

**MINISTRY OF EDUCATION AND SPORTS**

**EDUCATION MANAGEMENT STRENGTHENING  
INITIATIVE: MANAGING FOR QUALITY**

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*MODULE 4—  
MANAGING THE SCHOOL CURRICULUM*



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# FOREWORD

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In Module 4, *Managing the School Curriculum*, we come full circle and reflect again on the role of the education manager as Educator. In Module 1, you were asked to reflect on and improve your skills, knowledge and attitudes as a pedagogical leader – one who supports teachers in their classroom practice. You were further encouraged to dust off your teaching skills and serve as a role model for teachers by teaching, lesson planning and developing schemes of work. Curriculum management requires effort and skill as both an educator and a manager.

Curriculum management is the core business of any school. If the curriculum is managed well, quality teaching is equitably provided to all pupils and learning occurs. This module covers all six areas of curriculum management: teacher utilization and timetabling, managing learning resources, supervising teachers' planning process, supporting the teaching and learning process, monitoring pupil assessment, and professional development of staff.

National Inspection exercises in the past few years have shown that many teachers are failing to plan for their classes and that those that do so ineffectively. 46% of primary schools were rated at poor or unsatisfactory in terms of management of the curriculum and teaching and learning by head teachers. (ESA, NIP 2002/2003) While head teachers have the ultimate responsibility to ensure that teachers are teaching effectively, district staff, including education officers, inspectors, and CCT's support and assist head teachers; similarly, deputy head teachers, heads of department and senior teachers share the responsibility for curriculum management. When working together with a common understanding of standards and goals, all these actors make a huge difference in improving quality.

With this final module in the series, I ask all education managers at all levels to work together to practice what you have learned in these modules and continue to push yourselves and work together to realise the potential of Uganda's education sector. Together we can provide quality education to Uganda's children for a brighter future for all!



S.B. Onek

A.G. DIRECTOR FOR EDUCATION

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# ABBREVIATIONS

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<b>BEPS</b>	Basic Education Policy Support
<b>CCT</b>	Coordinating Centre Tutor
<b>CC</b>	Coordinating Centre
<b>CPD</b>	Continuous Professional Development
<b>DEO</b>	District Education Officer
<b>DIMP</b>	Decentralised Instruction Materials Procurement
<b>DIS</b>	District Inspector of Schools
<b>EMIS</b>	Education Management Information Systems
<b>EMSI</b>	Education Management Strengthening Initiative
<b>HT</b>	Head teacher
<b>IS</b>	Inspector of Schools
<b>MOES</b>	Ministry of Education and Sports
<b>NGO</b>	Non Governmental Organisation
<b>PIASCY</b>	Presidential Initiative on AIDS Strategy for Communication to Youth
<b>PTA</b>	Parent Teacher Association
<b>PTC</b>	Primary Teachers College
<b>SDP</b>	School Development Plan
<b>SIP</b>	School Improvement Plan
<b>SFG</b>	School Facilities Grant
<b>SMC</b>	School Management Committee
<b>TE</b>	Teacher Effectiveness
<b>TDMS</b>	Teacher Development Management System
<b>UPE</b>	Universal Primary Education
<b>UPHOLD</b>	Uganda Program for Human and Holistic Development



# **INTRODUCTION TO EDUCATION MANAGEMENT STRENGTHENING INITIATIVE**

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WELCOME! By opening this manual you have taken an important step towards making your contribution to improving the quality of education offered in Uganda's primary schools. As an education manager, whether you are at the school, district or college level, YOU make a huge difference in the life of Ugandan school children and this manual is designed to assist you in creating a positive change in Uganda's schools.

The Education Management Strengthening (EMS) Initiative and the modules in this series were designed in collaboration with the Ministry of Education and Sports and Kyambogo University to support on-going training of education managers being trained under the Teacher Development Management System (TDMS) Head teacher Training Series. The sessions and activities within these manuals further reinforce the topics found in the TDMS training materials.

The EMS Initiative aims to expand the knowledge, skills and tools available as you work to improve quality. Often attitudes and behaviours play an even greater role in the adoption of new practices. The EMS Initiative also creates opportunities for participants to reflect on their own attitudes and behaviours, examine how their actions and attitudes influence the way they do their work, and commit to actions which create positive learning environments. Training workshops are part of a larger package of activities designed to support your professional practice at your worksites. Complementary support activities include job aids and tools for performance improvement, the use of Peer Group Meetings, peer-to-peer support, and on-site supervision and advice.

## **GUIDING PRINCIPLES**

The EMS Initiative is built upon the following principles:

### **A focus on improving quality and pupil performance**

The core business of any school system is to deliver quality education and to ensure that pupils reach their potential. All activities delivered under the EMS Initiative are designed to equip Head teachers and other managers in the system with critical knowledge, skills and attitudes needed to improve performance and positively impact quality at school level.

### **Behind every good school is a good Head teacher**

In almost any good school you will find there is a good Head teacher. Head teachers are special because, through their leadership, management and administration, they have the power to define a school and its level of performance.

### **Strengthening partnerships and participation**

Education managers cannot go it alone. They need to enlist and harness the active participation and support of numerous other role players including: Parents, Teachers, Pupils, School Management Committees, Parent Teacher Associations, and Local leaders. Improving education quality is built upon strong partnerships between these actors and among education managers themselves.

### **A Systems Approach**

The EMS Initiative strives to improve quality through a Whole School or Whole System Approach. This approach recognizes that it is only when all education managers work together in partnership that

# INTRODUCTION AND OVERVIEW

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school-based quality can be improved. The EMS Initiative harnesses the collective energy and wisdom of the many managers within the education system who must work in a coordinated manner to affect positive change. While the ultimate yardstick of success is improved learning environments and improved pupils' learning, it is not sufficient to only raise management capacity at school level. It is also necessary to improve capacity at all levels of the system that support the school and have each level understand their role in improving quality.

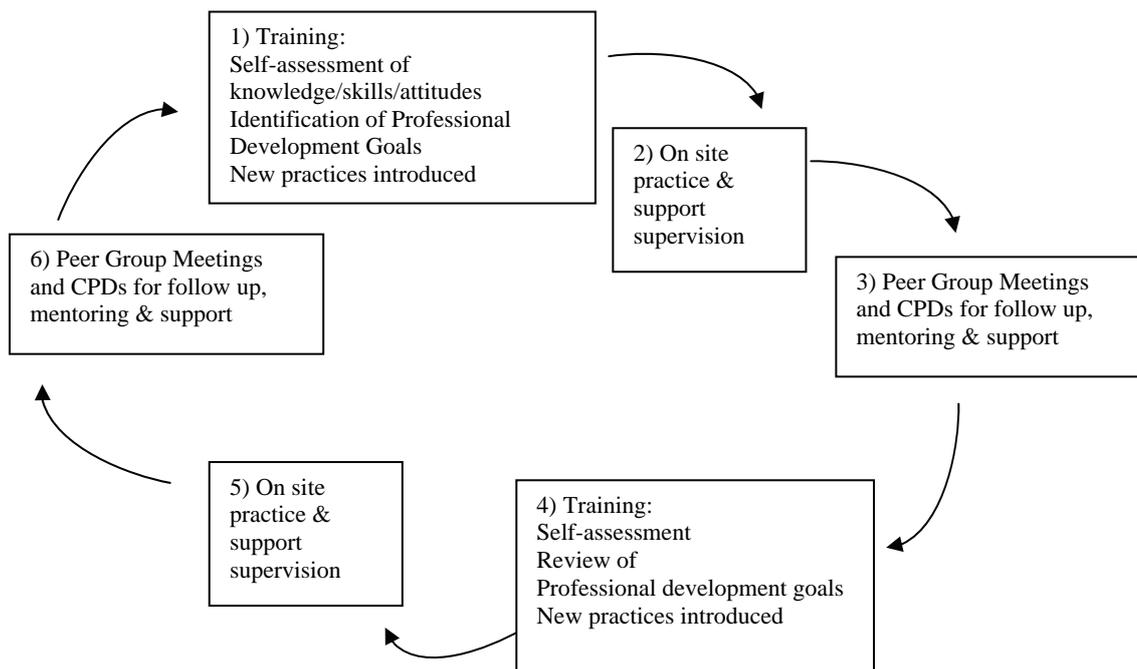
## Activity-based learning

We believe that both children and adults learn most effectively through activity and practice and not through passive listening. EMS workshops are designed to maximize activity of participants and to engage their existing knowledge and experience.

## THE PERFORMANCE IMPROVEMENT CYCLE

The EMS Initiative was developed on the basis of the Performance Improvement Cycle, which include a variety of opportunities (some individual and others within groups) to assess knowledge, skills, attitudes and overall performance; to identify professional development goals; to bridge identified gaps; and to participate in a variety of activities to improve performance. Professional peer groups and networks are as important for managers as they are for teachers and other professionals. Using a mentoring or peer support approach, education managers are assisted to consciously establish peer relationships for mutual support, networking, and the sharing of learning.

The Performance Improvement Cycle is shown in the diagram below:



### THE TRAINING MODULES AND OTHER TOOLS

The training programme consists of four training modules focusing on the following core competency areas:

- Leadership in Education
- Managing School Improvement
- Managing School Finances
- Managing the School Curriculum

The modules are for use by trainers at the district/CPTC and school representative level and serve as resource materials for education managers. The training workshops focus on building knowledge, skills, attitudes and professional networks. The foundation built during training can be maintained through continuous professional development activities (such as Peer Group Meetings) as well as behaviour change communication campaigns.

### The Performance Improvement Toolkit

The Performance Improvement Toolkit has been designed to accompany the Modules. These tools are designed to bring the theory and practice from training workshops into the manager's daily work life. The Toolkit include *practical resources* in the form of job aids and checklists to be used on-site for more effective management and *activities* to be used in Peer Groups and other continuous professional development opportunities.

A broad dissemination and use of the materials is encouraged. The materials can be used by managers or aspiring managers as self-study guides, as resource materials for cluster level meetings, as well as training materials for head teachers and others to share with their team members.

