How to prepare for your SLIP Internal Review In-service Module

Professional development outcomes:
By the end of this training participants can...

- Explain the key steps to a successful SLIP Internal Review
- Confidently complete a SLIP Internal Review

Length of session: 3 hours

Criteria for attendance: Participants should be involved in the SLIP Internal Review process in their school; they should be interested in school improvement and motivated to be part of SLIP

Participants: Standards Officers, Headteachers, school management teams, teachers, parents, selected student representatives, Church Education Officers, District Education Officers, in-service coordinators, Boards of Management

Resources: One copy of each of these documents per participant:
- How to Complete Your SLIP Annual Review (including the Internal Review template)
- Guidelines for School Learning Improvement Plans (SLIPs)
- Module PowerPoint
- Bongo Primary School example SLIP Internal Review complete

Prior learning or experience: Participants should bring their SLIP with a completed Annual Action Plan
1. Warm up questions (30 mins)

Group the participants into fours and ask them to introduce themselves. Put this question up on the board:

| What is school improvement? |

Give participants 5 mins to discuss it in their groups.

2. Collect feedback (10 mins), ensuring men and women have the chance to speak. Possible answers may include:

- Improved exam results
- More students being selected for the next grade
- Happy parents
- Better infrastructure

3. Put up a new question and ask the groups to discuss it for 5 mins):

| How can we measure school improvement? |

4. Collect feedback (10 mins), ensuring men and women have the chance to speak. Possible answers include:

- Exam results
- Selection results
- School Census
- Minutes of meetings
- SLIP reviews
- Inspection reports
- Teacher observation and appraisals

Tell the participants that this in-service is about the SLIP Internal Review and how to get ready for it. Put up the session outcomes on the board.

<table>
<thead>
<tr>
<th>By the end of this training participants can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the key steps to a successful SLIP Internal Review</td>
</tr>
<tr>
<td>Confidently complete a SLIP Internal Review</td>
</tr>
</tbody>
</table>

Show them a question wall where they can put up questions during the workshop and (if necessary) explain any workshop rules.
5. SLIP Quiz (15 mins)

Remind participants that every school should be implementing their SLIP. Ask these quiz questions to test understanding about SLIP.

- **i.** What does SLIP stand for?
- **ii.** How many years should a SLIP last for?
- **iii.** Who is responsible for implementing the SLIP?
- **iv.** Which people should be on the school’s SLIP Committee?
- **v.** True or false. The SLIP should be the only development plan in the school

Now read out the answers and ask teams for their scores. Explain the answers if necessary.

- **i.** What does SLIP stand for? *School Learning Improvement Plans – since 2007 every school in PNG has been required to produce a SLIP which maps out the vision of the school and how the school will improve. Parents, teachers, students and community should be involved in writing and reviewing the SLIP. There are 5 focus areas in a SLIP.*

- **ii.** How many years should a SLIP last for? *Three years with an annual action plan and annual Internal Reviews. The final year would also include an External Review run by your Standards Officer.*

- **iii.** Who is responsible for implementing the SLIP? *The Headteacher and BoM Chairperson are responsible for ensuring the SLIP is implemented. All parents, students and teachers (and non-teaching staff) are responsible for implementing the SLIP. The SLIP development, review and on-going implementation should be monitored by the school SLIP Committee.*

- **iv.** Which people should be on the school’s SLIP Committee? *Headteacher, BoM Chairperson, parental representatives (male and female), student representatives (male and female), selected teachers, agency representative if agency school*

- **v.** True or false. The SLIP should be the only development plan in the school *True – all other plans would fall under the SLIP including TIP and infrastructure. Your SLIP is how your school will be measured.*

6. Introduction to the SLIP Internal Review (15 mins)

Now do a short presentation on the SLIP Internal Review. You may use the PowerPoint presentation if you wish. Participants can make notes and should now be given the booklet *How to Complete your SLIP Internal Review.*

