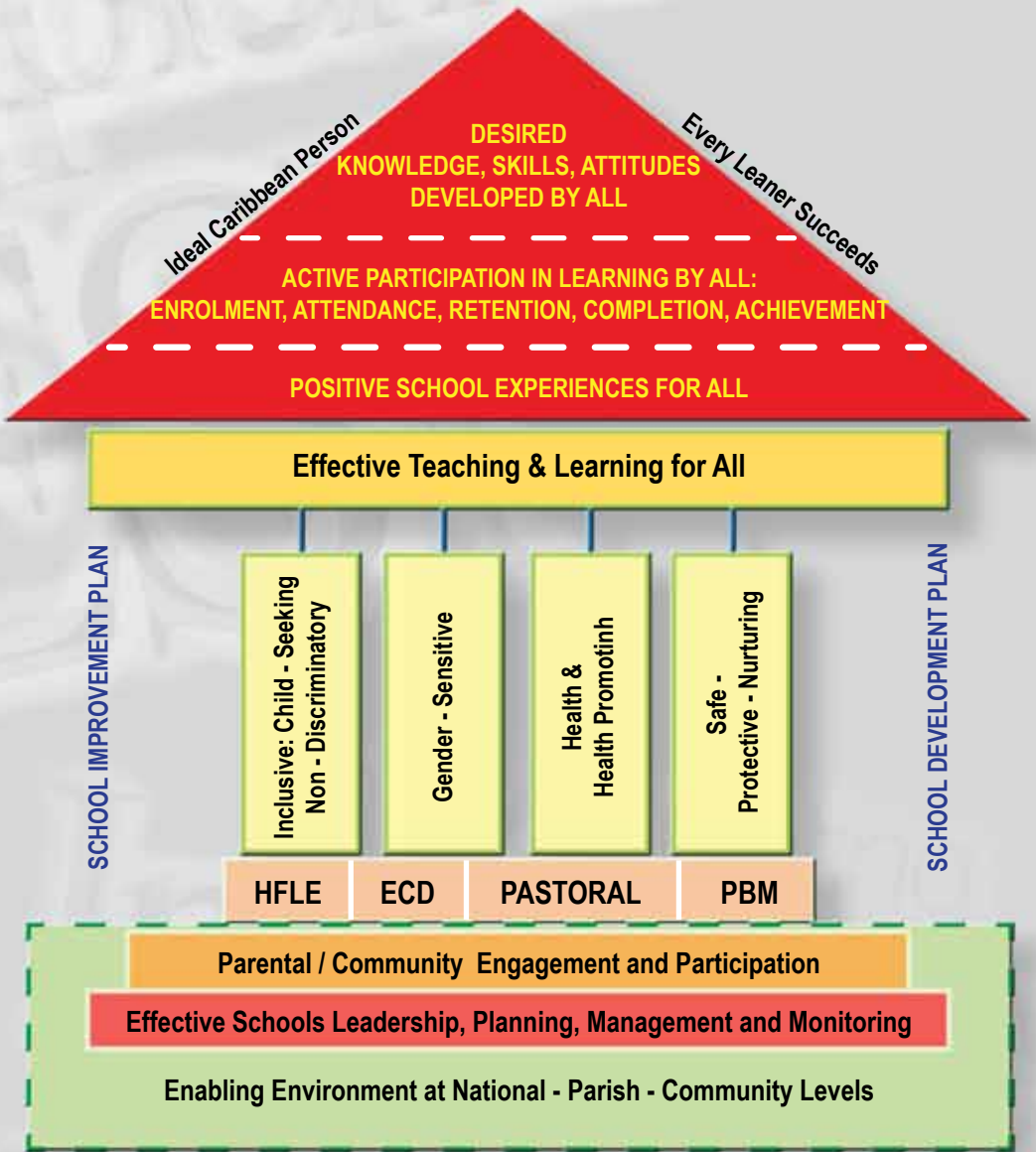


Effective Schools Framework (ESF) Implementation **GUIDE**

*A guide for principals,
school teams,
education practitioners,
managers and
policy makers*

Figure 1
Effective Schools Conceptual Framework for the Eastern Caribbean



QUICK GUIDE to Implementing ESF at Secondary Schools

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A: The Essentials

What Needs to be Done?