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# MANAGING THE SCHOOL CURRICULUM

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‘Curriculum Management’ refers to the provision of effective leadership and supervision by head teachers and other education managers of the activities of teaching staff in a school in order to maximize the effectiveness and efficiency with which the curriculum is delivered. The purpose of curriculum management is to ensure that quality teaching and learning is being provided, and it is the responsibility of all education managers, especially head teachers, to ensure that this happens. This module aims to give clear guidance on key curriculum management activities including: teacher utilization and timetabling, managing learning resources, supervising and supporting planning to teach, supervising the teaching and learning process, supervising the assessment of pupils, and encouraging staff professional development.

This Module shares a common theme with Module 3, which focuses on Financial Management in schools: that is the efficiency and effectiveness of resource deployment. The resources considered in Module 4 are personnel, time, materials and infrastructure. The resources considered in Module 3 are financial. Both modules give participants the knowledge and skills to improve efficiency and effectiveness for improved learning. However, it has been proven over and over that skills and knowledge are not enough. Changing practices, behaviour and attitudes comes from understanding one’s weaknesses and strengths and committing oneself to changing one’s practice for the good of the school, its’ pupils and the development of Uganda as a nation.

## Objectives

- ✓ Upon completion of activities and sessions in this module, participants should be able to:
- Improve the quality of teaching and learning in schools through improved curriculum management
  - Effectively manage teacher utilization and timetabling
  - Effectively manage learning resources
  - Supervise, monitor and support planning for teaching in schools
  - Supervise and support the teaching and learning process in schools
  - Supervise and support pupil assessment in schools
  - Support and encourage professional development in schools

## Sessions

The following sessions are included in this module:

- Session 1—Participant Introductions and Orientation
- Session 2—Defining the Purpose of Curriculum Management
- Session 3—Teacher Utilization and Timetabling
- Session 4—Managing Learning Resources
- Session 5—Supervision of Planning to Teach
- Session 6—Supporting the Teaching and Learning Process
- Session 7—Monitoring of Pupil Assessment
- Session 8—Professional Development of Staff
- Session 9—Conclusion

### **Activities**

Within the sessions are numerous activities that may be carried out in a workshop setting, individually, in Peer Group Meetings, or in another continuous professional development context. The activities are dynamic and participatory, asking participants to reflect upon, act and plan ways that they might improve their management and leadership techniques.

## HOW TO USE THIS MANUAL

This Module provides all the necessary material for running a training course on *Managing the School Curriculum*. The course targets all managers in the education system, especially – Head teachers, Deputy Head teachers, Inspectors, Education Officers, Coordinating Centre Tutors and selected PTC staff. The manual contains material for workshop participants and workshop trainers. It can also be used individually as self-study material and supplements the training materials developed under the TDMS Head teacher Training Series. The manual is structured as follows:

The **Introduction** section provides an overview to the Education Management Systems Initiative (EMSI), its guiding principles, approach, the four modules within the EMSI and other materials which can be used to supplement what is contained in this module. The section entitled **Managing the School Curriculum** introduces the topic of managing the curriculum in school, discusses the Objectives for the Module and outlines the sessions found therein.

**Sessions 1-9: Participants’ Notes and Trainer’s Notes** provide session-by-session instructional notes. It includes the factual content of the course in the form of text and activities. Activities are found in boxes within the session and include instructions for participants to undertake the activity either on one’s own or in a group. At the end of each session, detailed instructions to trainers and organizers of a training course are included in a section called “Trainer’s Notes”. These Trainer’s Notes provide step-by-step instructions and tips concerning necessary preparations, introducing the session, timing, organizing activities and group discussions, and concluding the session. Trainers are expected to use this section in conjunction with the Participants’ Notes and the Workshop Handouts to conduct the training.

**Appendix A** provides some model answers and any handouts for running the sessions, as referred to within the sessions themselves. Workshop facilitators will need to use these materials as part of their preparations for training sessions.

**Appendix B** provides photocopiable templates and job aids that can be used by participants when implementing what they have learned into their day-to-day work.

**Appendix C** contains an evaluation form for training participants as well as for the trainers themselves.

### Legend

	<b>Objectives</b> —action oriented objectives are stated for the module as a whole and for each session
	<b>Rationale</b> —each session has a rationale that provides the basis for the activities and links it to prior and subsequent sessions
	<b>Duration</b> —time allocation for each session
	<b>Content</b> —presents key content to be addressed during each session
	<b>Other Sources of Information</b> —provides users with the cross reference to other resources, particularly the TDMS Head teacher Training Series

## INTRODUCTION AND OVERVIEW

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	<b>Activity</b> —highlights a task to be carried out by the participant(s)
	<b>Handout</b> —indicates that the trainer should distribute a photocopied document to participants
	<b>Trainer's Notes</b> —to be used by the trainer in the planning and carrying out of each session
	<b>Time Breakdown</b> —within the Trainer's Notes, this divides the session into various components to help with timing during sessions
	<b>Materials</b> —lists the materials necessary for the trainer to use during each session
	<b>Preparation</b> —highlights planning tasks that must be done by the trainer PRIOR to the training
	<b>Procedure</b> —outlines for the trainer the facilitation process to be used in each session

### NOTE FOR TRAINERS

*THE SUGGESTIONS BELOW ARE DIRECTED AT YOU AS A TRAINER AND ARE OFFERED AS A SUPPORT FOR CONDUCTING THE WORKSHOP*

### ORGANISING THE WORKSHOP

#### Tools and Equipment

The training team is responsible for making sure they have all the materials they need to conduct the workshop. Training teams should carefully review both the Trainer's Notes and Participants' Notes for each session to understand the equipment requirements. The following list gives a sample of some of the tools needed. However, trainers will need to prepare their own checklist after checking against the Module being run.

Tool/equipment	Completed?
List of participants	
Administrative sign-in sheets	
Name badges or cards	
Flip charts and markers	
Sticky tape	
Sufficient copies of Modules and other reference materials	
Sufficient copies of Handouts required for Activities	

## INTRODUCTION AND OVERVIEW

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### Venue

The training team is responsible for selecting a venue that is appropriate for the number of participants and the training programme (i.e. is there enough room for small group work and plenary discussions?). Meals and other logistical arrangements should be arranged far ahead of time so that the workshop starts on time.

### The Workshop Agenda

The Modules state clearly the amount of time needed to run each module and each session (e.g. this module is designed to be completed in two and a half days). Trainers are responsible for reviewing the Module and drawing up an agenda and time table. An illustrative agenda is shown below.

### Suggested Agenda Module 4

Times	Sessions	Duration
<b>Day 1</b>		
8.30-9.30	Session 1: Participant Introductions and Orientation	1 hour
9:30-10:45	Session 2: Defining the Purpose of Curriculum Management	1 hour 15 minutes
10:45-11:15	Break	30 minutes
11.15-12:30	Session 3: Teacher Utilization and Timetabling	1 hour 30 minutes
12:30 -1:30	Lunch	1 hour
1:30-3:00	Session 4: Managing Learning Resources	1 hour 30 minutes
<b>Day 2</b>		
8.00-10.15	Session 5: Supervision of Planning to Teach	2 hours 15 minutes
10:15-10:45	Break	30 minutes
10:45-12:45	Session 6: Supporting the Teaching and Learning Process	1 hour 55 hours
12:45-1:45	Lunch	1 hour
1:45-4:14	Session 7: Monitoring of Pupil Assessment	2 hours 30 minutes
<b>Day 3</b>		
8.00-10.35	Session 8: Professional Development of Staff	2 hours 15 minutes
10.35-11.05	Break	30 minutes
11.05-12.05	Session 9: Conclusion	1 hour
<b>Total Workshop Hours (including breaks and lunches)</b>		<b>18 hours 55 minutes</b>

### Evaluation Tool

The module includes a valuable evaluation tool to be completed at the end of the workshop. Trainers are responsible for administering this tool at the close of the training workshop. The Modules and EMS Initiative will be improved over the course of the piloting period. The training evaluations serve as formative evaluation tools to inform programme designers in order to revise and improve the programme design and approach and the training materials.

### Notes on the Training Approach

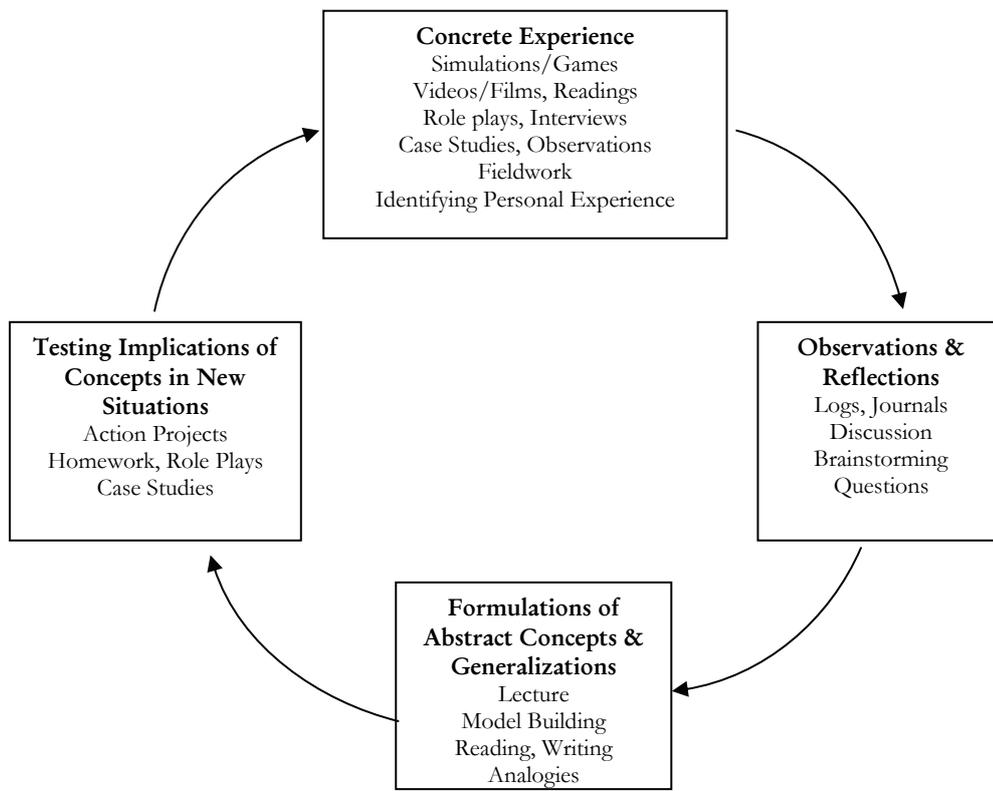
The training approach follows the *Experiential Learning Cycle*. The cycle (shown below) follows a natural progression of learning and acknowledges that individuals learn through a variety of means.