Key information:
• “To fail to prepare is to prepare to fail” – your SLIP Committee needs to know what an Internal Review is and how to do it and report it
• A SLIP Internal Review is conducted for each Annual Action Plan
• It is the responsibility of the SLIP Committee (who meet at least once a term)
• It will require data to be collected and analysed (such as exam results)
• The Committee will have to report their findings to the parents, teachers, students and community
• They will also need to make a judgement about how the school is implementing their SLIP
• The Internal Review is usually conducted in Term 1 and reported by the start of Term 2 except the final Internal Review which is completed just before the External Review and the end of the three-year SLIP cycle.
• Internal Review findings should help the SLIP Committee write the Annual Action Plan each year
• It is important to keep all three Internal Reviews to help with the External Review
• There is guidance for completing the Internal Review (show them) - How to Complete your SLIP Internal Review. This contains a template and key questions to discuss.
• An Internal Review is very important and must be done well.

7. Self study (30 mins)

Ask the participants to read through the booklet How to Complete your SLIP Internal Review and make a note of any questions. Ask each participant to list at least three questions they have. Give them ten minutes to do this.

Spend 20 minutes listening to and then answering their questions – keep a record of the questions. Keep a record of questions that you or the group do not know the answer to.

8. Break (10 mins)

9. Review the SLIP Internal Review template (20 mins)

Show the participants a blank template. You may use the PowerPoint to help. Key points to explain:

• The SLIP Committee should complete the template together at the correct time of year
• The Internal Review assesses the previous year’s SLIP Annual Action Plan
• Each Focus Area has four parts:
  i. Prompt questions for discussion by the SLIP Committee and for finding the right information (e.g. exam results, school census, in-service records, teacher appraisal records, budget and financial reports)
  ii. Strengths and Areas for Development
  iii. Evaluation of the school’s current position (Outstanding, Good, Satisfactory, Inadequate) with an explanation of the criteria on the front page
  iv. New or revised Annual Action Plan outcomes for that Focus Area
• The final section (6) is an overall assessment of learning improvement based on the school exam results and selection. It also asks the SLIP Committee to make a judgement about the status of the school.
• All members of the SLIP Committee must sign the Internal Review
• Your SLIP Internal Review must have all these sections but you can include more information (e.g. photos, data etc) if you wish
• You must report this to all parents, teachers and students and display it publically. It should also be sent to your Standards Officer and one copy kept in the SLIP file.

10. Evaluate another school’s Internal Review (30 mins)

Handout an example Internal Review for Bongo Primary School. Ask each group to look at a different page of the template and suggest at least three ways that Bongo Primary School could improve their SLIP Internal Review.

| How could Bongo Primary School improve their Internal Review report? |

Ask each group to present at least one of their suggested improvements (e.g. Write all their outcomes in a SMART way, collect missing gender data, be more honest)

Remember: Now they have finished their Internal Review they need to write the next year’s Annual Action Plan.

11. Next steps (20 mins)

Review the learning outcomes for the session. Now ask the participants to list at least three actions they need to take now to prepare for their SLIP Internal Review (e.g. conduct in-service, put date in school calendar, collect certain data). Ask them to share these with the others.

Ensure all participants have hard copies of this Module and all handouts and PowerPoints in paper and electronically.

Review any questions that still need to be answered. Ensure you have all mobile phone numbers of participants.

12. Evaluate the session (10 mins)

Hand out evaluation sheets and ask participants to work in pairs to rate the workshop against the learning outcomes using this format:
How to prepare for your SLIP Internal Review In-service Module Evaluation

Date: ___________ Facilitator: _____________________________________________

a. Did the professional development achieve its outcomes? *please tick*

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Achieved</th>
<th>Partly achieved</th>
<th>Not achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the key steps to a successful SLIP Internal Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Confidently complete a SLIP Internal Review</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. What will you do next to prepare for your SLIP Internal Review?


c. What was the best part of the SLIP training?


d. Suggestions for improving the sessions (e.g. methodology, facilitation)


e. What further training do you need in SLIP?


Name: ________________________________ (this is optional – this form can also be anonymous)