- 1 Sensitise all members of staff (teaching and non-teaching) about Effective School Framework Principles.
- 2 Select a core team to lead the process (see tips below on team composition)
- 3 Train the team to lead the implementation process.
- 4 Use the Monitoring Tool to conduct a needs assessment in selected area(s) of focus with full participation of all stakeholders, that is teaching, non-teaching staff, parents, students
- 5 Develop an Action Plan which should be based on the results of the needs assessment.
- 6 Monitor and evaluate the action plan.

B: Roles of the Key Stakeholders

Role of the Administration?

- ▶ Selects a broad-based school team which should include the Guidance Counsellor, a representative from the Students' Council; representative from the non-teaching Staff, the PE teacher, representative from the PTA and from the teaching staff representing the different levels of the school.
- ▶ Sets the tone and removes barriers to implementation so that the team can carry out its objectives. School teams are rarely successful without strong, positive leadership from all levels of administration.

While it is not recommended that the Principal functions as the team leader, his/her membership on the team along with other members of administration is vital to the successful implementation of the framework

Role of the Core Team?

- ▶ Initiate and maintain a conversation on ESF with all members of staff.
- ▶ Organise the session (s) for conducting the needs assessment and help guide the process.
- ▶ Lead the development of the Action Plan.
- ▶ Support the administration in monitoring of any new interventions to address areas arising from the needs assessment.
- ▶ Scan the environment for new research, ideas, approaches, and practices.
- ▶ Organise the celebration of successes that have arisen as a result of new interventions.

■ Role of Staff?

- ▶ Commit to supporting the process
- ▶ Provide constructive feedback to the team
- ▶ Be an active participant in school wide implementation of the framework
- ▶ Be open to positive change to reach academic and behavioural goals
- ▶ Commit to learning and trying new strategies to improve teaching, learning and behavioural outcomes

C: Some Tips for Implementing ESF at Secondary Schools:

Tip 1:

Always include the Guidance Counsellor as part of the ESF team

- ❖ He/she can bring skills to address emotional/behavioural problems which other staff may not have the skills to address.

Tip 2:

Provide Year Heads/Heads of Departments with the freedom to make adjustments

- ❖ For example, when implementing Positive Behaviour Support system allow flexibility to ensure that the Behavioural Systems for Junior systems schools is different from the Senior School.

Tip 3:

Provide rewards and consequences which appeal to adolescents' interests and their stages of development

- ❖ Public recognition at full assembly seems to work well for most adolescents but bear in mind that some students prefer to not have attention drawn to them.

Tip 4:

Acknowledge the efforts of staff

- ❖ Remember to acknowledge the school's teaching and non-teaching staff for interventions they make to improve overall environment at the school for both students and staff.

Tip 5:

Involve students

- ❖ Consult students to get their ideas on how to improve the school.
- ❖ Include a student as a member of the team.



Tip 6:

Use existing structures

- ❖ ESF framework is not extra work and must not be portrayed as such. It is a way to improve on what schools are already doing.
- ❖ See what existing structures can be integrated or combined to achieve improved outcomes for students and staff at your school.

Tip 7:

Tweak interventions as you see fit

- ❖ Use your knowledge of ESF Principles your school's environment to adapt ESF practices to suit your context.

Tip 8:

Use data to show that your ESF related interventions are working and share with all stakeholders (students, staff, parents)

- ❖ What data can you use to show evidence of how ESF is:
 - ▶ Effective?
 - ▶ Equitable?
 - ▶ Efficient?

Tip 9:

Address the physical environment of the school

- ❖ Students thrive best in clean, sanitary, colourful environments.

