



School Leadership

Transforming teaching-learning process and perspective on school-governance: leading the school development plan

School leadership collection

This School Leadership OER (Open Educational Resource) is intended for school leaders, or any resource person in charge of pedagogical supervision within the structure (such as a director of study, director of schools, quality assurance officers, a head of department or a head of year/grade). Local pedagogical supervision can also use booklets from this collection with good effect. For the sake of convenience, we will group these people under the name "school leader".

By making the school the privileged locus for Professional Learning and Development (PLD), the collection aims to help school leaders to transform the school structure they are responsible for into an 'Extended Professional Learning Community' (ELPC) based on the continuous collaborative professional development of all actors.

The collection can be considered as a toolbox, consisting of several booklets in which school leaders can select the tools that are best suited to their reality and use them to meet the specific needs of their school community.

The different booklets are not to be exploited in a linear fashion: it would be more appropriate to select suitable elements to respond to a specific problem identified in and by the school. The booklets can also be used to set up training workshops, or to facilitate a thematic meeting with, for example, other local school leaders.

The booklets briefly present various concepts, focusing on practices, offering a wide range of case studies, activities, pauses for thought and resources, mainly African Open Educational Resources (OER).

In order to carry out the various activities on offer, school leaders are invited to keep a learning diary in order to help them to document, organize and capitalize in the long term their learning and their development. The collection thus contributes to the PLD of the school leaders themselves.

The broad objective of the collection is to facilitate the transformation of teaching-learning processes to enhance effective learning. It is about accompanying teachers so as to enable them to set up a model of horizontal learning where the learners are fully engaged in the construction of their learning. The school leader has a crucial role to play in facilitating this educational paradigm shift

This collection is the result of the adaptation, contextualization and enrichment of OERs produced by TESS-India for the leaders of Indian institutions (<http://www.tess-india.edu.in>). The examples presented in this collection have been gathered from different countries in sub-Saharan Africa.

Acknowledgement

We would like to express our heartfelt thanks, for their invaluable contribution to the realisation of this booklet, their infinite patience and their availability of every moment, to:

- Michèle Deane, teacher and teacher educator and teacher-educator educator, UK
- Dele Yaya, Former Director, Field Operations & Students Services/TESSA Coordinator, National Teachers' Institute, Kaduna, Nigeria
- We also thank all those who will tell us about their return and will contribute to the continuous improvement of our OER.

Except for third party materials and otherwise stated, this content is made available under a Creative Commons Attribution-ShareAlike licence: <http://creativecommons.org/licenses/by-sa/3.0/>

The licence excludes the use of the Apréli@ and the PartaTESSA/TESSA Share logos, which may only be used unadapted within the Apréli@ and PartaTESSA/TESSA Share project.

Every effort has been made to contact copyright owners. If any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

Content

<i>School leadership collection</i>	1
<i>Acknowledgement</i>	2
Introduction	4
<i>What this booklet is about</i>	4
<i>What school leaders will learn in this booklet</i>	5
<i>Your learning diary</i>	5
1 Introducing the school development plan (SDP)	6
Case Study 1: Why development planning is important?	6
Activity 1: Why plan?	7
Activity 2: Converting aims into actions	8
2 Working with stakeholders	9
<i>Working with the teachers</i>	9
Case Study 2: Mrs Tayo carries out an audit of her teachers, individual CPD plans	9
Activity 3: From personal action plans to the SDP	9
<i>Working with the School Management Committee (SMC)</i>	10
The importance of women’s participation	11
Activity 4: An enthusiastic or domineering chair	12
Case Study 3: Mr Ibrahim learns the hard way	12
Working with parents	13
Case Study 4: Mr Ebuka meets the SMC	13
<i>Working with pupils</i>	14
3 Writing and monitoring the SDP	16
Activity 5: An action template appropriate for my own school ?	18
Activity 6: Using your template	18
Activity 7: To sum up	19
4 Summary	20
Resources	21
<i>Resource 1: SDP template to be adapted for your needs</i>	21
School development plan – worked example	21
School development plan – blank template	22
<i>Resource 2: From individual projects to the school development plan, the Apréli@ model</i>	23
<i>Resource 3: Examples of action template, first steps...</i>	24
Action template, example 1	24
Action template, example 2	25
<i>Resource 4: Analysis grid for an action template</i>	26
<i>Resource 5: A model of functional School Management Committee and School Development Plan, the example of Senegal</i>	28
<i>Resource 6: School review tool</i>	31
References and bibliography	35
<i>References</i>	35
<i>Bibliography</i>	36

Introduction

This booklet **Leading the School Development Plan** is a free educational resource (OER) developed by a group of teacher educators to support school leaders who accompany their staff's Professional Learning and Development (LPD) within their institution with a view of enhancing the conditions and quality of learning in the school.

It is an adaptation of the Apréli@ booklet **Conduire le projet d'établissement** which is available under a Creative Commons Attribution-Share Alike licence:

http://aprelia.org/cahiers/c5/fichiers/C5_Conduire_le_projet_d_etablissement.pdf

It also draws on the work carried out by TESSA and Apréli@ in French-speaking Sub-Saharan Africa, separately or jointly, as well as the resources resulting from this work.

It belongs to a collection of booklets that relates to the key issue of improving learning through school-based professional co-development. You may find it useful to refer to other booklets in the collection to develop your knowledge and skills as well as to the TESSA resources that are particularly pertinent to this key question. The collection includes:

- Leading teachers' continuous professional development
- Supporting teachers to improve learning
- Supporting teachers: mentoring and coaching
- Leading the use of technology in your school
- Leading the school development plan
- School based teachers' continuous professional development (in preparation)
- Inclusive education toolkit
- Teaching practice supervisors' toolkit
- Working with Teachers: A Handbook for Teacher Educators

What this booklet is about

This unit focuses on the process of school development planning in order to improve teaching-learning processes – Stages 5 and 6 of the school improvement cycle (Figure 1 opposite). Once a review has been carried out, the school leader and the school management committee (SMC) will be aware of what the school is doing well and what areas need to be developed. In coherence with the national, regional and/or local educational priorities you will strive to establish a plan of action which will contribute to achieving your own school priorities, taking into account its own realities. You and your leadership team – be it one other teacher in a very small school,

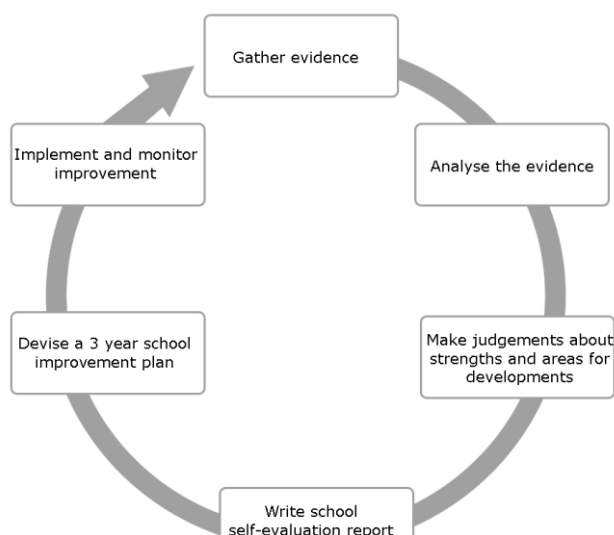


Figure 1 The school-improvement cycle (adapted from Professional Development Service for Teachers).

or a group of four or five senior teachers in a large school – are in a position to make a plan to achieve those improvements. This booklet will take you through the planning process and help you to develop a template for your plan.