Trainers also have their own learning preferences. Because of this they often unconsciously impose their preferred learning style on those they are training. The Cycle helps trainers to remember to employ a variety of training activities to engage all the learning modes of participants. The Modules are designed to capture many of these learning preferences, however, where you as a trainer see opportunities to

## INTRODUCTION AND OVERVIEW

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increase learning through the use of a different learning mode, you are encouraged to try something different. Please ensure that the changes you make to activities take time considerations into account.



### Complementary Activities to the Training Modules

The training workshops are only one step in improving the performance of education managers and improving education quality. In order to ensure that knowledge and skills gained in the workshops are translated into changes in practice and attitudes, education managers need support once they return to their worksites. The EMS Initiative has provided a number of tools and activities for education managers to use between training opportunities. Trainers are expected to facilitate participants' uptake of these tools. Specifically, trainers should:

- Develop work plans to provide support supervision to participants
- Facilitate the organization of peer to peer or mentoring support opportunities between school leaders
- Organize and facilitate Peer Group Meetings to follow up Action Plans developed by participants during trainings and utilize other resources such as the Performance Improvement Toolkit to increase participants' learning between training sessions.
- Explain to the Education Managers the role of the Professional Development Plan in their own professional growth and that of the stake holders they work with.

## **WORKSHOP SESSIONS**

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## SESSION 1—PARTICIPANT INTRODUCTIONS AND ORIENTATION

### ✓ Objectives:

Upon completion of the activities of this session, participants should be able to:

- Identify other participants, including those they did not know previously
- Outline key administrative issues and procedures related to the workshop
- Articulate the shared ground rules for behaviour during the workshop
- Discuss the workshop objectives and participants' general expectations for the workshop



*Duration:* 1 hour



### *Content:*

The beginning of the workshop is an excellent opportunity to establish a positive and collaborative working environment. The tone that is established during this time can be critical to the engagement of participants. Also, it is an appropriate time to discuss administrative matters and workshop ground rules. Finally, this session invites participants to share their expectations for the workshop.

### PARTNER INTRODUCTIONS

Ask participants to pair-up with someone they know little or nothing about, and to take a few minutes getting to know each other, as they will need to introduce each other to the larger group, focusing on three things:

- 1—Their name
- 2—Designation
- 3—What they have done differently at their worksite since the last training

### ADMINISTRATIVE MATTERS

Explain to participants the administrative arrangements for the workshop, including meals, travel reimbursement and anything else that is appropriate.

### WORKSHOP GROUND RULES

Develop Ground Rules for the workshop. The Ground Rules should include the following plus any other rules agreed upon by the group.

#### Workshop Ground Rules

1. No side conversations
2. Telephones must be switched off
3. Participants and trainers **all** have the responsibility of ensuring that sessions begin and end on time
4. Respect the viewpoints of others
5. Speak loudly so all can hear
6. Participants should have their Handbook shut unless explicitly instructed by the trainer.

Ask participants if they accept the proposed ground rules and if there are any others they would like to add.

## OBJECTIVES

Participants should read through the **Workshop Objectives** in the Introduction and Overview section and ask questions to clarify anything they don't understand in relation to the Objectives.

## EXPECTATIONS

Invite participants to carry out the following activity:

### **Activity 1.1: Sharing Expectations (15 minutes)**

It is valuable for participants to share the expectations with which they arrive at a course. Spend a few minutes reflecting on the following questions:

- When you were invited to this course on 'Managing the School Curriculum' – how did you think you might benefit from the course?
- What impact might the things you learn in this workshop have on your practice and performance as an education manager?

The trainer will assist you to share your ideas in a plenary session.

## **Trainer's Notes**



### **Time Breakdown**

Participant Introductions	30 minutes
Administrative Matters	5 minutes
Ground Rules and Objectives review	10 minutes
Activity 1.1: Sharing Expectations	15 minutes
<b>Total</b>	<b>1 hour</b>



### **Objectives**

Participants should be able to:

- Identify other participants, including those they did not know previously
- Explain key administrative issues and procedures related to the workshop
- Articulate the shared ground rules for behaviour during the workshop
- Discuss the Workshop Objectives and participants' general expectations for the workshop



### **Materials**

Flip chart stand, Flip chart paper, pens, adhesive, sticky tape or name tags



### **Preparation**

- Be sure you understand the administrative arrangements for the workshop
- Prepare a flipchart paper listing the 'Ground Rules.'

## Procedure

### 1. *Participant Introductions*

It is essential to give participants a chance to get to know one another, and to create a relaxed and informal atmosphere conducive to activity-based learning. There are many potential ice-breaker activities which can serve this purpose. You might try asking participants to pair up with someone that they do not know and spend five minutes exchanging the following information.

1. Their name
2. Their job
3. What they have done differently at their worksite since the last training.

Participants can then briefly share the information with the group as a whole.

It is also advisable to use sticky labels as name badges.

### 2. *Administrative Matters*

Explain administrative arrangements for the workshop including: signing of attendance registers, meals, travel costs and anything else appropriate. Confusion over such matters can distract participants. A sample attendance register is provided.

### 3. *Ground Rules*

Engage participants in a discussion on the ground rules that they wish to adopt for the smooth running of the workshop. You may wish to display a prepared flipchart listing the following ground rules for participation in the workshop:

1. No side conversations
2. Telephones must be switched off
3. Participants and trainers have the responsibility for making sure that sessions begin and end on time.
4. Participants must respect all participants viewpoints
5. Participants and trainers must speak clearly and audibly
6. Participants should have their Handbook shut unless explicitly instructed by the trainer.

Ask participants if they would like to add any further rules and if they are willing to accept and adopt the proposed rules. Make sure the agreed upon Ground rules are visible in the training room at all times.

### 4. *Reviewing the Workshop Objectives*

Have participants turn to the Objectives in the section entitled "Managing the School Curriculum" and read through them. Make sure all the objectives are understood and answer any questions participants might have at this point. Put the objectives on flipchart and post for reference throughout the workshop.

### 5. *Sharing Expectations*

It is necessary to invite participants to share their expectations for the workshop. To do so, conduct the Activity 1.1



## SESSION 2—DEFINING THE PURPOSE OF CURRICULUM MANAGEMENT

### *Rationale:*

This session considers the purpose of curriculum management, which is to ensure quality teaching and learning in schools.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

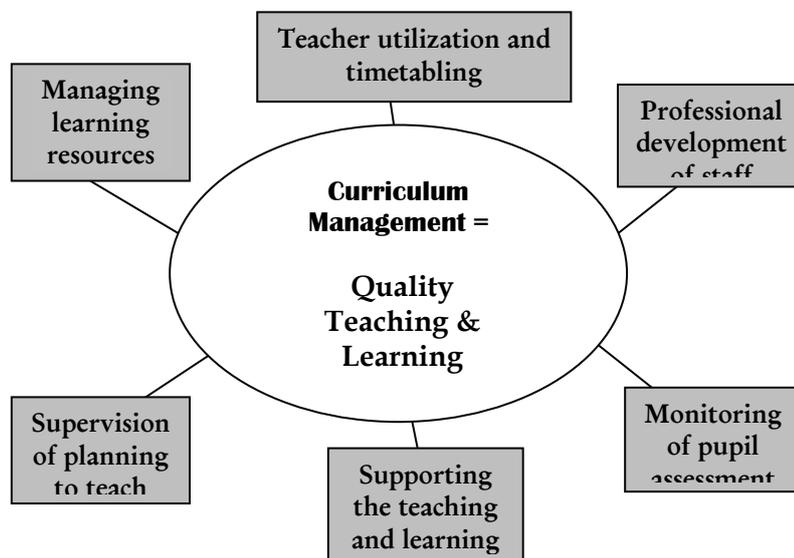
- Recognize the importance of effective curriculum management
- Identify the key components necessary for effective curriculum management

 *Duration:* 1 hour 15 minutes

### *Content:*

## INTRODUCTION

The core business of any school is to ensure that quality teaching and learning is equitably provided to all pupils. Education managers supervise and support utilization of school resources and activities to improve the quality of teaching and learning. Key curriculum management activities can have a direct impact on the quality of teaching and learning in schools. These activity areas are shown below:



## MODULE 4 — MANAGING THE SCHOOL CURRICULUM

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Specifically, this module will consider the following components of curriculum management:

- ✓ Session 3: **Teacher utilization and timetabling**
- ✓ Session 4: **Managing learning resources**
- ✓ Session 5: **Supervision of planning to teach**
- ✓ Session 6: **Supporting the teaching and learning process**
- ✓ Session 7: **Monitoring assessment of pupils**
- ✓ Session 8: **Professional development of staff**

Although head teachers are on the front line, when it comes to curriculum management, they are not the only education managers responsible for ensuring that quality teaching and learning takes place in schools. District staff, including education officers, inspectors, and CCT's support and assist head teachers; similarly, deputy head teachers, heads of department and senior teachers share the responsibility for curriculum management. When working together with a common understanding of standards and goals, all these actors make a huge difference in improving quality!

Before we consider specifically the curriculum management responsibilities of head teachers, recall that in EMSI Module 1: Leadership in Education, we explored the roles of the district education and PTC staff as well as school staff both as *managers* and *educators*. Most managers must operate and succeed in both roles in order for education to be as effective as it can be. For head teachers, managing the curriculum is a challenge that requires effort and skill as both educator and manager.

### **Activity 2.1: Head teacher management responsibilities (20 minutes)**

In this activity, we will consider the time spent on head teacher management activities, and identify activities that will have the greatest impact on quality teaching and learning.

Study the following categories of head teacher management activities. Work together in groups of three or four participants and come up with an average number of hours that a head teacher typically spends on each category per week. Fill in the chart.