Consult
students
to get their
ideas
on how to
improve
the school



student

child

parent
& teacher

friendly
schools
are

Effective Schools

ESF

D: Monitoring Tool

I. SCHOOL LEADERSHIP AND MANAGEMENT	Yes	No	Remarks on Progress/Frequency*
• School's Board of Management/Committee is in place			
• The Parent-Teacher Association is functioning effectively			
• The Principal assesses school strengths & identifies areas for improvement			
• School learning improvement/development plans (SIPs/SDPs) are being utilised			
• School Education Management Information System (EMIS) is in use			
• EMIS information is submitted in a timely manner to the Ministry			
• The Principal promotes teachers' well-being & positive morale			
• Regular training for teachers and education managers conducted			
• Students participate in school leadership and decision-making through Student Councils based on clear guidelines			
• Student leaders chosen democratically by students			
II. STAFF PROFESSIONAL DEVELOPMENT	Yes	No	Remarks on Progress/Frequency*
• Teachers are sensitised about relevant educational policies			
• Induction and mentoring of new teachers is practised in a systematic way			
• Members of the Management Team informally assess the knowledge and skills of the teaching staff			
• Teachers' knowledge/skill deficits are addressed through either school-based or external training opportunities			
• Regular structured school-based staff development is conducted by resource persons			
• The school has a fair system for allocating opportunities to participate in external staff development			
• Teachers involved in external training return and provide school-based training to other teachers			
• The staff has been exposed to student-centred teaching strategies			
• The staff has been sensitized to techniques for ensuring an equitable education for both genders			
III. POSITIVE BEHAVIOUR MANAGEMENT	Yes	No	Remarks on Progress/Frequency*
• The school has implemented a positive behaviour management strategy			
• The school monitors the positive behaviour management strategy			
• Teachers have been notified of the policy in the Education Act as it relates to the use of corporal punishment in schools			
• Teachers do not discipline students by using fear, threats, humiliation or violence			
• Teachers monitor pupil interaction in class, on the playground & other areas			
• The school provides confidential guidance & counselling services			
• Teachers reinforce positive behaviour with praise, rewards, smiles, positive comments			
• Teachers correct inappropriate behaviour, explaining why it is wrong, and offer alternative choices to guide future behaviour			
• Teacher actively listens to the learner, interacts and helps pupils overcome problems			

Monitoring Tool

IV. CHILD CENTRED EDUCATION	Yes	No	Remarks on Progress/Frequency*
a) Student-Centred Teaching and Learning Methods			
<ul style="list-style-type: none"> Lessons are planned systematically with the learning objectives/expected outcomes clearly articulated 			
<ul style="list-style-type: none"> Teachers use a range of teaching / learning methods, responding to individual needs & differences 			
<ul style="list-style-type: none"> Teachers encourage pupils to think, make decisions, ask questions, and express their opinions 			
<ul style="list-style-type: none"> Teachers promote active, cooperative learning and facilitate learning through group activities 			
<ul style="list-style-type: none"> Teachers allow students to ask questions in class 			
b) Student-Centred Classrooms			
<ul style="list-style-type: none"> All children have individual access to textbooks & reading materials on a daily basis 			
<ul style="list-style-type: none"> A range of locally-made teaching aides are used 			
<ul style="list-style-type: none"> Classroom organisation facilitates active learning: flexible seating, activity corners 			
<ul style="list-style-type: none"> Classroom displays are comprehensive inclusive of expectations, student's work and teaching aids 			
c) Continuous Student Assessment			
<ul style="list-style-type: none"> Teachers give students the learning objectives of each subject at the beginning of each term/semester 			
<ul style="list-style-type: none"> Teachers develop & implement an Assessment linked to learning outcomes 			
<ul style="list-style-type: none"> Teachers use a range of assessment methods to assess children's learning progress 			
<ul style="list-style-type: none"> Teachers utilise assessment to improve instruction & enhance learning 			
<ul style="list-style-type: none"> Teachers provide feedback to students and report student learning outcomes to parents at regular intervals 			
d) Maximum Learning Time			
<ul style="list-style-type: none"> Classes are taught for the prescribed number of hours per week 			
<ul style="list-style-type: none"> The timetable is displayed in all classrooms and adhered to 			
<ul style="list-style-type: none"> Teacher attendance and punctuality is monitored and recorded 			
<ul style="list-style-type: none"> Systems are in place to ensure that students are actively engaged in learning activities when a teacher is absent 			
<ul style="list-style-type: none"> Systems are in place to ensure students who are absent from school are aware of the activities taking place in class 			
e) Reading with Meaning			
<ul style="list-style-type: none"> Teachers engage all children in reading activities with emphasis on 'meaning' and enjoyment 			
<ul style="list-style-type: none"> School/classroom library facilitates diverse learning activities 			
f) Creativity and Self-Expression			
<ul style="list-style-type: none"> Teachers provide a range of activities during lessons to facilitate the development of students' creativity and self-expression 			
<ul style="list-style-type: none"> The school offers co-curricular activities & clubs (for e.g. Girls Guides, Cadets, 4H, music, sports, health, debate) 			
<ul style="list-style-type: none"> Students' creative work is displayed 			