What school leaders will learn in this booklet

The resources, activities, pauses for thought and case studies in this booklet will help you to:

- discover the main features of an effective school planning process.
- plan for school-wide improvements in student learning.
- engage stakeholders and especially the SMC in school development planning.
- write an effective school development plan that makes a difference to outcomes for students

Your learning diary

During your work on this booklet you will find it useful to make notes in your Learning Diary. If you have not already started one, this is a book or folder (either paper or electronic) where you can document thoughts, ideas and plans together in one place.

You may be working through this booklet alone but you will learn much more if you are able to discuss your learning with another school leader. This could be a colleague with whom you already collaborate, or someone with whom you form a new relationship. It could be through an organised activity or on a more informal basis. Notes you make in your Learning Diary will be useful for this, as well as for helping you to map your learning and development.

1 Introducing the school development plan (SDP)

A school development plan (SDP) provides the basis for school improvement and should reflect the school's philosophy and vision, in coherence with national, regional and/or local priorities. It lists the priorities and actions for the next period of time. It might be for instance a general three-year plan that is supplemented by a more detailed yearly plan.

The SDP drives the next school self-review and demonstrates to the community that the school is working to achieve the best possible outcomes for its students. The first case study and activity illustrate why planning is important.

In summary, the SDP identifies for individual schools the specific activities in the form of goals and action plans. It is the road map of the changes that the school intends to achieve to improve.

Case Study 1: Why development planning is important?

Mrs Amaechi is a school leader in an urban primary school. Like most school leaders she is very busy and has a 'to do' list each day to make sure she remembers what she needs to get done

Monday:

1. Write to district office about the roof repairs.
2. See Chichima (Grade 2 teacher) about her lateness to lessons.
3. Try and see Mobo's parents after school about the incident on the Grade 5 trip.
4. Walk around the school after lunch (a learning walk for you) - focus on behaviour in lessons.
5. Check attendance lists from last week and fill in the form for the district office.
6. Make sure all the mail from last week is answered.
7. Fix meeting with Daraja (chair of SMC).
8. Check Sahadatou's plan for the next cross-curricular day.
9. Respond to the complaint from Nasha's father.
10. Investigate the incident in Mr Ahmed's class IV on Friday.

Each day Mrs Amaechi has a similar list. Most of what she has to do is respond to issues that have arisen and complete the necessary administration.

Activity 1: Why plan?

Look at Mrs Amaechi's list for Monday.

- Which items on the list are essential administration?
- Which items on the list are responses to events?
- Which items on the list are actions that could lead to improvements in teaching and learning?
- If she is very busy, which items are likely to be left undone?

Write in your Learning Diary the advice that you would give to Mrs Amaechi to help her manage her tasks.

If you wish, you could carry out this activity with one or several colleagues

Discussion

You will have realised that eight out of ten items are essential administration or responses to events. Only two items, taking a learning walk (item 4) and checking the plans for the next cross-curricular day (item 8), are things that have the potential to impact directly on students' learning. The learning walk will enable Mrs Amaechi to gather information about learning behaviour, so that she is better able to support her teachers; ensuring the plans for the cross-curricular day are going well will help to make sure that the students have a positive experience. Items 4 and 8 are non-urgent, so could easily get ignored. But if Mrs Amaechi is to make a difference to teaching and learning in her school, these items should have a high priority. Maybe there are some administrative tasks that she could delegate to someone else? Maybe the class teachers could take responsibility for items 5 and 9?

As a school leader, it is easy to be swamped by everyday events and administration. It is sometimes difficult to find the time to focus on bigger issues and solve complex problems. The purpose of the SDP is to help you be strategic and to prioritise and identify actions that will ultimately lead to improvements in teaching and learning. The same will apply to other busy teachers in the school. The development plan will help all of you to remain focused on longer-term goals and prioritise tasks that will help you to achieve those goals.



Pause for thought...

On your own or with one or several colleagues, think about a list of ten tasks that could fill your day as a school leader.

And now, let's get started...

Having carried out a review of the school, using if you wish [Resource 6, School review tool](#), your leadership team (or fellow teachers) and you will have identified things that you need to do in order to improve your school. These could include:

- *increasing the number of students who can read fluently by the end of primary school*
- *changing the structure of the school day*

- *improving the use of continuous and comprehensive evaluation (CCE) in the school.*

The first step is to identify some priority areas. This will involve talking to stakeholders, and the priorities chosen should be consistent with your collective vision for the school.

Once you have a vision and priorities, the next step is to devise set of actions that are likely to bring about the desired change. For example, if the agreed priority is to change the structure of the school day, actions could involve:

- *identifying two or three options for an alternative school day schedule*
- *consulting teachers, students and parents to identify the option that is likely to be the most appropriate*
- *rewriting the timetable to fit the preferred option and then presenting it for approval to staff and parents*
- *communicating the plan to students and deciding the date from which the new day will start.*

You should identify someone to take responsibility for each action, a timescale for completion and some criteria that you can use in order to monitor progress. Activity 2 will help you to be specific. It is easy to write down things like ‘improve attendance among the female students’, but nothing will happen unless someone takes specific action.

Activity 2: Converting aims into actions

Consider the aim ‘*To improve the attendance of female students in my school*’. Write down in your Learning Diary four or five actions that would lead to achieving this aim.

[Resource 1, SDP template](#), sets out a template for an SDP. This will be considered in more detail later in the unit, but have a look at it now so that you know what you are aiming for.

The first step is to identify the priorities for the school (the first column of the table). The self-review will have provided plenty of ideas, but these will need to be discussed with your stakeholders.

2 Working with stakeholders

Working with the teachers

In many schools, either on their own or in groups, teachers develop individual action plans to work on an element of their practice that they wish to improve. These plans enable them to document their Continuing Professional Development (CPD) and to monitor it.

If this is the case in your school, you will probably have kept track of your staff's CPD activities. In this way, you can fully engage on improving student learning through the support and coaching you provide for staff development. (See the booklet: [Leading teachers' professional development](#), Section 4).

The process and strategies you have established to keep track of your staff CPD will be most useful for you to be fully aware of their needs and to take these needs into consideration in your SDP.

Case Study 2: Mrs Tayo carries out an audit of her teachers, individual CPD plans

Mrs Tayo is the principal of a high school with 48 teachers. She and her management team have put in place an CPD system for all teachers in the school. Overall, teachers welcomed the scheme and drew up individual plans for their CPD, all recorded on the pro-forma adopted by the school ([Leading teachers' professional development](#), Resource 1).

After receiving all the teachers' action plans, she entrusted them to two colleagues on the management team asking them to draw up two lists:

- one itemising identified needs and underutilised skills
- one of the possible answers to these needs.

She also asked them to start thinking about how the CPD plans could contribute to the school's development plan and to present their findings and recommendations in a schematic form. To do this, she recommended that they rely on the architecture described in [Resource 2, From individual projects to the school development plan, the Apréli@ model](#)

The following activity will enable you to consider how you and your team could incorporate this method into your own school.