Be prepared to share your results in plenary. The facilitator will record the average number of hours for each category from each group on a piece of flip chart paper. The facilitator will then ask you to consider: **Which of these categories of activities is likely to have the greatest impact on the quality of teaching and learning in your school?**

Categories of Activity	Average no. of hours per week
<b>Administration</b> (completing forms, paperwork, writing letters)	
<b>Financial Management</b> (preparing budgets, making payments, banking)	
<b>Curriculum Management</b> (timetabling, managing learning resources, supervising teachers' planning, observing lessons.)	
<b>Personnel Management</b> (staff allocation, promotions, professional conduct and discipline, motivation.)	
<b>Communications</b> (writing letters, travel to and communication with the district office, meeting with parents)	

**DISCUSSION POINTS**

The amount of time a head teacher spends on each of these categories of management activities will depend on the particular week and the particular head teacher. Nevertheless, head teachers should make sure that they give sufficient time to **curriculum management** including:

- Overseeing scheming and lesson planning in the school
- Helping teachers to develop learning activities inside and outside the classroom
- Helping teachers develop and manage assessment activities
- Ensuring that teaching and learning time is used effectively
- Ensuring that classroom activities are learner-based and learner-centered
- Encouraging team planning and teaching techniques
- Developing and managing teaching and learning resources
- Supervising and monitoring the delivery of the curriculum by teachers
- Setting up and overseeing a staff development programme where teaching methods and approaches are discussed
- Carrying out classroom observation and providing supportive feedback
- Orienting new teachers to the school
- Establishing relationships and maintaining contact with MOES officials, e.g. CCTs, who provide support for curriculum delivery in schools

Head teachers should remember that they are role models within the school. As the leading professional at the school, they should know that teachers (and even pupils) will do as they do, both positively and negatively. If a head teacher teaches lessons and is seen preparing and using lesson plans, other teachers are more likely to do the same. If, on the other hand, a head teacher is consistently late to school and never plans or teaches, that will become the norm for the school.

 **Activity 2.2: What’s happening in our school? (30 minutes)**

This activity will help you to reflect on how well your school is managing the curriculum.

Complete the following self-assessment about your school. Be honest. How well do you think you and your colleagues are doing with **curriculum management**?

Key: 1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

When you have completed your school self-assessment, discuss this survey with your colleagues.

Consider:

1. What are your school’s strengths regarding curriculum management?
2. What areas do you feel you could improve on regarding curriculum management?
3. How do you think other education stakeholders would rate your curriculum management performance?

<b>Curriculum Management Statement</b>	<b>Score</b>
<i>Teacher Utilization and Timetabling</i>	
1. Our school has a master timetable, individual class timetables, and individual teacher timetables.	
2. Our school has ensured that teachers have relatively equal teaching loads each week.	
3. Our school makes sure that teachers are teaching subjects which they are most qualified and capable of teaching.	
4. Our school has a strategy in place to cover teacher absences and to ensure that pupils are not left unattended and untaught.	

## MODULE 4 — MANAGING THE SCHOOL CURRICULUM

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<b><i>Managing Learning Resources</i></b>	
5. Our school keeps an up-to-date inventory of all its teaching and learning materials.	
6. Our school has ensured that teaching and learning materials are stored safely.	
7. Our school has delegated staff with responsibility to supervise and manage teaching and learning resources.	
8. Our school ensures that pupils have regular access to teaching and learning resources.	
<b><i>Supervising Planning to Teach</i></b>	
9. Our school supervises teachers' scheming and planning.	
10. Our school encourages teachers to do scheming and planning cooperatively.	
11. Our school monitors syllabus coverage.	
12. Our school monitors teacher planning to ensure it is in line with MOES policy e.g. PIASCY guidelines.	
13. Our school monitors pupil work to ensure that teacher planning is appropriate and that what is planned is what is being delivered.	
<b><i>Supervising the Teaching and Learning Process</i></b>	
14. Our school staff has an agreed definition of what good teaching and learning means.	
15. Our school supervises teaching and learning by conducting regular lesson observations.	
<b><i>Monitoring of Pupil Assessment</i></b>	
16. Our school maintains regular records of pupil assessment from P1 to P7.	
17. Our school ensures that appropriate assessment methods are used with the different age groups.	
<b><i>Professional Development</i></b>	
18. Our school periodically conducts staff audits to determine training needs.	
19. Our school encourages teachers to work together, to co-teach, and to share best practice.	
20. Our school organizes in-service training for teachers, making use of staff skills and bringing in outside support when necessary.	
<b>Total</b>	

**NOTE:** A BLANK COPY OF THIS CURRICULUM MANAGEMENT STATEMENT FORM CAN BE FOUND IN APPENDIX B. THIS COPY CAN BE USED FOR FUTURE SELF ASSESSMENT AS A MEANS OF DETERMINING AREAS OF STRENGTH AND WEAKNESS.

### SUMMARY OF KEY POINTS

- The purpose of curriculum management is to ensure that effective teaching and learning are taking place in your school.
- Managing the curriculum relates to the management of school resources, including human, material, infrastructure, and time.
- Curriculum management includes overseeing key components including teacher deployment and timetabling, management of learning resources, supervision of planning to teach, supervision of the teaching and learning process, monitoring of pupil assessment, and professional development.

 **Trainer's Notes** 



**Time Breakdown**

Introduction	10 minutes
Activity 2.1: Head teacher management responsibilities	20 minutes
Discussion points	10 minutes
Activity 2.2: What's happening in our school?	30 minutes
Discussion of school self-assessment and conclusion	5 minutes
<b>Total</b>	<b>1 hour 15 minutes</b>



**Objectives**

Participants should be able to:

- Recognize the importance of effective curriculum management is important
- Identify the key components necessary for effective curriculum management



**Materials**

Flip chart stand, Flip chart paper, pens, adhesive, copies of 'What's Happening in Our School?' self-assessment tool.



**Preparation**

For the purposes of this training, participants should be sitting in groups of three or four, with a maximum of six. Prepare flip chart paper showing:

- the Curriculum Management diagram introduced on page 17
- a chart to record the results from Activity 2.1, which gives space to record each group's time allocation for each category



**Procedure**

1. Use a brainstorm to introduce the session with a discussion of what curriculum management means and what activities it involves. Refer to and explain the Curriculum Management diagram which should be prepared on a flip chart paper, explaining that the remaining sessions of the module will address each of the management areas in the six shaded boxes. Be sure to link your introduction to the Educator-Manager discussions in Module 1.



### SESSION 3: TEACHER UTILISATION AND TIMETABLING

#### *Ocok man kibyene (Luo) – Each plant grows on a particular anthill*



#### *Rationale:*

This session considers how teachers and their time can be managed more effectively to ensure quality teaching and learning in their school.



#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Allocate teachers' time to form an effective timetable
- Effectively timetable required subjects and co-curricular activities
- Allocate effective use of the teaching space within the school
- Plan and cater for teacher absences



*Duration:* 1 hour 30 minutes



#### *Other Sources of Information:*

- TDMS Module Five, Unit 5.4



#### *Content:*

### INTRODUCTION

In EMSI Module 2: Managing School Improvement, we discussed the old saying that: time is money. In the context of a school, time is a resource like any other and needs to be managed wisely. It is important that head teachers and education managers adopt best practice in this area in order to ensure fair treatment of all teachers and pupils in their school. Effective teacher utilization and timetabling aims to ensure that the time of teachers and the resources and space of a school are maximized at all times in order to ensure that the greatest possible time is spent by teachers on teaching and learning.

#### **Activity 3.1: Teacher utilization and timetabling #1 (20 minutes)**

This activity will give participants the opportunity to review the factors they take into consideration when drawing up the timetable.

In groups of 3-4, discuss **one** of the following sets of questions. The facilitator will assign one question for each group. Spend approximately 10 minutes in discussions. **Be prepared after that time to share your answers with the whole group in plenary.**

1. Who is supposed to draw up the timetable in your school? What do you do to monitor implementation of the timetable and how often is the timetable reviewed?
2. What factors do you consider when classes/subjects are being allocated to teachers? What do you do when a teacher is absent?

## DISCUSSION POINTS

It is important that the following factors are taken into consideration by head teachers and others delegated with the responsibility of drawing up and supervising the timetable. *In your discussions, did the following points arise?*

### 1. *Coverage of the syllabus*

All subjects shown in the national syllabus should be schemed for and lessons taught at the times shown on the timetable. A balance of theoretical and practical subjects should be maintained in each daily timetable to encourage variety and effective learning. In particular, P.E., music and art should be given their weekly allocation in each class.

### 2. *Utilization of teachers*

Timetables should be devised which take into account the individual strengths, qualifications, ability and interests of all members of the teaching staff. After all, some teachers have particular subject strengths or are particularly effective with older or younger pupils. Equity of workload should also be considered, so that all teachers teach similar numbers of lessons. Also, P1 and P2 teachers should remain at school in the afternoon and can be deployed to teach other classes or groups of pupils.

### 3. *Number of teaching periods*

All teachers (excluding the head teacher and deputies) should be teaching 40 periods per week, enabling teachers to assist one another as co-teachers, to do lesson preparation, marking, or any other purpose designated by the head teacher. A notice in the school office should clearly list the subjects and classes taught by each teacher and the number of periods involved. These should be clearly indicated on the master timetable as well. Head teachers should teach a minimum of six periods per week, serving as role models for others while also keeping their teaching skills sharp.

Class teachers should be allocated for each class. The class teacher should be responsible for recording and following up attendance, registers, reports to parents, the welfare of the learners and the learning environment of the classroom including visual aids, seating and general cleanliness.

Pupils learn more effectively in smaller groups and head teachers should look for opportunities to reduce class sizes using available staff. Where a class has been split into streams, the streams should be taught in separate groups where possible and practicable, and the timetable should show how each group will cover all subjects in the timetable.

Individual teacher timetables should show the periods when a teacher is the lead teacher for a given class, the periods when he/she is co-teaching and the periods when he/she should be engaged in preparation and correction. Depending on the needs of the school it may be that certain periods can be designated for joint work when a group of teachers can work together on scheming, class preparation or the preparation of resource materials.