Monitoring Tool

g) Local Relevance			
<ul style="list-style-type: none"> School works with the community to ensure education is locally relevant for all students so parents are aware of the school's expectations 			
<ul style="list-style-type: none"> School integrate aspects of local culture, history, culture, language, dance, songs, stories into curriculum 			
<ul style="list-style-type: none"> Cultural displays & school cultural days are promoted 			
V. EFFECTIVE SCHOOL/COMMUNITY /PARENT	Yes	No	Remarks on Progress/Frequency*
<ul style="list-style-type: none"> There is a sound school-community partnership visible 			
<ul style="list-style-type: none"> Parents participate in school management at the board level 			
<ul style="list-style-type: none"> Partnerships with agencies and private sector are in place 			
<ul style="list-style-type: none"> Parents are aware of the learning outcomes of each subject his/her child is taking 			
<ul style="list-style-type: none"> Opportunities are provided for parents to be aware of their children social and academic strengths and challenges 			
VI. PASTORAL /SPIRITUAL CARE	Yes	No	Remarks on Progress/Frequency*
Spiritual care is provided to students			
School networks with partners (Faith-based organisations, NGOs, other agencies) to provide spiritual care to students			
Student guidance and counseling have a moral foundation			
VII. INCLUSIVE, CHILD-SEEKING, NON-DISCRIMINATORY PRACTICES	Yes	No	Remarks on Progress/Frequency*
<ul style="list-style-type: none"> Promotes parental awareness of major education policies 			
<ul style="list-style-type: none"> Strives to include all children 			
<ul style="list-style-type: none"> Identifies and includes out-of-school children 			
<ul style="list-style-type: none"> Identifies and includes children with disabilities 			
<ul style="list-style-type: none"> Monitors and records attendance & grade progression 			
<ul style="list-style-type: none"> Strives to reduce dropout and repetition and ensures elimination of negative stereotypes 			
IX. GENDER-SENSITIVE, FRIENDLY ENVIRONMENT	Yes	No	Remarks on Progress/Frequency*
<ul style="list-style-type: none"> Sensitises school and community on gender issues 			
<ul style="list-style-type: none"> Monitors gender-difference in education and 			
<ul style="list-style-type: none"> Ensures gender-sensitive pedagogy works to empower students, especially boys 			
<ul style="list-style-type: none"> Implements strategies to protect students from violence 			
<ul style="list-style-type: none"> Ensures needs of adolescent girls and boys are met 			
<ul style="list-style-type: none"> Ensures the re-admission of teenage mothers, students in conflict with law and those with other deviant behaviours 			
<ul style="list-style-type: none"> School promotes the rights of girls and boys to remain in school throughout pregnancy 			
<ul style="list-style-type: none"> School facilitate & encourage teenage mothers' return to school after delivery, without stigma or discrimination 			
<ul style="list-style-type: none"> Promotes gender equality in leadership at all levels 			

Monitoring Tool

IX. HEALTHY AND HEALTH PROMOTING PRACTICES	Yes	No	Remarks on Progress/Frequency*
• Supports access to essential health services			
• Teaches Health and Family Life Education throughout all levels of the school			
• Promotes student nutrition e.g. breakfast / school meal exists			
• Provides water, sanitation facilities e.g. toilets			
• Teaches sport & physical education			
X. SAFE, PROTECTIVE, NURTURING ENVIRONMENT	Yes	No	Remarks on Progress/Frequency*
• Develops child safety & protection strategy			
• Implements Child Safety and Protection Strategy (including emergency drills and policies on violence and abuse prevention)			
• Enforces code of conduct for teachers and students			
• Ensures protection of children from violence (name-calling, teasing, bullying, public ridicule etc.)			
• Has programme and activities to build students' self-esteem			
• Ensures all aspect of the schools' environment is clean, sanitary and attractive(classrooms, yard etc)			
• provides a sufficient quantity, of accessible, private, clean, well-maintained separate sanitation facilities for boys, girls, physically disabled children and teachers, which are used daily			

Additional observations: _____

Name of School: _____

Name of Principal: _____

Date: _____

Signature of Person _____



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