto, vision and mission. The emphasis was on identifying and prioritizing the school’s needs to be addressed in the SIP. These priorities were aimed at assisting the school formulate objectives, strategies and the implementation plan. The last session was designed to help the school create an annual action plan to meet the school improvement objectives of the SIP. A Monitoring and Evaluation plan indicated how performance indicators are to be monitored and the extent of achievement evaluated.
References


Kenya, Republic of (2010). *Approved List of School Textbooks and Other Instructional Materials for Primary Schools.* Nairobi: Ministry of Education.


Appendices

Appendix 1: School Self-Assessment Framework

Conduct a school self-assessment using the following scale

2 = YES 1 = NO

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Yes</th>
<th>No</th>
<th>Why the score/ the story behind the figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) TEACHING AND LEARNING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has relevant instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school promotes co-curricular activities and subject-based clubs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has adequate and qualified teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has adequate support staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school regularly monitors the quality of teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school uses examination data for decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers demonstrate that they are dedicated to the school and to the learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head-teacher and teachers respect and adhere to rules on punctuality, attendance and class schedules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school promotes learner achievement through regular awards, announcements and activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School has displays of learner and school achievements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school ensures that all teachers maintain and use professional documents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUB-TOTAL /22</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) SCHOOL ENVIRONMENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head-Teacher and teachers regularly express confidence in the learners’ ability to succeed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head-Teacher and teachers talk to learners outside of classroom to demonstrate concern for them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners and parents report that the school is a caring place.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School facilities and premises are clean and orderly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has adequate physical facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school ensures that the physical facilities adhere to the school safety guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUB-TOTAL/12</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **C ) LEADERSHIP AND GOVERNANCE** |
| The BOM is well constituted in line with the requirements of Education Act. |
| The head teacher is dedicated to the general success of the school. |
| The BOM is well inducted on its role and responsibilities |
| The BOM ensures prudent use of school resources e.g. Finances, human and physical. |
| There are mechanisms to ensure transparency and accountability |
| There is a functional Parents Association |
| There is a functional children government |
| **SUB - TOTAL/14** |

| **C ) SCHOOL –COMMUNITY RELATIONS** |
| The school community shows respect for teachers, learners, parents and the principal/head teacher. |
| The BoM, parents, H/Teacher, teachers, the pupils and the local administration are aware and concerned about the children out of school in the school’s catchments. |
| The BoM, Parents, H/Teacher, teachers, the pupils and the local administration always work at bringing children of school-going age to school and ensure they are retained there |
| The school community shows respect for teachers, learners, |
parents and the head-teacher.

### SUB-TOTAL/08

#### E) PUPIL SUPPORT PROGRAMME

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a functional School Feeding programme</td>
<td></td>
</tr>
<tr>
<td>There are mechanisms to take care of Orphaned and Vulnerable Children</td>
<td></td>
</tr>
<tr>
<td>There is a functional Guidance and Counselling programme</td>
<td></td>
</tr>
<tr>
<td>There are mechanisms for behaviour management</td>
<td></td>
</tr>
<tr>
<td>Life skills are emphasized in school programmes</td>
<td></td>
</tr>
</tbody>
</table>

### SUB-TOTAL/10

Total (Sum of each column)-Out of 66

Key: Less than 24-Poor; Between 25-32- Average; Between 33-44-Above average; More than 45-Very good
## Appendix 2: Monitoring Timetable

<table>
<thead>
<tr>
<th>When</th>
<th>Monitoring activity</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First half of First term</td>
<td>Question-level analysis of marked tests by each subject, and KCPE Analysis. BOM and SIP school teams to examine exam questions that were answered well and which were less well answered.</td>
<td><em>Monitoring summary report for each subject</em></td>
</tr>
<tr>
<td>Second half First term</td>
<td>Analysis of how teachers and investing in subjects that had low scores in class and in KCPE analysis report. Examining how progress target setting has been made.</td>
<td><em>Monitoring summary report for each subject</em></td>
</tr>
<tr>
<td>First half of second term</td>
<td>BOM and SIP teams to scrutinize improvements for each subject under agreed format by the school for progress for each subject. Subject scrutiny to be undertaken in line with the school’s improvement plan.</td>
<td><em>Monitoring summary report for each subject</em></td>
</tr>
<tr>
<td>Second half of second term</td>
<td>Focused observations of teaching by CSO and SIP team leaders to an agreed programme determined as part of SIP Monitoring and within an agreed focus.</td>
<td>*Copy of Notes of Focused Lesson Observation given to and discussed with individual teacher. *Monitoring summary report for the cycle of observations</td>
</tr>
<tr>
<td>First half of Third term</td>
<td>General observation of teaching conducted by BOM, CSOs, and SIP team leaders Is our teaching good enough? Where are our key strengths? What do we need to work on further?</td>
<td>*Copy of Notes of General Lesson Observation given to and discussed with individual teacher. *Monitoring summary report for the cycle of observations</td>
</tr>
<tr>
<td>Second half of Third term</td>
<td>Gathering parents’ and pupils’ views These are gathered through discussion groups and questionnaires.</td>
<td>Reported views are analyzed by Deputy Head teacher and presented to BOM, Pupils governing body along with report on what action is intended in light of reported views.</td>
</tr>
</tbody>
</table>

Monitoring information is used as a source of evidence for school improvement plan and review, and further, to identify issues needing further attention. All this information informs the key priorities for improvement in the improvement plan. Each monitoring event is recorded on a *monitoring summary report* and all these reports, along with CSO reports and BOM reports, are considered at the end of the first term each year.
## Appendix 3: Monitoring Summary Report

Monitoring activity: ________________  Date of Report: ________________  Report by: ________________