### 4. *Co-teaching*

In many schools, because of constraints of space, some teachers are sharing classrooms. At present the role of a co-teacher is not clearly defined and the numerous opportunities to use this invaluable resource are not being maximized. Head teachers should consider ways to guide co-teachers on their role and to consider the range of ways in which a co-teacher can be used to enhance and promote learning. This could include:

- Splitting classes into two streams: this could be undertaken for all or part of the week where staff are available and to allow better pupil-teacher interaction or where practical work is involved. Cross-setting of subjects should be considered as a useful and effective way of

reducing class sizes. Cross-setting means organizing the timetable in such a way that half the class is taken out to do subjects such as PE, PAPE, or IPS. While these pupils are outside doing these subjects, half the pupils in a large class could move to the temporarily empty classroom for their lesson.

- Working with small groups: co-teachers should be encouraged to work with small groups of pupils either within or out of the class; in this way the one teacher can work with pupils who may be progressing at a slower rate than the rest of the class or he/she can be used to offer more challenging work to pupils who are excelling or to work with groups of pupils who need extra support.

### 5. *Space*

Classroom space is often a challenge, though imaginative use of available space is encouraged, and can be used to reduce class sizes. For example, P1 and P2 rooms can be used in the afternoons, to allow classes to be split or for group or practical work. Classes need not occupy the same space throughout the week and should move to the most appropriate space for the activity which they are undertaking. The timetable should show the location of each class for each period. When classes are outside for PE or Agriculture or for any other reason, the spaces released can be utilized. Where shade is available outside, groups could use this as extra teaching space.

### 6. *Co-curricular activities and clubs*

Co-curricular activities should be timetabled and teachers allocated in a fair and equitable way to lead these activities. Some might take place daily after school while others might be twice or once weekly. These activities should not replace the normal school timetable and practice for athletics, music and other activities must take place after 3.30 p.m.

### 7. *Arrangements for covering classes of absent teachers*

Every school should have an agreed upon policy for covering classes when teachers are absent, for whatever reason. Similarly, there should be a procedure for how teachers inform the head teacher of an impending absence; note that advance notice is invaluable to making necessary adjustments. For example, when two teachers are sharing a classroom, the co-teacher can take over the class when the other teacher is absent. If any teachers are not timetabled to teach, head teachers can consider assigning them to cover lessons when another teacher is absent. Where a teacher has been given permission to leave school, the schemes and lesson plans for lessons which will be missed should be left behind for the school. **The absolute priority must be to ensure that classes continue to be taught even if their normal teacher is absent.**

*Now that we have gone through this list, does it lead you to consider your approach to timetabling in your school?*

 **Activity 3.2: Teacher utilization and timetabling #2 (30 minutes)**

As participants review a sample timetable, they will consider a number of different factors relating to the **curriculum management** activities of teacher utilization and timetables.

On the following page is a sample timetable for the upper years of a primary school. The head teacher of this school assigned his deputy to draw up the timetable at the beginning of the school year. Study the timetable and do one of the activities that follows (the facilitator will divide participants into groups and assign one activity to each group). **Be prepared to discuss your responses in plenary.**

**Task for Group A:**

What problems do you see with the timetable and what would you do to rectify them?

**Task for Group B:**

The following is a list of teachers on staff at the school. How would you divide up the teaching load amongst the staff, considering the timetable that follows? **Do not write out a completely new timetable.**

Teacher	Teaching preferences	Years experience
Joseph	English, math, IPS, music	4 years
Joy	math, science, agriculture	2 years
Rose	math, IPS	2 years
Peter	English, science, RE	6 years
Francis	science, agriculture, PE, LL	5 years
Vincent	English, SST, PAPE	3 years
Margaret	science, LL, math	6 years

**Task for Group C:**

The school where the timetable comes from has very large class sizes, especially in P4 and P5 – over 100 pupils in each of the two classrooms. How would you restructure the timetable to help teachers to cope with these large classes? Consider how you would make use of:

- the P1 and P2 classrooms
- spaces outside the classrooms, including the school field and school gardens
- the nearby church
- classrooms

MODULE 4 — MANAGING THE SCHOOL CURRICULUM

Sample Primary School Timetable

Day	Class	7:30-8:30	8:30-9:30	9:30-10:30	10:30-10:50	10:50-11:50	11:50-12:50	12:50-2:00	2:00-2:10	2:10-3:10	3:10-4:10	4:10-5:00	5:00-6:00
<b>Monday</b>	P4	Math	IPS	Science		RE	Agric			LL	Reading		English
	P5	Science	IPS	SST		English	RE			Agric	Music		Math
	P6	Math	Science	English		Math	SST			RE	Agric		English
	P7	Math	English	Math		English	SST			English	RE		Science
<b>Tuesday</b>	P4	SST	PE	English		RE	Agric			IPS	Math		Science
	P5	English	PE	English		IPS	RE			SST	Science		Math
	P6	English	Science	Math		Math	PAPE			RE	SST		Math
	P7	English	Math	Science		Math	Science			English	RE		SST
<b>Wednesday</b>	P4	English	Agric	PE		RE	Writing			LL	Reading		Math
	P5	Science	English	Agric	Break	Science	RE	Lunch	Assembly	Math	IPS	Games	SST
	P6	Science	English	Math		SST	English			RE	Science		Science
	P7	Math	English	SST		Math	SST			English	RE		Math
<b>Thursday</b>	P4	Math	PE	English		RE	SST			Science	Music		Writing
	P5	Math	Science	English		SST	RE			LL	IPS		Agric
	P6	SST	Math	English		PAPE	English			RE	Science		Math
	P7	English	Math	Science		Math	Science			English	RE		English
<b>Friday</b>	P4	Science	Math	SST		Reading	Reading			Writing	Debate		Music
	P5	SST	IPS	RE		Math	Science			English	Debate		Science
	P6	English	SST	Science		LL	Math			Debate	Debate		SST
	P7	Math	English	Science		Math	SST			Math	Debate		SST

### DISCUSSION POINTS

The timetable that was used in the previous session is certainly not ideal; clearly illustrating the fact that timetabling cannot be left to one single person to draw up. Factors to consider when supervising timetabling in a school should include:

- Ensuring the timetable conforms to MOES requirements
- Knowing early in the day who is absent and taking appropriate measures to ensure classes are covered
- Allocating cover for absent teachers in a fair way, considering workload and strengths
- Ensuring that the deputy head teacher can carry out key duties when the head teacher is absent
- Carrying out regular checks that the timetable is being followed
- Being prepared to make changes to the timetable during the course of the year which reflect changes of staff, long term absences, etc
- Considering planned rotations of timetables if less experienced teachers need support
- Checking that pupils have a class timetable and enlisting the pupils to monitor the timetable for their class
- Organizing refresher workshops or using staff meetings to remind staff of the importance of proper use of time

 **Activity 3.3: Improving CM # 1: Teacher utilization and timetabling (10 minutes)**

This activity allows participants to consider how to apply learning from the session in their school setting. Answer the following question using the matrix below:

1. What are you going to do about teacher utilization and timetabling when you get back to your school?
2. How can other education managers (district officials, CCTs, etc.) assist you?

Action point	How other education managers can help
1.	
2.	
3.	

### SUMMARY OF KEY POINTS

- Teachers' time, school resources and classroom space need to be maximized to ensure that the greatest possible time is spent by teachers on teaching and learning.
- All subjects shown in the national syllabus should be schemed and lessons prepared and taught at the times shown on the timetable.
- Timetables should take into account the individual strengths, qualifications, ability and interests of teaching staff. Equity of workload should also be considered.
- All teachers should teach 40 periods each week. Head teachers are role models to other teachers, and should teach a minimum of six periods per week.
- Every school should have an agreed-upon policy for ensuring that classes are not left unsupervised and untaught when teachers are absent.

## Trainer's Notes

### Time Breakdown

Introduction	5 minutes
Activity 3.1: Teacher utilization and timetabling #1	20 minutes
Discussion Points	15 minutes
Activity 3.2: Teacher utilization and timetabling #2	30 minutes
Discussion Points	5 minutes
Activity 3.3: Improving CM #1: Teacher utilization & timetabling	10 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour 30 minutes</b>

### Objectives

Participants should be able to:

- Allocate teachers' time to form an effective timetable
- Effectively timetable required subjects and co-curricular activities
- Allocate effective use of teaching space within the school
- Plan and cater for teacher absences

### Materials

Flip chart stand, flip chart paper, marker pens, adhesive, copies of module

### Preparation

Prepared flip chart paper showing the key Discussion Points.

### Procedure

1. Introduce the session by referring to the objectives and the introductory paragraph.
2. Conduct Activity 3.1: Teacher utilization and timetabling #1. Divide the participants up into groups of 3-4. Assign half the groups to discuss Question 1 and half the groups to answer Question 2. Allow about 10 minutes for their discussions, then bring the groups back together in plenary. Allow the participants to share their experiences of teacher utilization and timetabling in a whole group discussion for approximately 10 minutes.
3. Ask the participants to consider their ideas in comparison to the Discussion Points. Use a prepared flip chart paper with a list of the headings from those discussion points. Ask various participants to take turns reading aloud from the discussion points. End by asking the participants: **Now that we have gone through this list, does it lead you to consider your approach to timetabling in your school?**



## SESSION 4: MANAGING LEARNING RESOURCES

### *Ensibambi edibya mutere (Luganda) – Mutere that is poorly packaged cannot be sold*

#### *Rationale:*

Head teachers and other education managers should manage learning resources so that they are properly utilized, in the classroom and in the hands of learners and teachers. This session provides an opportunity to review how learning resources can be effectively managed.

#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Define what learning resources are
- Identify and quantify the learning resources available in their school
- Describe how learning resources should be used effectively in classrooms
- Develop strategies to ensure that teachers and pupils have regular and consistent access to learning resources at their school

#### *Duration:* 1 hour 30 minutes



#### *Other Sources of Information:*

- TDMS Module Five, Unit 5.1
- MOES “Putting Textbooks into the Hands of the Pupils,” October/November 2004

#### *Content:*

### MANAGEMENT OF LEARNING RESOURCES

Head teachers and other education managers know that they need to be able to identify and manage the learning resources available in their schools so that they maximally benefit pupil learning and performance. This session provides an opportunity to refresh our understanding of what the management of learning resources involves.