Activity 3: From personal action plans to the SDP

We invite you to carry out this activity with your assistant head teacher, a senior teacher and / or any other colleague who seems to be suitable. Together:

1. Read [Resource 2, From individual projects to the school development plan, the Apréli@ model](#), and consider more particularly the paragraph entitled **Linking the CPD to the SDP: From personal action plans to SDP**.
2. Could the process proposed in this article for building a SDP based on teacher professional development plans be suitable for your school? If not, what changes would you like to make?

Discussion

You will certainly want to take into account your teaching team's CPD plans. This is indeed essential and crucial. However, you are also very aware that your SDP is underpinned by a global vision that should allow everyone to thrive in the school. The trends identified in teachers' CPD plans are therefore intended to contribute to the achievement of the various specific objectives within the directions defined by your SPD.

When considering the SDP objectives that will benefit from the implementation of individual plans of CPD, you will have to think about:

- *the pedagogical structures, internal and external, on which you could rely to implement the process described in [Resource 2, From individual projects to the school development plan, the Apréli@ model](#)*
- *the support and reinforcements that teachers would need to be able to meet the priorities of your institution's SDP*
- *the resources and supports you may need, especially so that teachers can be equipped to effectively engage in their CPD, in line with the priorities of the SDP.*

Other dimensions, such as inputs from the Institutional Management Committee or contributions from students and parents, will also contribute to the collective work of the SDP.

By carefully articulating the individual and the collective, by making the link between the staff professional development and the development of the establishment, by feeding into the SDP the staff's individual plans of professional development, including your own plan, you contribute to making your school into an Extended Professional Learning Community (EPLC). Based on the sharing, collaboration and mutual support of all members of the school community, this EPLC is capable of stimulating, under your guidance, a collective dynamic of continuous improvement of the quality of teaching-learning.

It is important to remember that internal pedagogical structures constitute the interface and articulation between individual CPD plans and the SDP.

Working with the School Management Committee (SMC)

The School Management Committee is the key management body of the school. Its objectives are to improve access, quality and management of teaching and learning through the participation of the community, local groups and other partners. To do this, it strives to mobilize parents, communities, educational teams and other partners in the development of education. It coordinates the development and implementation by the school of action plans focusing on activities that contribute to improving access to education, the quality of learning and the management of the school. It can also ensure the prevention, mediation and conflict resolution between the various actors of the education system at the local level.

The SMC has a major role to play in the implementation and monitoring of the SDP. Even if it is your responsibility, as a school leader, to initiate the development the SDP together with your teams, it is essential to ensure the effective participation of students, parents and the community; this will contribute to the SDP relevance to and ownership by all. The SDP will then become the roadmap where the various stakeholders' roles and actions are clearly defined and shared.

The importance of women's participation

The CONFEMEN (2007) reports *“examples of successful experiments of women's participation in school management. This is, for instance, the case of the "Associations of the Educating Mothers (AEM)" in Niger. The involvement of AEMs in the management of the school constitutes a strategic alliance to promote schooling in general and that of girls in particular.*

Following a critical analysis of the work of parents' associations (PA) and school management committees (SMC) in Niger, the very weak representation or even a total absence of women at this level of school management was noticed, and this is because of the socio-cultural burdens. However, several meetings and exchanges with grassroots communities have shown that in rural areas, mothers play a key role in the registration and retention of girls in school.

Thus, drawing on successful experiences in some countries of the sub-region, Niger has taken the option of setting up AEMs in every school in the country. This framework enables the mobilisation of women so that they can lead the debate among themselves first and then have a greater participation in the management of the school. "

Working with the SMC

The key to developing an effective relationship between the SMC and the school is that of partnership. The relationship is interdependent and, as the school leader, you need to build a strong relationship with your SMC.

The CONFEMEN (2007) states that *“the school's traditional partners are: the State, the local authorities, the communities, the parents' association, the management committees, the development associations, the NGOs, the technical and financial partners, the unions teachers, the private sector, student associations and students.*

It is therefore crucial to reorganise the partnership around the school at all levels, starting with the potentialities and the actors who play a complementary role beside the State.

The partnership, as a forum for consultation of all those involved in the development of the school, should aim essentially to:

- *generate synergies between all potentialities for the development of the school*
- *ensure a better flow of information between all the actors concerned as well as the monitoring of actions,*
- *establish mechanisms to enable the partnership to work well,*
- *clarify the roles and responsibilities of the partners taking into account their abilities and the specificities of their interventions.*

The new vision of the partnership should be in recognition of the complementary roles of the different partners, the redefinition of their roles and responsibilities and the resolute involvement of the private sector. "

To ensure an effective partnership, you could:

- communicate regularly so that they feel part of the community
- invite them into school in order to celebrate successes

- listen carefully to their advice
- use their expertise to enhance the curriculum.

Activity 4: An enthusiastic or domineering chair?

In an SMC the key is to establish trust and an atmosphere of openness and honesty. However, one challenge that a school leader can face is an enthusiastic or domineering chair who wants to exert their power and influence.

Think about what you would do in the scenario below and record your findings in your Learning Diary

The SMC's new chair is very enthusiastic and has already had a number of meetings with stakeholders and some staff. He is committed to more extra-curricular activity and has, as a result, drawn up a detailed plan that he wants you to approve. How do you respond?

Discussion

On the positive side, you want to recognise the chair's enthusiasm and commitment, and be positive about improving extra-curricular activities.

However, you need better teamwork and communication with the chair so that activities are not undertaken in isolation and possibly in conflicting ways. You will have information and a view on extra-curricular activities, and would want to make sure that any consultation is based on a considered approach – not just talking to some people who may not be representative of their groups.

This is where having an SDP in place is helpful. You should draw the attention of the chair to the plan, highlighting any sections on extra-curricular activities and examining the overlap with his plan. If this is not something that is in the plan (because there are already activities going on that he may not know about), explain the school improvement cycle and invite him to carry out a review of extra-curricular activities.

Neither the school leader nor the SMC chair should be drawing up plans alone – all new initiatives should be considered in the context of the collective vision, the self-review and the agreed development plan.

Working with your staff

You and your staff will be responsible for carrying out the actions identified in the SDP. From your point of view, delegation will be important, but you need to make sure that your teachers are involved in the development planning process. Case Study 2 shows what happened to Mr Ibrahim when he ignored the concerns of one of his teachers.

Case Study 3: Mr Ibrahim learns the hard way

Mr Ibrahim is school leader of a lower secondary school. He attends the SMC meeting.

I was nervous about the SMC meeting because we were due to discuss the SDP. The rest of the staff and I were excited by the plan as we had some quite radical items. In particular, we had agreed that twice a term, we would have a day off from the timetable and organise a cross-curricular day. This would

enable students to undertake extended projects and to study important environmental and social issues that cut across subject boundaries. Most of the textbooks have chapters at the back of the book on these sorts of issues and there is considerable overlap between subjects. We were convinced that addressing these issues from the various disciplinary perspectives would help students gain a broader and deeper understanding, while saving time. This should also facilitate the implementation of the Apréli@ educational e-twinning that we decided to start the next school year with our partner college, located near the capital.

When we came to that part of the plan, three of the parent representatives expressed serious concerns and argued that we should be concentrating on the main subjects. Halfway through the meeting, it occurred to me that two of them had children in Mr Bello's class. Mr Bello is a science teacher and had been opposed to this change. Thinking back to the staff meeting, I remembered that he had been shouted down by some enthusiastic teachers and after that had been very quiet. I suspect that he had been talking to the parents and was using them as a way to disrupt the plan.