<table>
<thead>
<tr>
<th>Key strengths</th>
<th>Needs attention</th>
<th>Any recommended action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 4: Self-Review Timetable

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Key sources of evidence (How do we know?)</th>
<th>Roles</th>
</tr>
</thead>
</table>
| **Term 1 (Y1)** | **Characteristics of the school**  
The Analysis of this section is to be updated annually.  | **Socio-economic** data from County Director of Education Office                | **BOM and Head teacher** coordinates this section with **leadership team**.  
(e.g. data on attainment, enrolment, etc.) |
| **How well do pupils achieve?**  
This section is updated each year | **KCPE Analysis Report**  
Performance Summaries for class 1-7  
(Monitoring summary reports of each of these)  
School Standards Summary (traffic-lighted summary of attainment included in SIP Manual) | | **Role of Head teacher** is to ensure that this information is effectively evaluated and shared and that appropriate action is prioritized, planned and taken.  
**Role of BOM** is to ensure that rigorous and effective analysis takes place and to receive summary information on the strengths and weaknesses in the school's attainment and pupils' achievement and progress |
| **Term 2 (Y1)** | **Personal development**  
This section is updated each 2 years | Monitoring summary reports (lesson observations)  
Parents' views (summary reports)  
Pupils' views (summary reports) | **Head teacher's** role is to plan, implement and monitor the programmes for gathering evidence.  
**BOM's** role is to ensure that parents' views are effectively canvassed.  
**SIP and CSOs team** to ensure pupils views are effectively gathered and analyzed |
| Term 3 (Y1) | **Provision (teaching)**  
This section is updated each year | Observation summary reports  
Work scrutiny summary reports  
Parents’ views (summary reports)  
Pupils’ views (summary reports)  
Scrutiny of math’s and writing against age-related expectations. | **Headteacher** plans and monitors programme of observation and of work scrutiny. Links programme with performance management where appropriate. **SIP Manual guidelines to be followed.**  
**BOM, CSOs and SIP team** to receive monitoring summary reports. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall effectiveness</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Term 1 (Y2)** | **How well do pupils achieve?**  
This section is updated each year | How well do pupils achieve?  
See term one year 1 above | See term one year 1 above |
| **Term 2 (Y2)** | **Provision (care and curriculum)**  
These sections are updated each 2 years | Detailed schemes of work and Teaching Plans  
(Short, medium and long-term planning)  
Lesson observation summaries  
Work scrutiny summaries  
Parents’ views (summary reports)  
Pupils’ views (summary reports)  
KCPE analysis of tests to ascertain strengths and weaknesses | **Headteacher**  
CSOs makes arrangements for preparation and monitoring of curriculum planning.  
**BOM** to develop corrective measured on areas of weaknesses |
| **Term 3 (Y2)** | **Leadership and management**  
All monitoring summary reports  
Parents’ views  
Pupils’ views |  | **Headteacher** ensures roles and responsibilities are clarified, communicated and implemented consistently and effectively. Headteacher ensures that monitoring findings are acted upon through SIP etc. |
| **Overall Effectiveness** |  |  |
## Appendix 5: School Improvement Development Plan Template

**NAME OF THE PRIMARY SCHOOL**

### SCHOOL DEVELOPMENT PLAN

<table>
<thead>
<tr>
<th>Improvement Priority (1,2 etc.)</th>
<th>Context of the priority (where does it come from? Why is it a priority?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Responsibility: (staff and BOMs)</td>
<td></td>
</tr>
<tr>
<td>Success Criteria:</td>
<td>Evaluation (How, by whom and what happened to the evaluation information?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Personnel Involved</th>
<th>Method</th>
<th>Resource Implications</th>
<th>Timeline</th>
<th>Monitoring Arrangements</th>
<th>Completion</th>
</tr>
</thead>
</table>


## Appendix 6: Notes of General Lesson Observation

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Year:</td>
</tr>
<tr>
<td>Subject:</td>
<td>Duration:</td>
</tr>
</tbody>
</table>

### Context:
- **ASPECTS OF TEACHING**
  - Shows good **subject knowledge** and **understanding** in the way they present and discuss their subject
  - **Plan** effectively, setting clear objectives that **pupils** understand
  - **Challenge** and inspire **pupils**, **expecting** the most of them so as to deepen knowledge and understanding
  - Use **methods** which enable all pupils to learn effectively
  - Use homework effectively to reinforce/extend school learning

### IMPACT ON LEARNING, ATTITUDES & BEHAVIOUR
Manage pupils well and insist on **high standards of behaviour**

**Use** time, support staff & other **resources**, especially ICT, **effectively**

Assess pupils’ work thoroughly & use this to help and encourage pupils to overcome difficulties

<table>
<thead>
<tr>
<th>Classroom and its impact on learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at pupils’ work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>AREAS FOR DEVELOPMENT</th>
</tr>
</thead>
</table>
## Appendix 7 - Notes of Focused Lesson Observation

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Year:</td>
</tr>
<tr>
<td>Subject:</td>
<td>Duration:</td>
</tr>
</tbody>
</table>

| Context: |

| Teaching Strategies | Impact on Pupils' Learning & Attitudes & Behavior |
**Classroom** and its **impact on learning** *(Display, layout, resources, organisation, pupil attitude/work ethos)*

Looking at **pupils' work** *(outcomes – what do children do and achieve?)*

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>AREAS FOR DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advise focus attention on:

Any comments by observee

**Observee signature**  **Observer signature**

**Date:**  **Date:**
Appendix 8: Observations and Related activities

Literacy, and mathematics need to be observed on an annual basis. Any other subject that the school has low performance can be added to the observation list. Foundation subjects need only be monitored on a 3-yearly basis, but a range of activities can be spread out over the 3 years.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1 (2016-17)</th>
<th>Year 2 (2017-18)</th>
<th>Year 3 (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Management and HT observations</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
</tr>
<tr>
<td>Literacy observations and work scrutiny</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
</tr>
<tr>
<td>Literacy agreement trialling -writing</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
</tr>
<tr>
<td>Mathematics observations and work scrutiny</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
</tr>
<tr>
<td>Mathematics agreement trialling</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
<td>SIP, BOM, CSOs and Head teacher</td>
</tr>
</tbody>
</table>
APPENDIX 9- TPAD TOOLS

TEACHERS SERVICE COMMISSION

Teacher Performance Appraisal and Development Tool
PART 1.0. PREAMBLE

Pursuant to section 11 (f) and 35(i) of TSC Act 2012 the Commission is mandated to monitor the conduct and performance of teachers in the teaching service. In this regard the Commission has introduced an open Performance Appraisal System for teachers to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level. The appraisal system shall be used to provide feedback, improve communication, and clarify roles and responsibilities.

The Code of Regulation for Teacher stipulates that, the Commission shall in administering the performance appraisal system-

i. Require heads of institutions to provide oversight role in the performance appraisal for the teachers in their respective institutions;

ii. Use performance appraisal reports for purposes of promotion, deployment and other rewards as may be prescribed from time to time;

iii. Identify training needs and taking corrective measures in cases of unsatisfactory performance; and

iv. Develop and review criteria, guidelines and tools for performance appraisal from time to time, which shall be accessible in the Commission’s website or as the Commission may advise.

1.1. Purpose

To review and improve teaching standards through a systemic appraisal approach, with a view to evaluate teachers’ performance and promote professional development for enhanced learning outcomes.

1.2. Objectives

i. To provide quality education to learners in all public institutions.

ii. To give teachers opportunity to improve on their performance competencies.
iii. To analyze teachers’ performance gaps and provide support for professional development.
iv. To maintain cumulative records of teaching and learning performance for decision making.
v. To provide for fair, effective and consistent teacher evaluation.

1.3. General Guidelines/ Instructions

i. All teachers are advised to read and understand the Teachers Performance Appraisal and Development Manual before they undertake the appraisal process.
ii. The appraisal tool must be completed by all teachers, including school administrators, in triplicate. Each teacher shall retain a copy, a second copy will be filed in school and the third copy shall be submitted to the TSC county office.
iii. The termly evaluations will cumulatively constitute the Annual Appraisal Report.
iv. The Performance Competency Areas shall form the basis of the appraisal and development plan.
v. The appraisee and appraiser shall discuss, agree on the targets and evaluate performance.
vi. The content of the appraisal shall only be shared between the appraisee, appraiser and countersigning officer/arbitrator.
vii. Every head of institution shall submit an annual staff appraisal report to the TSC County Director through the Sub-County Director, by 10th January of the subsequent year.
viii. The appraisal reports for all teachers shall be tabled before the school Board of Management by the secretary for consideration.
ix. The TSC County Director will analyze the teachers’ appraisal reports and submit the summary to the TSC headquarters.
x. Refer to annexes 1 to 4 for the records to be maintained in line with appraisal process.

1.4. Appraisal Procedure

i. A teacher in a primary educational institution shall be appraised by the deputy head of institution and the appraisal report confirmed by the head of institution.
ii. A deputy head of institution in a primary educational institution shall be appraised by the head of institution and the appraisal report confirmed by the Sub County Director.
iii. A head of institution in a primary educational institution shall be appraised by the Sub County Director and the appraisal report confirmed by the County Director.
iv. A teacher, tutor or lecturer in a post-primary institution shall be appraised by the head of department or in his absence, the deputy head of institution and the appraisal report confirmed by the head of institution.
v. A head of department in a post-primary institution shall be appraised by the deputy head of institution and the appraisal report confirmed by the head of institution.
vi. A deputy head of institution in a post-primary institution shall be appraised by the head of institution and the appraisal report confirmed by the Sub County Director.

vii. A head of institution in a post primary institution shall be appraised by the Sub County Director and the appraisal report confirmed by the County Director.

1.5. Failure to Comply with Appraisal Requirements

In reference to the Code of Regulation for Teachers, the Commission may take disciplinary action against a teacher who-

i. Fails to complete and submit an appraisal report to the supervisor; or

ii. Refuses or neglects to discuss or sign the appraisal report with the supervisor.

iii. Any teacher who consistently displays poor performance or adverse appraisal ratings may after due process have his services terminated.

Further, the Commission may take similar disciplinary action against-

i. A supervisor/appraiser who fails to appraise the teacher as required.

ii. An appraiser/ head teacher who manipulates or falsifies appraisal records and reports.

iii. A head teacher who delays or fails to submit annual appraisal reports.

PART: 2.0. PERFORMANCE EVALUATION

The performance appraisal process shall include;

a) Appraisal Targets Setting Meeting (must be held before the beginning of each term)

During this meeting, the appraisee and appraiser are both required to:

i. Share understanding of what appraisal entails and how it will work.

ii. Share understanding of the Performance Competency Areas.

iii. Agree on performance targets to be addressed and document them in part 2.2 of this document.

iv. Agree on appraisal activities’ calendar.

b) Continuous Observation and Assessment:

The heads of institutions are obligated to provide an oversight role in the performance appraisal for the teachers in their respective institutions. Further they are required to continuously monitor and evaluate the appraisal process and submit termly report to the County Director through the Sub-County Director.