Here are some questions that education managers, including head teachers, should ask themselves:

- Why are learning resources important?
- What learning resources are available in our school?
- Are the learning resources being looked after?
- Are the learning resources accessible to teachers and pupils?
- Are the learning resources being effectively used in the classrooms?

*When you think of your own school, do you have clear answers to these questions?*

The answer to the first question, “*Why are learning resources important?*” is obvious. Use of learning materials often stimulates innovative curriculum developments and recommitments teachers to their teaching. As well, pupils are meaningfully and actively engaged in the classroom when learning resources are used.

### **Activity 4.1: What resources do we have? (5 minutes)**

This activity invites participants to brainstorm the type of learning resources schools have.

Consider the question:

What learning resources does a school typically have? Discuss in plenary. The facilitator will capture your ideas as a list on flip chart paper.

### **DISCUSSION POINTS**

Learning resources are anything that can assist with the learning process, even if they were not necessarily designed for that purpose. We usually think of classroom equipment – textbooks, pencils, notebooks, chalkboards - as learning resources. The following should also be considered:

- waste material (bottle tops, tin cans, etc.)
- community resources (newspapers etc.)
- people (teachers, parents, the community)

### **Activity 4.2: Resource management case study (25 minutes)**

This activity encourages participants to review their knowledge of how resources should be organized and looked after on school premises. **Read the following case study:**

Mrs. Byakagaba has just been appointed to be head teacher of a neighbouring school. She was previously senior woman teacher but has never been a head teacher before. When she arrived at her new post, she discovered that the learning resources of the school were stocked in boxes and cupboards in a very disorganized way. After discussing the situation with her teachers, she also learned that they didn't know what resources the school had and hardly ever used them. Mrs. Byakagaba is very keen to change this situation and has come to you for advice. As a fellow head teacher, what would you advise Mrs. Byakagaba to do to make sure that the learning resources are better organized and looked after? Think about the following questions to guide your discussions:

1. What should she do to make sure the learning resources are cared for?
2. What should she do to make sure learning resources are accessible to her teachers and pupils?

The facilitator will divide you up into groups of 3-4, and assign **one** of the questions for each group to answer. **After about 15 minutes of discussion, be prepared to share your advice to Mrs. Byakagaba to the whole group in plenary.**

### **DISCUSSION POINTS**

*In your advice to Mrs. Byakagaba, did you include the following?:*

- Learning materials should be stored in a place that is safe, secure and that can adequately protect materials from damage.
- Shelving should be used to keep learning resources off the floor.
- An inventory of all learning resources in the school should be maintained, using the Stock Register.

- New learning resources received by the school should be checked and registered, using the Stock Register. For example, each new book should be stamped using the school stamp and given a book registration number.
- A “signing out – signing in” system should be set up so that teachers can access and use learning resources. The Stock Issue Register should be used whenever books are issued to a staff member, including the number and condition of books when issued and returned.
- A system should be established so that pupils can borrow books from the school library.
- Learning resources should be kept clean and in good repair.
- Stocktaking should be done on an annual basis.
- The post of school librarian should be rotated periodically amongst staff members.

Now let’s consider the last very important question which was raised at the beginning of the session: *“Are the learning resources being effectively used in the classroom?”*

### **Activity 4.3: Using learning resources in lessons (20 minutes)**

This activity asks participants to think creatively about what learning resources might be used to enliven classroom practice and improve pupil learning.

The following is a list of lesson topics for different subjects. Divide up into groups of 3-4. The facilitator will assign **one** of the lesson ideas to each group. For your lesson, list several learning resources that could be used to enhance the teaching and learning in that lesson. **Note: Do not plan a whole lesson.**

1. a P6 SST lesson about Uganda’s position as part of East Africa.
2. a P1 LL lesson aimed at teaching handwriting skills
3. a P4 agriculture lesson about the components of soil
4. a P7 English lesson aimed at enabling learners to develop language related to marriage

**After 15 minutes, be prepared to share your group’s ideas in a plenary discussion.**

### **DISCUSSION POINTS**

It is not always easy to think of ways to enliven teaching by using resources. However, it is very important that head teachers and other education managers set the expectation that teachers will use learning resources in their lessons. A school can have the best systems in place to register, record, and distribute the learning resources that are available. But this will make no difference if the learning resources are not being used effectively in the classroom. These resources are part of an “enabling classroom environment,” where enabling means “conducive to learning”. Elements of an enabling classroom environment include:

- Classrooms should be neat, clean and orderly
- Classrooms should contain displays – posters, wall charts etc. – that can support the learning process
- Displays should include pupils’ work, since displaying pupils’ work is an excellent form of positive reinforcement
- Classrooms should be lockable. If this is not possible, then teachers must be encouraged to make use of materials that are stored in the head teacher’s office or staff room.
- Teachers should use learning materials regularly and consistently, to provide visual and tactile stimuli to enliven classroom practice

- Learning materials should stay not only in the hands of the teachers but be something that pupils can handle, touch and interact with
- Teachers should be creative, which includes making and using their own learning resources
- The community can be enlisted to provide learning resources

 **Activity 4.4: Improving CM # 2: Managing learning resources (10 minutes)**

The purpose of this activity is for participants to consider how to apply learning from the session in their school setting.

1. What are you going to do about managing learning resources when you get back to your school?
2. How can other education managers (district officials, CCTs, etc.) assist you?

Action point	How other education managers can help
1.	
2.	
3.	

**SUMMARY OF KEY POINTS**

- Learning materials are important because they can stimulate innovative lessons, recommit teachers to their teaching, and pupils can be meaningfully and actively engaged in learning when learning resources are used.
- Learning resources must be stored in a place that is safe and secure.
- Systems for resource management should include maintenance of an inventory, annual stock-taking, a lending system for pupils and teachers, and delegation of resource supervision to staff members (on a rotating basis).
- Teachers should be encouraged to make and use their own resources, and pupils can assist in this by providing the materials needed (e.g. sugar sacks, bottle caps, seeds, etc.).

 **Trainer's Notes** 



**Time Breakdown**

Introduction	5 minutes
Activity 4.1: What learning resources do we have?	5 minutes
Discussion Points	5 minutes
Activity 4.2: Resource management case study	20 minutes
Discussion Points	10 minutes
Activity 4.3: Using learning resources in lessons	20 minutes
Discussion Points	10 minutes
Activity 4.4: Improving CM #2: Managing learning resources	10 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour 30 minutes</b>

## ✓ Objectives

Participants should be able to:

- Define what learning resources are
- Identify and quantify the learning resources available in their schools
- Describe how learning resources should be used effectively in classrooms
- Develop strategies to ensure that teachers and pupils have regular and consistent access to learning resources at their school

## Materials

Flip chart stand, flip chart paper, marker pens, adhesive

## Preparation

Prepared flip chart paper showing Curriculum Management diagram, prepared flip chart paper with five questions on Managing Learning resources from the Introduction.

## Procedure

1. Introduce the session by referring back to the Curriculum Management diagram (use prepared flip chart paper with diagram). Point out that so far, the workshop has focused on one aspect of curriculum management, teacher utilization and timetabling. This session will now focus on management of learning resources. Read through the objectives and introduction to this session with the participants. Focus on the five questions in the introduction (you may wish to make use of a prepared flip chart paper with the questions listed there throughout this session) and remind participants that as education managers, they should have clear answers to these questions (and systems in place in their schools). Focus on the first question, **Why are learning resources important?**
2. Refer to the second question in the introduction, **What learning resources do we have?** and introduce the brainstorming Activity 4.1: *What resources do we have?* Ask the participants to quickly list in plenary the typical teaching and learning resources available in Ugandan primary schools. Jot down items from the list onto a flip chart paper.
3. Refer to the Discussion Points that follow Activity 4.1 and urge participants to expand their definition of what constitutes learning resources.
4. Introduce Activity 4.2: *Resource management case study*. In order to save time, ask one or two participants to read the instructions and the case study aloud for the whole group. Divide the participants up into groups of three or four and assign **one** of the two questions in Activity 4.2 to each group. Give the groups sufficient time (about 10 minutes) to discuss the question. Then bring the groups back together in plenary and discuss their answers.
5. Refer to the third and fourth questions in the introduction, **Are the learning resources being looked after?** and **Are the learning resources accessible to teachers and pupils?** Link these questions to the Discussion Points that follow Activity 4.2. Ask one of the participants to read the discussion points and compare the groups' advice with the discussion points. Highlight anything that was not included in the participants' responses.



## SESSION 5: SUPERVISION OF PLANNING TO TEACH

***Owabing'ibiri imusiga (Runyankole/Rukiga) – If you chase two animals at ago, you catch neither of them***

### *Rationale:*

Education managers, and especially head teachers, play a critical role in supporting teachers to plan effectively. This starts with good role modeling and supporting and supervising teachers as they plan to teach.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Identify reasons why planning is necessary for effective teaching and learning to take place
- Assist teachers to cooperatively plan
- Assist teachers to plan content that is appropriate for the age and ability levels of pupils, and for class size
- Effectively monitor syllabus coverage
- Effectively monitor implementation of teachers' plans, including monitoring pupils' work
- Ensure that SNE pupils are catered for in teachers' planning

 *Duration:* 2 hours 15 minutes



### *Other Sources of Information:*

- Participants should familiarize themselves with the current MOES curriculum guidelines, including those related to PIASCY and inclusive education.



### *Content:*

## INTRODUCTION

EMSI Modules 1 and 2 emphasized the importance of effective planning by education managers, including head teachers. This is equally true for teachers. They must plan effectively to teach effectively. The first step along the road to quality education is for the head teacher and other education managers to supervise, monitor, and support teachers' planning to teach. To support pupils' learning, teachers need to spend a considerable amount of time planning and preparing lessons. It may be useful to recall the following definitions for this activity:

- ***Curriculum***—The body of courses and other formally established learning experiences which constitute a program of study.
- ***Syllabus***—A set of topics that make up the key elements of a given course.
- ***Scheme of Work***—A summary of activities to be carried out during the term.