It was a very difficult meeting and in the end I had to agree to make a more detailed plan about how the cross-curricular days would work, demonstrating explicitly to the committee how they would support learning. I resolved to get Mr Bello to help me to do that.

The whole incident made me realise that people who feel marginalised and ignored can be quite disruptive. I should have made sure that Mr Bello concerns were taken seriously in the staff meeting and I should certainly have spoken to him afterwards and tried to get him on board straight away.

As a school leader you will be holding regular staff meetings. One of the challenges is to make time to discuss issues rather than carry out administration. One approach that you could use is to plan the agendas well in advance, based on the timescales in the SDP.

Working with parents

Parents are a real asset in any school if you can harness their support. The SDP will be carried out by you and your teachers, but be prepared to involve parents in the process of self-review and discussions about priorities.

Of course power, wherever it is held, can be open to misuse. Political issues can intrude into school and some parents may be seeking to push issues that are relevant to them personally and may not be in the best interests of the wider group. In some communities, parental groups can be more concerned with keeping things as they are rather than improvement. The school leader must be alert to all such issues and should use leadership skills to find the best way to work productively with the local community and its chosen representatives.

Case Study 4: Mr Ebuka meets the SMC

Mr Ebuka is the school leader of a small secondary school. The SMC had five parent representatives. He describes a meeting with the SMC.

I run quite a progressive school. We have two well-qualified science and maths teachers. Last year we took the decision to actively encourage more female students to study science and engineering. We decided to give all the female students in Grade 8 the chance to study woodwork and the male students

the chance to learn to cook and mend their clothes. The female students enjoyed woodwork and we are hoping that it will encourage them to take an interest in using their creativity to build useful things.

There were a number of new faces at the SMC meeting because there had just been an election for five new parent representatives. I was surprised to find an item on the agenda had been added by the chair: 'Craft subjects'. When we got to that item, one of the new parent representatives explained that in his view, it not appropriate for female students to study woodwork or engineering, and that male students did not need to learn to cook or sew. He proposed that the curriculum be changed so that students were segregated for craft subjects.

There was a very heated discussion, with an alarming amount of support for the motion. It appeared that some of the people who had original supported the plan were changing their mind. I was very concerned. Eventually, I was able to use a procedural excuse; the item had not been on the official agenda and it should have been accompanied by a paper setting out the arguments so that committee members had the opportunity to see them in advance. The chair agreed that it would be discussed at the next meeting.

During the next few weeks I organised an open evening in which the Grade 8 students showed off their skills and talked to the visitors about why they enjoyed woodwork (female students) and cookery and sewing (male students). We made displays of the things they had made in the foyer alongside photographs taken in the lessons. I invited parents into school to observe the lessons. My campaign was successful and at the next meeting, sufficient members of the committee voted against the motion.



Pause for thought ...

- *What is your response to the case study?*
- *Think about your own SMC. What do you do to keep them informed?*
- *Does your SMC include any difficult characters? If so, how do you work with them?*

As with the SMC, communication is key. Keeping parents informed about what is going on in school will enable you to harness their energy and enthusiasm, and will make sure that they understand your aims and priorities.

Working with pupils

Students can offer much insight into most aspects of school life, but especially the process of teaching and learning. Involving students in the self-review may be an entirely new concept to both them and your staff. However, their opinions will enhance the quality of the SDP that emerges. You can do this by talking to them as you walk around school and by conducting formal surveys about aspects of school life.

As you develop more participatory approaches to learning, the relationships between teachers and students in your school will become more democratic. Students will have the confidence to express their views and you might want to consider establishing a 'student council' to provide a forum for students to discuss aspects of school life (Student Council Support, undated).

“Children’s participation in the management of the school is of paramount importance. One of the successful experiments in this area was initiated by UNICEF in some countries such as Cameroon, Guinea, Guinea-Bissau and Mali. This is “The child-friendly/girl-friendly school” experiment based on the Rights of Children.

A child-friendly/girl-friendly school is a school that

- *is healthy and protects the children’s health*
- *promotes success and is useful to children*
- *integrates and protects all children*
- *promotes equality between boys and girls*
- *calls for the implication and participation of families, communities and children*

In this experiment, at the school level, a Children's Government is established which includes a Prime Minister and Ministers. Each member of the Government has specific missions in relation to the management of the school: discipline, sports and culture, solidarity, fight against discrimination, health, environment, sanitation and water, etc. "

In Mali, in the “fundamental level”, which goes from the 1st to the 9th year, the procedural rules call for the creation of a school cooperative managed by a committee of students. It is subsidised by student contributions, donations, legacies and revenues from lucrative activities (e.g. fairs). The fund contributes to the purchase of small school materials, such as chalk, rules, among others.

3 Writing and monitoring the SDP

The areas of improvement defined at the end of the self-diagnosis phase of your school will be broken down into various actions (or activities), specifying objectives, means of realization and evaluation indicators. The SDP is specific to your school, is clearly located in your school and takes into account its realities and needs. Its development is based on an inclusive participatory approach, at each of the four major stages:

1. The diagnostic,
2. The definition of the areas for progress,
3. The development of the program of activities (or actions),
4. The evaluation

As mentioned above, these areas and activities / actions are part of the national educational vision and respect the national or regional school curricula. The development of the SDP is based on an on-going dialogue with the supervisory authorities and all stakeholders; the final document should be clear, precise, understandable by all and consensual.

It is important to be realistic and limit yourself to 3 (maximum 4) strategic areas that will constitute your school's main orientations over one or several years. You will ensure consistency between these areas and their relevance to the realities of your school. For each of them, you will define one or more indicators of success, both qualitative and quantitative.

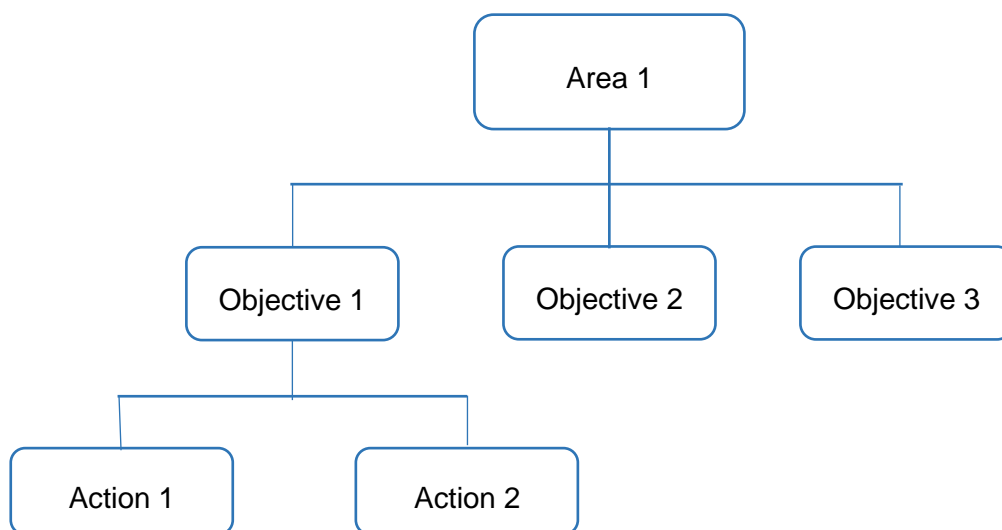


Figure 2 Relationships within the SDP between areas, objectives and actions

Each of the areas will have a limited number of key objectives. Each key objective will be subdivided into actions / activities, also in limited numbers, and presented in a succinct manner. You will ensure that the different activities / actions are easily achievable, taking into consideration in particular the school calendar and the range of available resources, both material and human. It should be noted that not all actions are implemented every year or in the same year.