Performance appraisal is a continuous interactive process between appraisee and appraiser, in which they are required to;

i. Constantly consult and request for/offer support where necessary.

ii. Ensure the activities calendar is adhered to.
iii. Ensure that all the required professional records are maintained.
iv. Plan for termly lesson observations.
v. Involve Curriculum Support Officers to provide professional guidance.

c) Appraisal Rating Meeting

Though the rating is done at the end of the term, the appraisee self-appraisal rating must be continuous within the term and so the appraiser’s rating. These individual rating scores leads to the negotiations for the agreed termly rating. This is the last appraisal activity of the term where-

i. The appraisee and the appraiser discuss observations, assessment and complete the termly appraisal.
ii. The teacher’s performance for the term is evaluated against the Performance Competency Areas and appraisal rating for the term is agreed upon.
iii. Areas that require support and development during the following term are identified and a development plan is generated.
iv. A report on learners’ achievements is discussed with a view to further improvement.
v. In the case of disagreement between appraisee and appraiser rating an arbitrator is involved to make a final decision.

2.1. EVALUATION CRITERIA AND RATING

This rating shall be used to establish the extent to which the teacher has met the targets set in each of the Performance Competency Areas and final annual performance.

<table>
<thead>
<tr>
<th>Rating Grade</th>
<th>Rating Indicator</th>
<th>Rating Scale</th>
<th>Annual Rating Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Fully met &amp; exceeded the targets</td>
<td>5</td>
<td>81% - 100%</td>
</tr>
<tr>
<td>Good</td>
<td>Fully met the targets</td>
<td>4</td>
<td>61%-80%</td>
</tr>
<tr>
<td>Average</td>
<td>Met most of the targets</td>
<td>3</td>
<td>41%-60%</td>
</tr>
<tr>
<td>Below Average</td>
<td>Met some of the targets</td>
<td>2</td>
<td>21%-40%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Did not meet the targets</td>
<td>1</td>
<td>0% - 20%</td>
</tr>
</tbody>
</table>

2.2. TEACHING STANDARDS
### Performance Competency Areas

<table>
<thead>
<tr>
<th>Performance Competency Areas</th>
<th>Performance Indicators</th>
<th>Performance Targets</th>
<th>Teaching/Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Professional knowledge and Application</strong> (25 marks, maximum 5 Targets)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to prepare;</td>
<td>Ability and use of:</td>
<td>1. Lesson observation (compulsory target)</td>
<td>Performance Index – enhanced knowledge in subject area.</td>
</tr>
<tr>
<td>• Schemes of work, Lesson plans and Lesson</td>
<td>• Approved schemes of work, Lesson plans, Lesson notes, Records of Work, text books</td>
<td>2.</td>
<td>Improved scores in tests and examinations.</td>
</tr>
<tr>
<td>notes based on current curriculum and syllabi,</td>
<td>teaching/learning aids.</td>
<td>3.</td>
<td>Ability to recall learnt content.</td>
</tr>
<tr>
<td>• Records of Work, Teaching/learning aids,</td>
<td>• Test/examinations, marking scheme, learners marked exercise book marked test papers</td>
<td>4.</td>
<td>Ability to apply knowledge learnt in solving practical problems.</td>
</tr>
<tr>
<td>assess learners.</td>
<td>and learners progress records; mark sheet</td>
<td>5.</td>
<td>Effective Syllabus coverage.</td>
</tr>
<tr>
<td>• Provide feedback and prepare and maintain</td>
<td>• Individualized Education Programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learners’ progress records.</td>
<td>• Timely syllabus coverage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Individualized Education Programs.</td>
<td>• Lesson observation rating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Time Management</strong> (10 marks, maximum 2 Targets)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to manage teaching time through;</td>
<td>Records of;</td>
<td>1.</td>
<td>Increased contact hours.</td>
</tr>
<tr>
<td>• punctual and consistent class attendance,</td>
<td>• Punctuality in reporting to duty and Lesson attendance</td>
<td>2.</td>
<td>Learners improved time management skills.</td>
</tr>
<tr>
<td>• observance of the school time table,</td>
<td>• Teacher presence, Lesson taught/missed, records of lessons recovered, records of</td>
<td></td>
<td>Improved learners’ performance.</td>
</tr>
<tr>
<td></td>
<td>remedial lessons, staff meeting attendance.</td>
<td></td>
<td>Improved attendance</td>
</tr>
</tbody>
</table>

**Appraisee Rating** | **Appraiser Rating** | **Agreed Rating**
### Performance Competency Areas

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Performance Targets</th>
<th>Teaching/Learning Outcomes</th>
</tr>
</thead>
</table>
| • Attendance of other school activities and staff meetings. | • Timely preparation of professional records. | of school activities by learners. 
• Acquisition of wide knowledge. |

#### 3 Innovation and creativity in teaching (10 marks, maximum 2 Targets)

**Ability to:**
- Improvise and use locally available resources for effective teaching and learning outcomes.
- Integrate technology in teaching and learning process.

**Evidence of use of:**
- teacher prepared teaching/learning aids,
- ICT to access Educational Resources,
- ICT integration in teaching and learning in order to improve knowledge content and curriculum delivery.
- Use of any other relevant approach.

<table>
<thead>
<tr>
<th>Evidence of use of;</th>
<th>Target</th>
<th>Rating Scale (1-5) for each Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Improved learners’ knowledge in ICT.
- Active learner participation.
- learners ability to; develop their own learning materials,
- Enhance learners’ creativity in applying ICT in their learning.
- Enhance creative thinking.
- Development of new concepts.