- **Lesson Plan**—An outline of materials needed and steps to be carried out to cover a topic and achieve specific objectives during a specific class period (**Note:** see format in Appendix B).

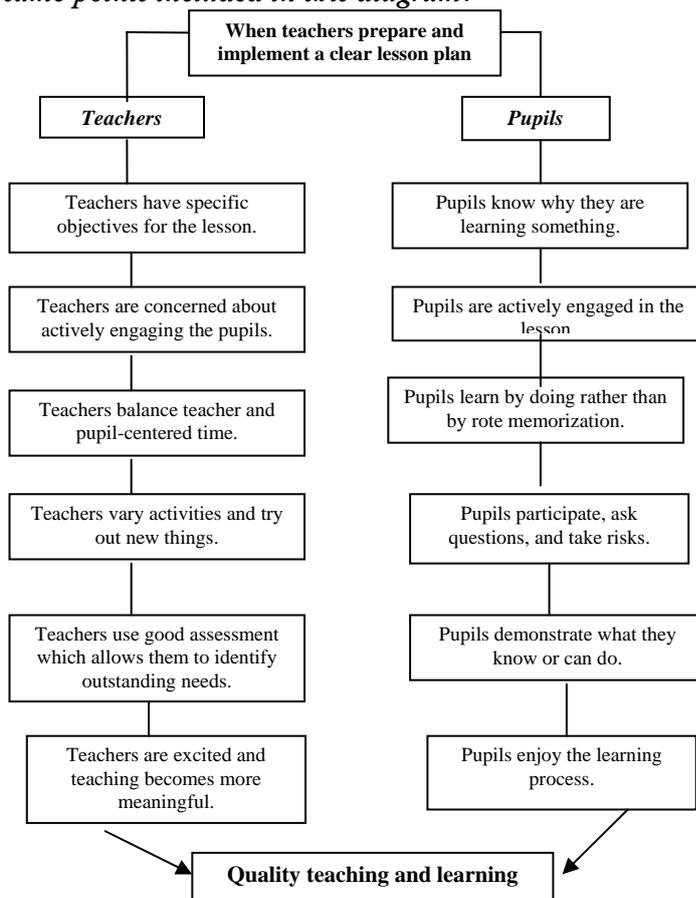
 **Activity 5.1: Why plan? (5 minutes)**

This activity encourages participants to consider the importance of planning to teach.

As a whole group, brainstorm the following question: *Why is it important for teachers to plan their lessons?* Share your answers and the facilitator will capture them as a list on a piece of flip chart paper.

**DISCUSSION POINTS**

We can see that systematic lesson planning is an integral part of learning; it is a critical step in moving from the curriculum, to the syllabus, to scheming and on to classroom work. *Did your discussions come up with some of the same points included in this diagram?*



 **Activity 5.2: Reviewing planning expectations (20 minutes)**

This activity allows participants to review/discuss the planning requirements they set for the teachers in their schools.

Divide up into groups of 3-4. The facilitator will assign **one** of the following questions to each group. Discuss the question for approximately 10 minutes and then be prepared to share answers with the whole group.

1. How do you expect your teachers to prepare their schemes of work (e.g. content, headings etc., when and how often they have to be prepared, etc.)?

2. How do you expect your teachers to prepare their lesson plans (e.g. content, headings etc., when and how often they have to be prepared, etc.)?

### DISCUSSION POINTS

*In your discussions, did the following points arise?*

Every school may have slightly different planning expectations, but in general, planning requirements should include:

- Teachers are required to prepare schemes of work, which outline what aspects and areas of the syllabus will be covered on a termly basis.
- Teachers are required to prepare lesson plans, which outline: date and start-and-finish time of lesson; subject, topic and sub-topic of lesson; lesson objectives; materials required; lesson content including presentation, practice, and evaluation; and remarks, comments and self-evaluation.
- Schools facilitate scheming and planning by requiring schemes to be completed in advance of each term and requiring teachers to plan daily rather than weekly lessons.

However, setting planning requirements are not in themselves sufficient to ensure that good planning is taking place. Schools also have to make sure that planning for teaching is being adequately supervised, including the following:

- Schools should have a system whereby scheming and planning is monitored regularly, either by the head teacher or by heads of departments.
- Schools should facilitate scheming and planning by providing teachers with the necessary materials needed to do proper planning, such as scheme books and textbooks.
- Teachers should have positive role models for planning, including the head teacher.

*Remember, as role models, head teachers must plan their lessons even more diligently than their staff.*

### SUPERVISING PLANNING TO TEACH

In EMSI Module 1: Leadership in Education, the roles and responsibilities of head teachers, are outlined, including: supervising and inspecting the teachers. This includes the responsibility to supervise teachers' planning. Head teachers (and those delegated with the responsibility) therefore need to ensure that planning to teach is taking place at a standard that is acceptable. Some guiding questions that head teachers and other education managers should consider when checking teachers' planning include:

- Do schemes and lesson plans correspond?
- Do schemes and lesson plans adequately ensure that the syllabus will be covered?
- Do lesson plans contain the expected elements that will guide a teacher through the lesson?
- Does the scheming and lesson planning actually correspond with what is actually being taught?
- Is the scheming and lesson planning appropriate for the age and ability levels of the pupils?
- Does the scheming and lesson planning cater for pupils with special needs?
- Is the scheming and lesson planning appropriate for the number of pupils in the classroom? Is the scheming and lesson planning integrating PIASCY components?

But what evidence should education managers look for when supervising planning, to indicate that it is of good quality. The next activity asks you to think about this.

 **Activity 5.3: Supervising planning to teach (30 minutes)**

This activity asks participants to think about what they would look for as evidence of good scheming and lesson planning by teachers.

In groups of 3-4, consider the following chart by:

1. Filling in details of evidence you would look for to ensure planning to teach is being properly done in your school. Read the questions and then list evidence that would help you to answer the question.
2. Add one additional question (in row 9) that you, as an education manager, might ask yourself as you supervise teachers' planning efforts. Then, list evidence that would help you to answer this question.

Take about 15 minutes to complete the chart. Then be prepared to share your results with the whole group in plenary. The facilitator will record your ideas on a prepared flip chart paper which includes an enlarged version of this chart.

Questions	Evidence
1. Do schemes and lesson plans correspond?	
2. Do schemes and lesson plans adequately ensure that the syllabus will be covered?	
3. Do lesson plans contain the expected elements that will guide a teacher through the lesson?	
4. Does the scheming and lesson planning correspond to what is actually being taught?	
5. Is the scheming and lesson planning appropriate for the age and ability levels of the pupils?	
6. Does the scheming and lesson planning cater for pupils with special needs?	
7. Is the scheming and lesson planning appropriate for the number of pupils in the classroom?	
8. Is the scheming and lesson planning integrating PIASCY components?	
9. (Add one question here)	

## DISCUSSION POINTS

Head teachers (and others delegated with the responsibility for this) should be looking for clear evidence of good planning when supervising planning to teach. *Did your discussions following the activity above include any of the following evidence?*

- Monitoring pupils' books to check that what was planned by the teacher is what was actually taught, e.g. *if the plan indicates that the maths lesson is to do with multiplication, can you find multiplication exercises in the pupils' books?*
- Conducting regular spot checks of teaching to ensure that what was planned is what is actually being taught, e.g. *if the lesson plan calls for the use of a poster illustrating the water cycle, is this poster visible and being used?*
- Checking plans to make sure that the teacher is adequately preparing lessons that are appropriate for the age and ability levels of the pupils, e.g. *is the teacher setting work that the children can complete?*
- Checking plans to make sure the teacher is catering for pupils with special needs, e.g. *does the plan contain activities that are differentiated for any special needs pupils in the class?* It is important that schools encourage an inclusive classroom environment, where special needs learners are catered for. There should be evidence in lesson plans that this is taking place, including changes to the curriculum, changes in the instruction given to SNE learners, changes in what kind of work SNE learners are expected to produce, and changes in the assessment of SNE learners.
- Checking plans to make sure the teacher is planning a lesson, considering the number of pupils in the class, e.g. *is the teacher planning an IPS lesson which involves making pots from clay, but the lesson plan calls for the 120 pupils to remain in a small classroom for the duration of the lesson?*
- Checking plans to make sure that the syllabus is being adequately covered; e.g. *does the teacher's plan follow the syllabus in a logical way? Are key elements covered?*
- Checking plans to make sure that PIASCY is integrated where appropriate: e.g. *does the lesson lend itself to incorporation of PIASCY guidance and counselling messages and if so, has the teacher done this?*

**Note:** An example of a completed Activity 5.3 chart can be found in Appendix A. A Scheming and Planning Checklist that can be used by education managers to check planning and a Lesson Planning Template for more pupil-centred teaching can be found in Appendix B.

### Activity 5.4: Evaluating Miss Sabiiti's lesson plan (25 minutes)

In carrying out this activity, participants will practice carefully interrogating a lesson plan.

Miss Sabiiti, who teaches P4 English, has submitted the lesson plan (below) for feedback. Miss Sabiiti is relatively new to the staff of your school and is very keen to make sure she learns from the experience of yourself and others. Her P4 class has 70 pupils, five of whom have been designated as having special needs of some kind. Consider the following questions:

1. What do you think is good about this lesson plan? What do you think is missing or should be added?
2. What advice would you give Miss Sabiiti? How would you help her make this lesson plan better?

Divide up into groups of 3-4. The facilitator will give half the groups Question 1 to answer and the other half Question 2 to answer. **After about 15 minutes, be prepared to share your answers in plenary.** The facilitator will add comments regarding the lesson plan when the discussion is completed. Think about the questions we used in Activity 5.3. Can any of them be used as guidance for looking at Miss Sabiiti's lesson?