The template provided in [Resource 1, SDP template](#), should help in this respect, as it encourages you to break each aspiration down into manageable chunks. The main sections of the plan are in columns one to six of the template, as listed below:

1. **The main priority areas:** These should reflect the collective vision for the school and need to be agreed by the staff and the SMC. The self-review documentation will provide evidence to inform these discussions. You are unlikely to be able to achieve everything you want to – hence the importance of having a clear vision so that you can identify the priorities together.
2. **Actions:** This column will need to be completed by you and your teachers. How you do this will depend on the issue and on your style of leadership. For some issues, it might be helpful if your teachers identify appropriate actions so that they own them. For others, it will be appropriate for you to identify the actions and present them for approval. You will be keen to ensure that they are well received by teachers and that the teachers engage with and in them without reluctance.
3. **Who will take responsibility for completing any given action:** This will need to be negotiated with the people concerned. This will help to emphasise that the individual named in column 3 is accountable.
4. **Timescale for the action:** Unforeseen circumstances can always occur, such as illness, bad weather, strikes, etc ... Whatever the reason, any delay will need to be explained to the SMC.
5. **Resources that will be required:** If these are not available, the success of the plan will be at risk. Resources need to be identified at the earliest possible stage so that work can start in order to get outside help if necessary.
6. **A basis for monitoring the plan:** This encourages you to think about how you will be able to ensure that the actions have taken place and that the plan is working. The activities identified in this column will also inform the next round of self-review.

Three years ago, Mr Junaid, principal of a college in Nigeria, and the school teaching team set out to establish and carry out their SDP. Mr Junaid had always supported the areas and objectives for development identified by the team but regretted not to be able to receive support himself. During his professional readings, he came across the article on the Voluntarist Action Plan in Senegal ([Resource 5](#)). This article reassured him that the SDP process adopted by him and his team was adequate. It also made him realize that there are precious support structures around him he could call upon. He then contacted his local education department to inform them of the work his team and he were doing on the SDP. And more particularly, he explained his needs for support very precisely. He also asked if the local authority could facilitate his contact with other colleges in the sector who were involved in working on SDP and with whom he could exchange and perhaps start collaborations.

Once the plan has been completed and agreed by the SMC, you will need to report on progress on a regular basis.

Each action template must specify the following five elements that are key:

1. Name of the action
2. Area and objective to which the action relates
3. Description of the action

4. Means and resources considered to carry out the action

5. Monitoring

Of course, it is not the plan that is the most important thing, but the process. The plan provides the basis for many structured conversations about what you and your teachers are doing and why. It ensures that all members of the community are working together and democratically. If someone wants to challenge the plan, then they can do so through the SMC.

Activity 5: An action template appropriate for my own school?

Please, study the two templates provided in [Resource 3, Examples of Action Templates](#). Note their similarities and differences. Feel free to carry out this activity with your assistant, a senior teacher or a other colleague you wish to work with.

1. Which template is the most appropriate for you? What arguments could you give in support of your choice?
2. Do you want to make any changes to this template? Which changes? Why?
3. Write the template you would like to use for your establishment.
4. Now read [Resource 4, Analysis grid of an action template](#). Does the action sheet you have just prepared for your establishment allow you to check all the points of this analysis grid?
5. If necessary, modify your action template to suit the context of your institution.

The SDP therefore defines the policy your school community intends to pursue to continually improve itself; based on common values and vision, the SDP identifies in a participative way the trajectories of action, broken down into objectives and related activities. Involving all the actors and partners of the school, it mobilises its management body to ensure steering and monitoring-evaluation, ensuring the quality of communication and dialogue between all parties.

Activity 6: Using your template

Please, feel free to carry out this activity with your assistant, a senior teacher or a colleague you wish to work with. Together:

1. Choose a problem that you would like to address in your school.
2. Use the action template you designed in [activity 4](#) and [Resource 1, SDP template to be adapted for your needs, blank template](#).
3. Fill them in to respond to the problem you have identified
4. Finally, together, consider the task you have just completed:
 - Was it difficult to complete?
 - Did the template help you structure your thinking?
 - What do you think could be the SMC president's reaction to your plan?

Finally, write your responses and thoughts in your Learning Diary.

Activity 7: To sum up

The readings and activities carried out throughout this booklet will have provided you with ideas on how to establish your school SDP.

Download and print [Resource 5, A model of functional School Management Committee and School Development Plan, the example of Senegal](#):

1. Annotate each section of this document with the items you have noted during your work throughout this booklet
2. If this document raises new ideas, add them using a different colour in the appropriate places in your Learning Diary.
3. Bearing in mind the work you have carried out in this booklet, as well as the Senegalese model of the Management Committee, identify:
 - three possible SMART Steps for your institution's SDP work, (SMART = Specific, Measurable, Attainable, Realistic, and Time-bound)
 - the supports / resources that will help you to meet these three steps.

Congratulations! You have completed this booklet! We hope that it has met your expectations and opened up new perspectives.

4 Summary

This unit has explained how an SDP provides a guide for the year and beyond. It is best developed in consultation with stakeholders in full transparency, with openness and in mutual respect. It is a powerful tool for enhancing learning and improving the school. The template provided in [Resource 1, SDP template to be adapted for your needs, blank template](#) will help to structure your thinking about your plan, but it is not an end in itself.

The process of developing your SDP promotes community participation and shared responsibility by strengthening partnerships between school and community. It also supports on-going self-evaluation and accountability. It is a precious tool for governance and accountability, but it is the process of developing, implementing, monitoring and evaluation that is the most important aspect. Ultimately, an SDP is driven by the ambition to raise the achievement of students through improving the quality of teaching and learning. Well used, it will serve as a guide and compass.

As the school leader, you are the SDP orchestra director and the guarantor of its good performance. We hope you find this book useful and we wish you all the best for yourself, your colleagues and your students.

Resources

Resource 1: SDP template to be adapted for your needs

School development plan – worked example

Development priority	Detailed actions	Person with responsibility	Timescale	Resources needed	Success criteria
Improve attendance of female students in school	Visit families with examples of the female students' work to demonstrate their achievement and potential	School leader	This term	Make time	Parents are impressed and encourage their daughters to attend school
	Use strategies in lessons to build the female students' self-esteem	All teachers	Immediately	TESS-India units	Female students actively participate in lessons (evidence from learning walks)
	Run a careers evening in school and invite successful businesswomen	Sangay	October (before the main exams)		Event is well-attended
	Carry out repairs to the female toilets and ensure all the doors will lock and toilets flush	Moses	Immediately	Building materials	Toilets in good order

School development plan – blank template

Success criteria				
Resources needed				
Timescale				
Person with responsibility				
Detailed actions				
Development priority				

Resource 2: From individual projects to the school development plan, the Apréli@ model

Linking the CPD to the SDP: From personal action plans to SDP

Glossary:

- CIQOL: Continually improving the quality of learning, <http://aprelia.org/index.php/fr/1880>
- CPD: Continuing professional development
- Apréli@: Association pour la promotion des ressources éducatives libres @fricaines, (The Association for the Promotion of African Open Education Resources) <http://aprelia.org> ; <http://wiki.aprelia.org> ; <https://www.facebook.com/aprelia.org>
- EPLC: Extended Professional Learning Community
- OER: Open Education Resources
- TESSA: Teacher Education in Sub Saharan Africa, <http://www.tesafrica.net>
- TESSA Share: this virtual space on the TESSA website allows users of the TESSA RELs to explore the RELs created by the TESSA community and to share theirs.