#### 4 Learner protection, safety, discipline and teacher conduct (20 marks, maximum 4 Targets)

**Knowledge of matters related to:**
- Sexual, mental/

**Evidence of;**
- Compliance with CORT, COCE, and Children’s Act

<table>
<thead>
<tr>
<th>Knowledge of matters related to;</th>
<th>Evidence of;</th>
<th>Target</th>
<th>Rating Scale (1-5) for each Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Improved learners performance, 
- Improved learner
<table>
<thead>
<tr>
<th>Performance Competency Areas</th>
<th>Performance Indicators</th>
<th>Performance Targets</th>
<th>Teaching/Learning Outcomes</th>
<th>Rating Scale (1-5) for each Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Appraiser Rating</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Term 1</td>
</tr>
</tbody>
</table>

5 Promotion of Co-curricular activities (10 marks, maximum 2 Targets)

<table>
<thead>
<tr>
<th>Ability to organize and guide;</th>
<th>Records of;</th>
<th>Records of;</th>
<th>Records of;</th>
<th>Records of;</th>
<th>Records of;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-curricular and life skills activities.</td>
<td>Approved co-curricular schedules, membership lists,</td>
<td>certificate of participation at different levels,</td>
<td>Awards, officiating, coaching, and training in co-curricular activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners to realize/nurture unique talents and develop them to their full potentials</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td>High retention rate.</td>
<td>Improved professional teacher/learner relationships</td>
<td>Decreased learner discipline cases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Professional Development (15 marks, maximum 3 Targets)

<table>
<thead>
<tr>
<th>Ability to;</th>
<th>Records of;</th>
<th>Records of;</th>
<th>Records of;</th>
<th>Records of;</th>
<th>Records of;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify individual</td>
<td>Appraisal reports</td>
<td>Appraisal reports</td>
<td>Appraisal reports</td>
<td>Appraisal reports</td>
<td>Appraisal reports</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>Extent of improved learner performance.</td>
<td></td>
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</tbody>
</table>

- Psychological, physical harassment/abuse and the appropriate solutions.
- Adherence to legal and professional provisions governing provision of education.
- Use of teaching/learning aids that support learners safety and promote self-awareness.
- Create child-friendly learning environment.
- Sensitization Programmes.
- Records of learners discipline cases and interventions.
- Evidence of parental involvement in learner discipline.
- Attendance.
- High retention rate.
- Improved professional teacher/learner relationships.
- Decreased learner discipline cases.
- Learners’ participation in co-curricular activities.
- Individual talents identified and developed.
- Physical fitness and enhance learners’ health.
- Extent of improved learner performance.
<table>
<thead>
<tr>
<th>Performance Competency Areas</th>
<th>Performance Indicators</th>
<th>Performance Targets</th>
<th>Teaching/Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>performance gaps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Detect training needs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Seek solutions through professional development courses.</td>
<td>Enrolment for teacher professional development courses.</td>
<td>2.</td>
<td>Improved level in curriculum delivery.</td>
</tr>
<tr>
<td></td>
<td>• Certificates for courses attended.</td>
<td>3.</td>
<td>Effective learner assessment.</td>
</tr>
<tr>
<td></td>
<td>• Involvement in peer learning at school, zonal and or cluster levels.</td>
<td></td>
<td>Evidence of remedial action.</td>
</tr>
<tr>
<td></td>
<td>• Involvement in subject panels in different levels.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Participation in training and marking of exams at different levels.</td>
<td></td>
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</tr>
<tr>
<td>7 Collaboration with parents/guardians and stakeholders (10 marks, maximum 2 Targets)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish and maintain collaborative relationships with;</td>
<td>Records of;</td>
<td>1.</td>
<td>Improved learner exposure and performance.</td>
</tr>
<tr>
<td>• educationalists,</td>
<td>• Parental involvement.</td>
<td></td>
<td>Learner ability to recognize individual abilities, limitations and values.</td>
</tr>
<tr>
<td>• parents/guardians,</td>
<td>• Evidence of involvement in community based activities.</td>
<td></td>
<td>Holistic learners (all rounded individuals).</td>
</tr>
<tr>
<td>• Local communities.</td>
<td>• Involvement in exchange programmes and national initiative eg tree planting, advocating against FGM, etc.</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• participation and networking with educational bodies e.g KNEC, KICD, MOEST, etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Competency Areas</td>
<td>Performance Indicators</td>
<td>Performance Targets</td>
<td>Teaching/Learning Outcomes</td>
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</tbody>
</table>

ANNUAL SCORE (AVERAGE OF AGREED SCORE FOR TERM 1,2 & 3)

Annual Learners’ Progress Record for all Subjects

<table>
<thead>
<tr>
<th>Subject Mean Score</th>
<th>Class/Form</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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</tbody>
</table>
### Lesson Attendance

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of lessons to be taught</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Actual number of lessons taught</strong></td>
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<tr>
<td><strong>Percentage of lessons taught</strong></td>
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</tr>
<tr>
<td><strong>Remarks</strong></td>
<td></td>
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</tbody>
</table>

### 2.4. Appraisee/Appraiser’s Remarks

<table>
<thead>
<tr>
<th></th>
<th>Appraisee’s Remarks</th>
<th>Sign /date</th>
<th>Appraiser’s Remarks</th>
<th>Sign /date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### PART 3.0: TEACHER DEVELOPMENT

#### 3.1. Teacher Support and Professional Development Planning

Review of progress for the term and generate a teacher support and development plan to be implemented during the following term.

<table>
<thead>
<tr>
<th>Term 2</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Term 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Gaps</th>
<th>Recommended Support/Development</th>
<th>Achievements</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Term 1:</td>
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<td>Term 2:</td>
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<tr>
<td>Term 3:</td>
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<td></td>
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</tbody>
</table>

Appraiser’s overall comments for the appraisal year.

PART 4.0 ARBITRATION

Section 53 of the Code of Regulation for Teacher 2015 outlines moderation procedures to be applied in case of a disagreement in the appraisal process.

4.1. Appraisee’s/Appraiser’s Comments
Where the Appraisee and Appraiser fail to agree on the ratings, they document on areas of disagreement in the space below

4.2. Arbitrator
Where there is disagreement the arbitrator will assist the appraisee and appraiser to reach agreement and complete the section below.

Arbitrator Name ……………………………………TSC No. ……………..Designation…………………Sign………………… Date…………

Appraisee Name ………………………………..TSC No. ……………..Designation…………………Sign………………… Date…………

Appraiser Name……………………………..TSC No. ……………..Designation…………………Sign………………… Date…………

Countersigning officer’s Remarks

Countersigning Name……………………………..TSC No. ……………..Designation…………………Sign………………… Date…………

Annexes
# TEACHERS SERVICE COMMISSION

## LESSON/CLASSROOM OBSERVATION FORM

<table>
<thead>
<tr>
<th></th>
<th>What was observed</th>
<th>Appraisee</th>
<th>Appraiser</th>
<th>Agreed score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation Areas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Introduction and Lesson organisation</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Content delivery</td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teaching methods/techniques</td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Learner involvement and communication</td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Classroom management</td>
<td>5</td>
<td></td>
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</tbody>
</table>

**TOTAL (Maximum 25 marks)**

<table>
<thead>
<tr>
<th>Teacher’s Signature:</th>
<th>Observer’s Signature:</th>
</tr>
</thead>
</table>

**NB:**

(a) There should always be a preparatory meeting before the lesson observation and a feedback session after the lesson observation.

(b) Divide the total marks by 5 to get the score for performance target 1 under performance competency areas 1 in Teacher Performance Appraisal & Development Tool (page 5).
# Teachers Service Commission

## Teacher Classroom/Lesson Attendance Register

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>Term</th>
<th>Week</th>
<th>Dates: - From Mon</th>
<th>To Fri</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Teacher</th>
<th>In</th>
<th>Out</th>
<th>Ass</th>
<th>Lesson</th>
<th>Teacher</th>
<th>In</th>
<th>Out</th>
<th>Ass</th>
<th>Lesson</th>
<th>Teacher</th>
<th>In</th>
<th>Out</th>
<th>Ass</th>
<th>Lesson</th>
<th>Teacher</th>
<th>In</th>
<th>Out</th>
<th>Ass</th>
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</tbody>
</table>

**NB:** Assg: - Abbreviation for Assignment (the class monitor/secretary is expected to mark Yes/No if assignment is given or not).
Explanations by Deputy Head

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Absent</td>
<td>Reason</td>
<td>Teacher Absent</td>
<td>Reason</td>
<td>Teacher Absent</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Submitted by Deputy Head sign:………………………………Name…………………………………………..TSC No……………………..Date……………………

Confirmed by Head of the institution sign:………………………………Name…………………………………………..TSC No……………………..Date……………………

Notes
1. This form should be completed by the class secretary/monitor with the knowledge of the teachers.
2. The form should be surrendered to the Deputy Head teacher to complete the section above on weekly basis.
3. The Deputy Head teacher should then submit the completed form to the Head teacher/Principal.
4. After taking the necessary action the Head teacher/Principal should file all the forms so that they are available when needed.
TEACHERS SERVICE COMMISSION

Checklist of Teacher Professional Documents

Institution: ____________________________________________________________

Year: _______Month_________ Term___________ Week______ From_________ To_______

Teacher’ Name. _____________________________ TSC No.___________________

The following documents shall be used to assess if every teacher has complied with the teaching performance standards. The listed records must be prepared, used, updated and maintained at all times, it is upon these that the teacher will be rated. The head of institution must ensure that this check list marked monthly by the immediate supervisor.

<table>
<thead>
<tr>
<th>Documents</th>
<th>Max.Marks</th>
<th>1st Month</th>
<th>2nd Month</th>
<th>3rd Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Current Personal Timetable.</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Syllabi for the teaching subjects.</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Approved Schemes of work.</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Updated Lesson plans.</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Updated Lesson notes.</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Records of work checked weekly.</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Mark book indicating: pre-set target subject score, Learners’ progress /value added records(assessment analysis)</td>
<td>10</td>
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<tr>
<td>8</td>
<td>Subject analysis for the National Exams</td>
<td>5</td>
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<tr>
<td>9</td>
<td>Marked/checked learners work exercise books</td>
<td>10</td>
<td></td>
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<tr>
<td>10</td>
<td>Daily Class/lesson attendance register.</td>
<td>5</td>
<td></td>
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<tr>
<td>11</td>
<td>Co-curricular activity records.</td>
<td>5</td>
<td></td>
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<tr>
<td>12</td>
<td>Learners’ discipline management and guidance and counselling records.</td>
<td>5</td>
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<tr>
<td>13</td>
<td>Copies of subject/ departmental meeting minutes.</td>
<td>5</td>
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<tr>
<td>14</td>
<td>Teacher Performance Appraisal and Development records.</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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1st Month Checked by: Sign___________________
TSC N0________________Name________________________________________Date:_____________

2nd Month Checked by: Sign___________________
TSC N0________________Name________________________________________Date:_____________

3rd Month Checked by: Sign___________________
TSC N0________________Name________________________________________Date:_____________
TEACHERS SERVICE COMMISSION

Checklist of the Documents to be kept by the Head of an Institution

Institution: ________________________________

Year: _______Month_______ Term__________ Week______ From_______ To_______

Teacher’ Name. _____________________________ TSC No.________________

The following documents shall be used to assess whether the Head of the Institution has embraced institutional based Quality Standard Management (QSM) in maintenance of teaching standards. The listed records must be acquired, prepared, used, updated and maintained at all times, it is upon these that the head will be rated. This check list must marked monthly by the immediate supervisor.