How to use the collection's resources, global architecture of the project

1. At the end of each learning session, the teacher pauses for self-assessment, identifying areas for improvement, and potential CPD needs. This self-reflexive practice leads her/him to establish a personal action plan, in the short, medium or even long term. In order to document her/his CPD in the long term, s/he undertakes to fill in a learning diary and build a portfolio.
2. Taking the personal CPD plans as a starting point, the school's or subjects departments pedagogical structures collectively elaborate their action plan, its implementation being based on sharing and mutual support between peers (professional co-development within the school). Within the concerned structure, each teacher is invited to develop the mastery of an active pedagogical practice, or of a specific question (for example: evaluating according to the Competence-Based Approach). S/he then becomes an internal resource-person on this technique / practice.
3. The pedagogical structures action plans feed into the SDP, with the key objective of improving the quality of learning (CIQOL).
4. The action plans identify for the role and the modalities of intervention of resource-person that may be internal or external to the school.
5. The implementation of the Apréli@ educational e-twinning expands the learning community to distant peers and promotes the professional co-development of partners, staff and structures.

Resource 3: Examples of action template, first steps...

Action template, example 1

Wording of the action	
Reminder of the areas in the SDP	
Area to which this action pertain	
Description of the action	
School subjects and levels targeted	
Targeted skills: subject based / cross-curricular / inter-curricular	
Course of action: time / space / manager	
Needs: material, time/time-table, organisational	
Valuation of the action	
Evaluation of the action: Strong points / points to improve	

Action template, example 2

Reminder of the related objective	
What? Wording of the action to carry out What needs to be done in a few words	
For whom? Pupils are the first to benefit	
With whom? Individual's responsibilities, potential partners	
How to proceed? Organisational arrangements	
To do what? Expected results/productions	
With what? Material, human and financial resources	
When? The calendar and deadlines	
Expected effects? Indicators that that should be observable	

Resource 4: Analysis grid for an action template

1. Excellent: keep	2. Mediocre: improve	3. Poor: rework
--------------------	----------------------	-----------------

	1	2	3
1. Is the action to be taken in response to a need identified in the review?			
▪ Is the need clearly identified in the action template?			
▪ Is the audience targeted by the action clearly identified?			
▪ Is this the same audience as the one concerned by the need?			
2. Is the wording to the action to be carried out..			
▪ clear (does not present any ambiguity) ?			
▪ clearly expressed (the accurate words were chosen)?			
▪ In accordance with the content of the filled in action template?			
3. In the filled in action template, are the stages of the action to be carried out			
▪ clear?			
▪ logically organised?			
4. The objectives chosen for the action:			
▪ Will they allow to carry out the action to its end			
▪ Are they expressed clearly?			
▪ Are they S pecific?			
▪ Are they M easurable (with indicators showing how to measure progress and level of success)?			
▪ Are they A ttainable?			
▪ Are they R elevant?			
▪ Are they T ime-bound?			
▪ Are they accompanied by appropriate resources?			
○ human			
○ material			
○ financial			
▪ Have the necessary support mechanisms been identified			
5. Planning the implementation			
▪ Are the steps of implementation clear?			
▪ Is the schedule realistic?			
○ attitudes			

<ul style="list-style-type: none"> Are the staff identified to support certain objectives the best positioned in terms of... 	<ul style="list-style-type: none"> skills 			
	<ul style="list-style-type: none"> knowledge 			
<ul style="list-style-type: none"> Are resources in place? 	<ul style="list-style-type: none"> material 			
	<ul style="list-style-type: none"> human 			
	<ul style="list-style-type: none"> financial 			
<ul style="list-style-type: none"> Are the necessary supports identified and known to stakeholders? 				
6. Monitoring and evaluation				
<ul style="list-style-type: none"> Are the indicators of progress and success 	<ul style="list-style-type: none"> clear? 			
	<ul style="list-style-type: none"> appropriate for what we want to demonstrate? 			
	<ul style="list-style-type: none"> known and understood by all? 			
<ul style="list-style-type: none"> Is the schedule 	<ul style="list-style-type: none"> well distributed throughout the action? 			
	<ul style="list-style-type: none"> shared and clear to all? 			
<ul style="list-style-type: none"> Are those responsible for collecting data to verify indicators well informed and equipped about 	<ul style="list-style-type: none"> their role 			
	<ul style="list-style-type: none"> the methods to use 			
	<ul style="list-style-type: none"> the type of data to collect (quantitative and qualitative)? 			
<ul style="list-style-type: none"> Is the action steering team fully aware of how the data collected will be used for monitoring and evaluation? 				
<ul style="list-style-type: none"> Are all stakeholders fully aware of 	<ul style="list-style-type: none"> the use that will be made of monitoring and evaluation results?? 			
	<ul style="list-style-type: none"> the actions that are likely to result? 			
7. Communication				
<ul style="list-style-type: none"> Have the different actors and partners: 	<ul style="list-style-type: none"> been informed of the action to take ? 			
	<ul style="list-style-type: none"> participated in the development and / or implementation process? 			
<ul style="list-style-type: none"> How will the different actors and partners be informed of the progress? 	<ul style="list-style-type: none"> Calendar 			
	<ul style="list-style-type: none"> Communication methods 			
<ul style="list-style-type: none"> Is the action to be taken in a hierarchical way? 				

Resource 5: A model of functional School Management Committee and School Development Plan, the example of Senegal

Senegal, through its deconcentration and decentralization policy, has taken the strategic option of involving and empowering local communities in the management of education to achieve the major goal of quality education for all. In this context, and as part of the cooperation between Senegal and Japan, a project called the School Environmental Improvement Project (SEIP) was carried out from 2007 to 2013.

Using awareness raising, training and organisation, the aim of this project was to encourage the participation of communities in the management of the education system at the grassroots level by setting up functional School Management Committees (SMC) and School Management Committee Unions (SMCU).

The project emphasised that the development and implementation of a Voluntarist Action Program (VAP) is the core mission of the SMC and identified a number of key elements for the successful implementation of the VAP, which is in fact that we called SDP in this booklet.

The following is translated chosen extracts from the document [Modèle de Comité de Gestion fonctionnel](#) (*Model of a functional SMC*). This document offers a model for setting up and managing an operational and efficient SMC in relation to the PAV (or SDP)

Extracts from the document Model of a functional SMC (p. 5 et 6):

Developing a Voluntarist Action Plan (VAP)

Step 1: Preparing the VAP project

1. Participatory review by the pedagogical team and the SMC
 - Establishment of basic data by the teaching team (ensure the effective participation of all teachers)
 - Sharing data with SMC members
2. Identification of problems and search for solutions by the SMC
3. Choice of priority problems to be solved
4. Defining the objectives to be achieved
5. Identifying the means to be mobilized
6. Preparation of the VAP project

Step 2: Feedback by the SMC members to their base organisations

The VAP project is shared and discussed at each of the SMC members' base organization (Parents' Association, Mothers' Association, Sport and Cultural Association, teaching team, etc.) to prepare for the General Assembly that will validate the project

Step 3: VAP social validation in general assembly

Step 4: A copy of the minutes of the general assembly is **transmitted** to the National Education Regional Inspector, to the School Management Committee Unions, to the mayor or Rural Council President

Implementing the VAP

1. Realise the effective mobilisation of resources (human, material and financial)
2. Designate a manager for each activity
3. Ensure the activities listed in the VAP are carried out and the schedule is adhered to

NB: Ensure the participatory, realistic and voluntarist nature of the VAP during its elaboration and implementation

Manage the material and financial resources in a transparent, efficient and effective way

1. Respect the management principles: transparency (supporting documents), efficiency, regularity of transactions/expenditure/accounting, opportunity of the movements
2. Have up-to-date management tools
3. Report regularly to the community and authorities

Monitor / evaluate the implementation of the VAP

Set up an operational monitoring system:

1. **Internal monitoring** of the implementation of the VAP by the SMC:
 - Regularly monitor the execution of activities (filling out the internal monitoring sheet of the activities of the SMC)
 - Develop and share the mid-term and annual review reports in general assemblies
2. **External monitoring:**
 - **By the National Education Regional Inspector**
 - Integrate the monitoring by the SMC into the overall National Education Regional Inspector 's monitoring plan
 - Have the monitoring done (filling in the SMC's external monitoring sheet of activities)
 - Synthesise the reports with copy to the Mayor or Rural Council President
 - **By the School Management Committee Unions** (for more information, see page 11 of the original document [in French])
 - Develop a SMC monitoring plan
 - Have the monitoring done (filling in the SMC external monitoring sheet of activities)

3. Ensure an effective **reporting system**:

- Development and transmission of reports, minutes, etc. to the National Education Regional Inspector and the School Management Committee Union
- Data collection and reporting upwards: SMC → National Education Regional Inspector (with copy to School Management Committee Union) → the Academic Inspector → the Ministry of Education »

More information about the development of a VAP, is available in the SMC Training Guide for Developing a VAP (Senegal, JICA-MEN, 2012, in French)

Resource 6: School review tool

In the following tool, the bold headings denote self-diagnostic categories that may inform the School Development Plan (SDP).

The bulleted lists that follow the bold headings explain the heading and allow you to gauge the level of success or progress to be made in the category.

Careful! You will not be able to do everything at once. With your teams, you will need to prioritize according to the strengths and needs of the institution, staff, students, and the community.

1. Dimension in place: keep and/or re-enforce	2. Aware of the dimension: to improve	3. Non-existent dimension: to be worked on
---	---	---

	1	2	3
1. The school leader is an active member of the school and plays a decisive role in its life			
<ul style="list-style-type: none"> The school leader is a learning facilitator in her/his school: s/he is totally involved in pedagogical developments within the school 			
<ul style="list-style-type: none"> The school leader does not remain confined in her/his office but is part of the social, teaching and learning routine of the school 			
<ul style="list-style-type: none"> The school leader encourages teamwork within the school teams so that everyone contributes to the collective effort to improve teaching-learning. 			
<ul style="list-style-type: none"> The school leader has put in place strategies to monitor the progress of both staff and students 			
<ul style="list-style-type: none"> The school leader is accessible and has positive and constructive contacts with both staff and students 			
<ul style="list-style-type: none"> The school leader reviews her/his own school leadership skills and identifies areas for improvement. 			
2. Teachers have the required attitudes, skills and knowledge			
<ul style="list-style-type: none"> They foster confidence in their students and allow them to develop self-esteem and confidence in themselves 			
<ul style="list-style-type: none"> They know how to prepare and plan individual lessons and lesson sequences 			
<ul style="list-style-type: none"> They use teaching strategies based on active pedagogy that places the learner at the centre of learning. 			
<ul style="list-style-type: none"> The strategies, activities, resources and supports used during the lessons enable differentiation 			
<ul style="list-style-type: none"> The instructions given are clear and examples and demonstration are used to promote all pupils' understanding. 			
<ul style="list-style-type: none"> Teachers use the formative evaluation to drive the teaching-learning 			

3. The school offers a positive environment conducive to the development of self-esteem and self-confidence			
▪ The common values of the members of the school's administrative, technical and teaching teams are clear to and for all.			
▪ Relationships between teachers and students are based on mutual respect			
▪ Teachers are accessible to students and have positive and constructive contacts with them			
▪ Teachers' attitude allows students to develop self-esteem and self-confidence			
▪ Students feel they can express themselves freely and ask questions			
▪ Errors exist, are recognized, but do not attract retaliation - they are analysed to enable learning			
4. The school offers a physical environment conducive to learning			
▪ A classroom for all: it is organized to allow every child to learn, and students contribute to its organization			
▪ The school for all is the logical continuation of the classroom for all			
▪ The facilities offered by the school buildings provide optimal conditions for the proper teaching / learning of all pupils and teachers.			
5. Under the school leader's leadership, teachers collaborate in the selection and implementation of key pedagogical aspects.			
▪ The school has a clear vision of its mission and the objectives necessary to fulfil it			
▪ The targeted objectives to fulfil the school's mission are decided collaboratively with the teachers.			
▪ Objectives are S pecific, M easurable, A ppropriate, R ealistic, T ime-bound			
▪ Teachers share their know-how and skills, and they support each other			
6. Teachers' expectations of with regard to student learning and productions			
▪ They have high but realistic expectations			
▪ They share the belief that all students can achieve their full potential			
▪ They recognize that success does not only concern the academic field, but also the personal, artistic, sports, etc. domains.			
▪ They recognize all successes, whatever they are, and, whenever possible, celebrate them			
▪ They recognize that all members of the management and administrative teams share with them the responsibility for student learning.			

7. The objectives concerning the development of attitudes, skills and knowledge of all, staff and pupils			
▪ are formulated clearly and understood by all			
▪ are Specific, Measurable, Appropriate, Realistic, Time-bound			
▪ are defined according to priorities to be respected, results to be achieved and methods to achieve them			
▪ are expressed so that everyone understands her/his responsibility and opportunities, and what is expected of her/him			
8. The monitoring and evaluation implemented in the institution make it possible to measure students' learning and progress			
▪ Assessment for learning (formative assessment) is commonly used in classrooms: students know what they have achieved and how to improve their work			
▪ There are strategies to measure learning and compare it to previous learning			
▪ The school leader support teachers in using the evidence and data collected during the formative assessment to provide feedback to help students improve their learning.			
▪ The types of data and the nature of the data collection are useful to the school leader to understand and deal with school problems			
▪ The data collected is used to improve learning outcomes for all students and to develop an action plan			
▪ School staff and the local community collect, analyze and use data on different aspects of the school to ensure better results for all students.			
▪ Results are continuously monitored and, if gaps emerge, an intervention is put in place in return			
9. Continuous learning and professional development (CPD) of teachers and all staff is at the heart of the practices			
▪ Under the school leader's leadership, there is a staff development program			
▪ Teachers and other staff work collaboratively on projects to improve teaching / learning			
▪ Teachers and other staff support each other through coaching and mentoring			
▪ Teachers and other staff assess their own CPD performance and needs and can set their own development goals			
10. The role of the community at large in the school			
▪ Parents or community members contribute to teaching/learning			

<ul style="list-style-type: none"> Parents' associations, especially mothers' associations, contribute to the decisions and life of the school 			
<ul style="list-style-type: none"> The School Management Committee contributes to the decisions and life of the school 			
<ul style="list-style-type: none"> Positive and productive collaborations with the local community, and the local socio-economic fabric contribute to the decisions and life of the school 			
<ul style="list-style-type: none"> There are effective means of communication between the different sections of the community that enable them to contribute to the decisions and life of the school. 			