<table>
<thead>
<tr>
<th>Documents</th>
<th>Max. Marks</th>
<th>1st Month</th>
<th>2nd Month</th>
<th>3rd Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Master/Block time table</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Copies of Approved Schemes of work</td>
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<td></td>
<td>Description</td>
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<td>3</td>
<td>Examination Analysis for all assessments (national and internal). Learners’ progress /value added records.</td>
<td>5</td>
<td></td>
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<tr>
<td>4</td>
<td>Subject targets records.</td>
<td>5</td>
<td></td>
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<tr>
<td>5</td>
<td>Analysis of Class/lesson attendance.</td>
<td>5</td>
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<tr>
<td>6</td>
<td>Rescheduling timetables.</td>
<td>5</td>
<td></td>
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<tr>
<td>7</td>
<td>Co-curricular activity records.</td>
<td>5</td>
<td></td>
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<tr>
<td>8</td>
<td>Learners’ discipline management and guidance and counselling/programs/records. Minor and major punishment books.</td>
<td>5</td>
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<tr>
<td>9</td>
<td>Staff meeting files with confirmed minutes</td>
<td>5</td>
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<td></td>
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<tr>
<td>10</td>
<td>Performance Appraisal and Development analysis for all staff.</td>
<td>5</td>
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<tr>
<td>11</td>
<td>Staff personal file; containing posting letter, copies of appointment/casualty return assignment of letter, records of indiscipline, and any other official communication from and to the teacher.</td>
<td>5</td>
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<tr>
<td>12</td>
<td>Circulars, policies and Internal memo files</td>
<td>5</td>
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<td>13</td>
<td>BOM minutes file</td>
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<td>14</td>
<td>Relevant and current Statutory</td>
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<tr>
<td>15</td>
<td>Appointment/casualty return book</td>
<td>5</td>
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<tr>
<td>16</td>
<td>Updated log book and Visitors book</td>
<td>5</td>
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<tr>
<td>17</td>
<td>Teacher duty Rota.</td>
<td>5</td>
<td></td>
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<tr>
<td>18</td>
<td>All relevant books of accounts as provided for in the Accounting Instruction for handbook.</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>Ledgers and inventories</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td>School development/strategic plan</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

1st Month Checked by TSC CSO/SCD: Sign___________________
TSC N0____________ Name________________________________________ Date:_____________

2nd Month Checked by TSC CSO/SCD: Sign___________________
TSC N0____________ Name________________________________________ Date:_____________

3rd Month Checked by TSC CSO/SCD: Sign___________________
APPENDIX 10:

COMPOSITION, FUNCTIONS/ROLES AND RENUMERATION OF THE BOARDS OF MANAGEMENT AS PER PROVISIONS OF THE BASIC EDUCATION ACT. (Sections 56, 59, 63)

56. Composition of Board of Management

(1) The Board of Management established under section 55 shall consist of the following members appointed by the County Education Board:

(a) six persons elected to represent parents of the pupils in the school or local community in the case of county secondary schools;

(b) one person nominated by the County Education Board;

(c) one representative of the teaching staff in the school elected by the teachers;

(d) three representatives of the sponsors of the school;

(e) one person to represent special interest groups in the community; and

(f) one person to represent persons with special needs;

(g) a representative of the students’ council who shall be an ex officio member.

(2) The Board of Management may from time to time co-opt into its membership such persons as it is satisfied possess skills and experience to assist in the discharge of the Board’s functions.

(3) The number of members of the Board of Management co-opted under subsection (2) shall not exceed three at any particular time and such members do not have a right to vote at the meetings of the Board.

(4) The members of the Board of Management shall elect their chairperson from amongst themselves provided that the member to be so elected shall not be a person who was appointed under subsection (1)(c).

(5) For public schools sponsored by faith-based organisation, the Chairperson of the Board of Management shall be appointed by the County Education Board in consultation with the sponsor.
(6) For a public school, the chairperson of the Board of Management shall be elected by the members in their first meeting.

(7) Despite subsection (5), a faith-based sponsor who does not make a significant contribution and impact to a school or institution as contemplated under section 2 of the Act shall not be consulted in the appointment of the chairperson of the Board of Management of that school or institution.

(8) The conduct and affairs of the Board of Management shall be as set out in the Fourth Schedule.

(9) The provisions of sections 54 to 57 shall apply mutatis mutandis to a board of management of any public—

(a) primary school;

(b) secondary school;

(c) adult and continuing education center; and

(d) multipurpose development training institute

**Section 59** The functions of the Board of Management of a basic education institution shall be to—

(a) promote the best interests of the institution and ensure its development;
(b) promote quality education for all pupils in accordance with the standards set under this Act or any other written law;
(c) ensure and assure the provision of proper and adequate physical facilities for the institution;
(d) manage the institution’s affairs in accordance with the rules and regulations governing the occupational safety and health;
(e) advise the County Education Board on the staffing needs of the institution;
(f) determine cases of pupils’ discipline and make reports to the County Education Board;
(g) prepare a comprehensive termly report on all areas of its mandate and submit the report to the County Education Board;

facilitate and ensure the provision of guidance and counseling to all learners;

(i) provide for the welfare and observe the human rights and ensure safety of the pupils, teachers and non-teaching staff at the institution;

(j) encourage a culture of dialogue and participatory democratic governance at the institution;
(k) promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of hate speech, and elimination of tribalism at the institution;

(l) encourage the learners, teachers and non-teaching staff and other, parents and the community, and other stakeholders to render voluntary services to the institution;

(m) allow reasonable use of the facilities of the institution for community, social and other lawful purposes, subject to such reasonable and equitable conditions as it may determine including the charging of a fee;

(n) administer and manage the resources of the institution;

(o) receive, collect and account for any funds accruing to the institution;

(p) recruit, employ and remunerate such number of non-teaching staff as may be required by the institution in accordance with this Act; and

(q) perform any other function to facilitate the implementation of its functions under this Act or any other written law.