References and bibliography

References are presented in two different ways. We invite you to choose the one that best suits your reading style.

References are classified in the order of appearance in the booklet.

The bibliography is classified according to the alphabetical order by authors' last names.

Many of the references below are attributed to two sources:

- L'Association pour la Promotion des Ressources Éducatives Libres Africaines (The Association for the Promotion of African Open Education Resources, Apréli@),
- Teacher Education in Sub Saharan Africa (TESSA).

So as not to lengthen the two lists, we will use the acronyms of these two sources, Apréli @ and TESSA.

References

- **TESS India:** <http://www.tess-india.edu.in/>, accessed 13 December 2017)
- Apréli@ (2017) **Transformer les processus d'enseignement-apprentissage: collection Apréli@ pour les chefs d'établissement**, on line: <http://aprelia.org/index.php/fr/ressources-chefs-d-etablissement> (accessed 13 December 2017)
- Apréli@ (2017) **Conduire le développement professionnel des enseignants**, on line: <http://aprelia.org/cahiers/c1> (accessed 13 December 2017)
- Apréli@ (2017) **Soutenir les enseignants pour améliorer les apprentissages**, on line: <http://aprelia.org/cahiers/c2> (accessed 13 December 2017)
- Apréli@ (2017) **Développer le coaching et le mentorat dans votre établissement**, on line: <http://aprelia.org/cahiers/c3> (accessed 13 December 2017)
- Apréli@ (2017) **Piloter l'usage des TIC dans votre établissement**, on line: <http://aprelia.org/cahiers/c4> (accessed 13 December 2017)
- TESSA (not dated) **Education Toolkit**, on line: <http://www.open.edu/openlearncreate/mod/subpage/view.php?id=80110> (accessed 20 January 2018)
- TESSA (not dated) **Teaching Practice Supervisors' Toolkit**, on line: <http://www.open.edu/openlearncreate/mod/subpage/view.php?id=800582> (accessed 20 January 2018)
- TESSA (not dated) **Working with Teachers : A Handbook for Teacher Educators**, on line: <http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80793> (accessed 20 January 2018)
- Apréli@ et PartaTESSA (2017) **Initiative ACQA: collection de ressources PartaTESSA- Apréli@ pour Améliorer Continument la Qualité des Apprentissages**, on line: <http://aprelia.org/index.php/fr/1880> (accessed 13 December 2017)

- CONFEMEN (2007) **Pour une nouvelle dynamique de la gestion scolaire**, on line: <http://www.confemen.org/wp-content/uploads/2012/08/DYNAMIQUE.pdf> (accessed 12 octobre 2017)
- Aide et Action (2017) **Participation des enfants à la gouvernance scolaire**, on line: <http://www.france.aide-et-action.org/wp-content/uploads/2017/11/Livret-pedagogique-implication-enfants-institutions-scolaire-AEA-France.pdf>
- Ministère de l'éducation nationale du Sénégal, direction de l'enseignement élémentaire (MEN-DEE), Programme décennal de l'éducation et de la formation (PDEF), Agence Japonaise de Coopération Internationale (JICA) (2012) **Modèle de Comité de Gestion de l'école**, on line: <http://aprelia.org/index.php/fr/charger-un-fichier/category/14-documents-pedagogiques?download=92:jiica-modele-de-comite-de-gestion-de-l-ecole>
- TESSA (not dated) TESSA (not dated) **Ways to investigate gender issues** (TESSA Resources, Life Skills, module 3, section 2), on line : <http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80678> (accessed 20 January 2018)
- Apréli@ (not dated) **Apréli@ éducative e-Twinning**, on line: <http://wiki.aprelia.org/tiki-index.php> (accessed 20 January 2018)

Bibliography

- Aide et action (2017), **Participation des enfants à la gouvernance scolaire**, on line: <http://www.france.aide-et-action.org/wp-content/uploads/2017/11/Livret-pedagogique-implication-enfants-institutions-scolaire-AEA-France.pdf> (accessed 22 novembre 2017)
- Apréli@ (2017) **Conduire le développement professionnel des enseignants**, on line: <http://aprelia.org/cahiers/c1> (accessed 13 December 2017)
- Apréli@ (2017) **Développer le coaching et le mentorat dans votre établissement**, on line: <http://aprelia.org/cahiers/c3> (accessed 13 December 2017)
- Apréli@ (2017) **Piloter l'usage des TIC dans votre établissement**, on line: <http://aprelia.org/cahiers/c4> (accessed 13 December 2017)
- Apréli@ (2017) **Soutenir les enseignants pour améliorer les apprentissages**, on line: <http://aprelia.org/cahiers/c2> (accessed 13 December 2017)
- Apréli@ (not dated) **Apréli@ éducative e-Twinning**, on line: <http://wiki.aprelia.org/tiki-index.php> (accessed 20 January 2018)
- Apréli@ et PartaTESSA (2017) **Initiative ACQA: collection de ressources Apréli@-PartaTESSA pour Améliorer Continument la Qualité des Apprentissages**, on line: <http://aprelia.org/index.php/fr/1880> (accessed 20 novembre 2017)
- Conférence des Ministres de l'Education des pays ayant le français en partage (CONFEMEN) (2007) **Pour une nouvelle dynamique de la gestion scolaire**, on line: <http://www.confemen.org/wp-content/uploads/2012/08/DYNAMIQUE.pdf> (accessed 12 octobre 2017)
- Ministère sénégalais de l'éducation nationale, direction de l'enseignement élémentaire (MEN-DEE), Programme décennal de l'éducation et de la formation (PDEF), Agence Japonaise de Coopération Internationale (JICA) (2012) **Modèle de Comité de Gestion de l'école (GCE)**

fonctionnel, on line:

https://www.jica.go.jp/project/senegal/001/materials/ku57pq000013fk5qatt/cge_model_01.pdf

(accessed 17 octobre 2017)

ou

<http://aprelia.org/index.php/fr/charger-un-fichier/category/14-documents-pedagogiques?download=92:jiica-modele-de-comite-de-gestion-de-l-ecole>

(page consultée 13 December 2017)

- **TESS India:** <http://www.tess-india.edu.in/> (accessed 13 December 2017)
- TESSA (not dated) **Working with Teachers : A Handbook for Teacher Educators**, on line: <http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80793> (accessed 20 January 2018)
- TESSA (not dated) **Inclusive Education Toolkit**, on line: <http://www.open.edu/openlearncreate/mod/subpage/view.php?id=80110> (accessed 20 January 2018)
- TESSA (not dated) **Teaching Practice Supervisors' Toolkit**, on line: <http://www.open.edu/openlearncreate/mod/subpage/view.php?id=800582> (accessed 20 January 2018)
- TESSA (not dated) **Ways to investigate gender issues** (TESSA Resources, Life Skills, module 3, section 2), on line: <http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80678> (accessed 20 January 2018)