Section 61. Committees of the Board of Management of a basic education institution

(1) The board of management of an institution of basic education may establish such committees as the Board may consider appropriate to perform such functions and discharge such responsibilities as the Board may deem necessary.

(2) Without prejudice to the provisions of subsection (1), the board of management shall establish the following committees—

(a) finance, procurement and general purposes committee;

(b) academic standards, quality and environment committee;

(c) discipline, ethics and integrity committee;

(d) audit committee; and

(e) human rights and student welfare committee.
Section 63. Remuneration of the members of the Board of Management

The members of the Board of Management shall be paid such allowances as the Cabinet Secretary may provide by regulations upon the advice of the Salaries and Remuneration Commission.

Appendix 11 Sip Financial Management References

Reference 1

Finance Manual

Chapter 2: Project Institutional and fiduciary arrangement

2.1.2 – The project fiduciary responsibility will be delegated to the heads of implementing entities receiving funds at the national and school levels

2.1.3 – The head of an implementing unit will be responsible for management and reporting of funds disbursed to the entity

Reference 2

Finance Manual

Chapter 2: Project Institutional and fiduciary arrangement

2.2.4 – Role of primary school heads

1. BOM of project beneficiary schools will be responsible for accountability over project funds disbursed to their institutions
2. Ensure that a separate non-commingled bank account is operated at a suitable commercial bank
3. Provide the school’s bank account details, including authorized signatories, to the County Project Coordinator
4. Head Teachers will cooperate with the County Technical Committee


Finance Manual
Chapter 3: Project planning and budgeting
3.1.7 – At school level, the school work plan and budget should be discussed and approved by the BOM at the relevant meeting. The Head Teacher will submit the work plan and budget to the County Technical Committee for review and approval. This should happen one month before the end of the financial year so that approval can be provided in good time, and actual school-level spending can commence at the beginning of the next financial year.

Finance Manual
Chapter 4: Project funds flow and disbursement management
4.9 - Operation of school project accounts
4.9.1 - Each project beneficiary primary school will open and operate a non-commingled local currency (Kshs) bank account at a commercial bank approved by the PS and National Treasury, through the County Technical Committee, and acceptable to the World Bank.
4.9.6 - There will be four authorized signatories to the school project bank account as follows:

| a)       | Head Teacher               |
| b)       | Chairperson, Board of Management |
| c)       | Elected Parents’ Representative |
| d)       | Member of the BOM           |

4.9.7 - To enhance accountability at county level, any three of the four authorized signatories must sign against any withdrawals from the school project bank account, with the Head Teacher and the Chairman, Board of Management being a mandatory signatory.

4.9.8 - In the absence of any of the authorized signatories for prolonged periods for any reason, prompt formal replacement arrangements will be made to ensure project implementation is not unduly disrupted. The Head Teacher will pay particular attention to this matter and report to the County Director of Education through the respective Sub-County Director of Education, as this also can be a major bottleneck in the funds flow process.
5.2.6 - At the project beneficiary primary schools, the Head teacher must table the project implementation status which must include a statement of receipts and expenditures during all statutory BOM meetings.

5.2.7 - At the project beneficiary primary schools, the Head Teacher will ensure proper accounting records are kept by formally delegating the project accounting duties to a teaching or non-teaching member of staff or (where non-project funds are sufficient to allow) to an outsourced accounts clerk.

5.4.3 - At the school’s level, as a guide, the head teachers shall maintain accounting documents and summary of transactions to ensure funds received and expenditure relating to the project are well supported. This shall include payment vouchers, invoices, cash sale vouchers, summary of receipts and use of funds, bank statements, minutes of board and school meetings, etc.

5.4.4 - Notwithstanding the guide of accounting documentation and reports, to avoid ineligible expenditures all heads of implementing units will ensure adequacy of supporting documentation and accuracy reports in financial management of the project.
5.5 – Filing of Accounting documents

5.5.2 - All payment vouchers, attached to their supporting documents, will be numbered and filed systematically and sequentially by their dates to ensure ease of retrieval and review by management, internal and external auditors, as well as by other independent reviewers.

5.5.3 - Only original documents should be used as the original evidence of financial transactions, as they provide critical information for accountability and transparency. To retain and secure these critical documents, the Head of the PCU, assisted by the designated heads of project sub-implementers, will ensure that secure filing and storage equipment is made available and used, including fire proof safes and/or cabinets.

5.5.4 - All project accounting and other documents, as well as all resultant accountability reports will be retained appropriately and systematically for the required statutory period of seven (7) years.

6.2 – Approval and authorization of expenditure

6.2.4 - Expenditure at beneficiary primary school

1. All project financial transactions will be approved by the Head Teacher.
2. The Head Teacher should, however, not approve his/her own claims; instead, the approval should be provided by Chairperson of the School Management Committee (SMC) with approval from the County Director of Education.
3. Payment Vouchers (PVs) will be initiated by the designated school bookkeeper who will also maintain an up to date record in the project cash book.
4. The County Project Coordinator will, check the PVs and the project cash book on a regular basis (say, monthly or quarterly) for accuracy and completeness.
5. The designated school bookkeeper will, under the supervision of the Head Teacher, ensure that the filing of the project PVs and supporting documents is properly sequenced and systematically organised.