**Date:**

**Class:** P4

**Time:** 30 minutes

**Subject:** English

**Topic:** Describe people and objects

**Sub-topic:**

**Objectives:** By the end of the lesson, pupils will be able to:

1. use the given vocabulary correctly and identify the opposites of the given adjective
2. use the given structures correctly
3. read and answer questions on simple texts and stories describing people and objects and write guided compositions

**Materials:**

- Flashcards, with pictures of people of different sizes, ages, types of clothing etc.
- Flashcards with the following adjectives: short, big, tall, brown, black, fat, thin, small, smart, strong, weak, large, thick, old, young, new, smooth, rough, hard, soft, round, square, circular, rectangular
- Cello tape
- Chalkboard and chalk

**Presentation:**

1. Introduce the lesson by explaining what the lesson is about: how we describe people and the words we can use to do this (adjectives)
2. Display all the flashcards and ask pupils to think of words to describe what the people look like, or are wearing. If pupils cannot think of the English words, allow them to use LL and then seek translations of these words from other pupils.
3. Introduce the 24 adjectives flashcards and display them to the pupils, going over each one in turn and practicing pronunciation.
4. Write 10 sentences on the board with blank spaces where adjectives should go and ask various pupils to come forward and use an adjective flashcard to put in the correct blank space, using cello tape.

**Practice:**

1. Divide the pupils into small groups. Give each group a flashcard with a picture of a person. Ask each group to think of as many adjectives as they can to describe the person in their picture.
2. Get each group to show their picture to the class and list all the adjectives they came up with.

3. Ask each group to write down on a piece of paper 10 sentences that they have come up with to describe the person in their picture.

**Evaluation:**

Remove the flashcards from the sentences that have already been written on the board. Cello tape the flashcards in a jumbled order on another portion of the board. Have the pupils copy down the sentences and fill in the blank spaces with the correct adjective. Mark the books as pupils work.

**Remarks/Comments/Self-Evaluation:**

Did I successfully teach the lesson?

**DISCUSSION POINTS**

*Did the advice you suggested for Miss Sabiiti include the idea that she could learn a lot if she worked together with other teachers when planning and scheming?* Head teachers and other education managers should encourage teachers to work cooperatively to scheme and plan. The expression, two heads are better than one is very true. There are many advantages to cooperative planning:

- As people share thoughts with each other, ideas become more creative and dynamic.
- Stronger, more experienced teachers can support less confident teachers.
- Teachers have an opportunity to share ideas and develop strategies for teaching certain topics and themes.
- In schools where there is more than one stream, co-planning can ensure that teachers are covering the same amount of the syllabus and no class is being left behind.

 **Activity 5.5: Improving CM # 3: Supervising planning to teach (10 minutes)**

This activity is an opportunity for participants to consider how to apply learning from this session in their school setting. Consider the following questions:

1. What will you do about supervising planning to teach when you get back to your school?
2. How can other education managers (district officials, CCT's etc.) assist you?

Action point	How other education managers can help
1.	
2.	
3.	

**SUMMARY OF KEY POINTS**

- Head teachers and other education managers should set and maintain planning expectations for termly scheming and daily lesson planning.
- Head teachers and education managers should facilitate planning to teach by being role models and providing to teachers the necessary materials required for planning, including scheme books and textbooks.
- Head teachers and other education managers should ensure that there is a close correspondence between what teachers plan and what they actually deliver in the classroom.
- Head teachers and other education managers should help teachers by closely evaluating lesson plans and providing support and advice to teachers, including encouraging cooperative planning.
- Special needs pupils must be catered for in teachers’ schemes and lesson plans.

 **Trainer’s Notes** 



**Time Breakdown**

Introduction	5 minutes
Activity 5.1: Why plan?	5 minutes
Discussion Points	5 minutes
Activity 5.2: Reviewing planning expectations	20 minutes
Discussion Points	10 minutes
Introduction to Activity 5.3: Supervising planning to teach	5 minutes
Activity 5.3: Supervising planning to teach	30 minutes
Discussion Points	15 minutes
Activity 5.4: Evaluating Miss Sabiiti’s lesson plan	25 minutes
Discussion Points	5 minutes
Activity 5.5: Improving CM # 3: Supervising planning to teach	10 minutes
<b>Total</b>	<b>2 hours 15 minutes</b>



**Objectives**

Participants should be able to:

- Identify reasons why planning is necessary for effective teaching and learning to take place
- Assist teachers to cooperatively plan
- Assist teachers to plan content that is appropriate for the age and ability levels of pupils, and for class size
- Effectively monitor syllabus coverage
- Effectively monitor implementation of teachers’ plans, including monitoring pupils’ work
- Ensure that SNE pupils are catered for in teachers’ planning



### Materials

Flip chart stand, flip chart paper, pens, copies of training manual, prepared flip chart display of Planning Chart.



### Preparation

Prepared flip chart paper showing the Curriculum Management diagram, prepared flip chart paper with enlarged version of chart from Activity 5.3.



### Procedure

1. Begin by referring to the Curriculum Management diagram. Explain that the participants have now completed two of the components of curriculum management - teacher utilization and timetabling and learning resources management. This session will now look at the next component, supervision of planning to teach. Read through the introduction with the participants
2. Introduce Activity 5.1: Why Plan? Brainstorm ideas from the participants and capture key points on a piece of flip chart paper.
3. Refer to the diagram in the Discussion Points which follow Activity 5.1. Go through the diagram with the participants (you may wish to use a prepared flip chart paper with the diagram as illustration). Emphasize any points that were not raised by the participants.
4. Facilitate Activity 5.2: Reviewing planning expectations. Make sure to read through the activity instructions with the participants, including the definitions of key terms at the end of the instructions. Divide the participants up into groups of 3-4. Assign half the groups to answer Question 1 and half the groups to answer Question 2. Tell them they have 10 minutes to consider the question. After 10 minutes, bring the groups together in plenary and have them discuss the answers to the questions.
5. Refer to the Discussion Points that follow Activity 5.2. Ask one or two participants to read aloud from the discussion points. Remind participants that it is their responsibility to lead by example when it comes to planning.
6. Go through the notes on Supervising Planning to Teach, as an introduction to Activity 5.3. You may wish to write the questions on flip chart paper and remind participants that these questions can act as guidance when supervising planning.
7. Set the participants to do Activity 5.3: Supervising planning to teach. Divide the participants up into groups of 3-4. Give them about 15 minutes to fill in their charts. After this, bring the groups together in plenary. Make use of prepared flip chart papers with the chart enlarged to record the evidence that participants identified for each question. Capture the key points on the flip chart paper as you lead the plenary discussion.
8. Ask various participants to take turns reading aloud from the Discussion Points following Activity 5.3. These are important points, so take at least 10 minutes going through them. While reading, ask participants to compare what they identified as evidence with the ideas in the discussion points. Remind participants they will find a completed example of the chart in Appendix A.



## SESSION 6: SUPPORTING THE TEACHING AND LEARNING PROCESS

### *Cing acel pe yabo dero (Luo) – One hand can not open a granary*

#### *Rationale:*

Head teachers and other education managers are responsible for supervising the teaching and learning process. This session explores the place of supervision in improving instruction and the role of supervision in facilitating professional development. The session offers practical advice on how to supervise and mentor teachers so as to achieve quality teaching and learning.

#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Describe the relationship between supervision and improving the quality teaching and learning
- State the characteristics of a good supervisory relationship
- Describe and practice mentoring skills
- Demonstrate the value of objective/constructive feedback after supervising

 *Duration:* 1 hour 55 minutes



#### *Other Sources of Information:*

- TDMS Module Two, Units 2.4
- TDMS Module Five, Unit 5.2
- MOES Mentoring Training Guide for Teacher Effectiveness in Primary Schools
- EMSI Module 1 - Leadership in Education and Module 2 - Managing School Improvement
- TE Module 2: Teacher Effectiveness Guide



#### *Content:*

### **THE PLACE OF SUPPORT SUPERVISION IN CURRICULUM LEADERSHIP**

Just as head teachers and other education managers need to supervise and support in their schools, they also need to *supervise and support the teaching and learning process* in the classroom. This was emphasized in EMSI Module 1: Leadership in Education, which focuses on the head teacher as the leading professional educator in a school. Supervision is defined as “overseeing the actions or work of a person.” Supervision as applied to schools is often linked closely with monitoring, which is defined as “maintaining regular surveillance over something.” Good supervision is a combination of both of these ideas. The key purposes of supervision are to ensure that quality teaching and learning is equitably provided to all pupils (the core business of any school) and to facilitate the professional growth and effective performance of teachers.

### DEFINING GOOD CLASSROOM PRACTICE

When school managers observe a lesson, how do they know if what they are seeing is good, fair or poor? It is important to arrive at a common understanding of what constitutes quality teaching and learning, so that this can be promoted in the school.

#### Activity 6.1: Defining a good lesson (20 minutes)

This activity encourages you to reflect upon and develop a common understanding of what good teaching and learning looks like in a lesson.

In groups of 3-4, consider the question, “*what are the qualities of a good lesson?*” The facilitator will give each group **one** of the following elements of a lesson. Make a list of qualities you would see for that element if you were observing a good lesson.

- teaching methods
- assessment methods
- classroom management
- use of teaching and learning resources
- classroom environment
- pupils’ work

**After 10 minutes, be prepared to share a few of your group’s ideas in a brief plenary.** The facilitator may jot down key points on flip chart paper.

### DISCUSSION POINTS

Below are some characteristics of good practice in the classroom that are worth considering. *How many of these did you include in your own list and how many are operational in your school?*

- **Teachers have prepared schemes of work and lesson plans**

Planning is an essential feature of good practice. Lesson plans should logically and consistently follow the scheme of work and should be drawn from the syllabus for each individual class.

- **Teachers have a clear idea of what they want to achieve in each lesson**

Teachers should have a clear idea of the *outcomes* or *objectives* of a very lesson they are going to teach. Hence, the need to define what the pupils need to understand, know, or be able to do (skills, values, knowledge and attitudes).

- **Teachers plan and deliver lessons that encourage active pupil participation**

The active involvement of the learners in the learning process is key to quality learning. Teachers need to vary the approaches/method or techniques used in teaching. Promoting participatory methods of teaching like cooperative learning, role play, use of drama, projects and experiments are some of the techniques that head teachers as curriculum leaders ought to institutionalize.

- **Teachers are creative**

Creativity is a virtue that effective curriculum leaders like you should consistently promote. An effective school supports its teachers to use a range of resources in the teaching and learning process. Effective and creative teachers do not rely on one text or source of information, but use a range of resources. They should be supported to be responsive to the dynamic situation of the classroom, adapting their teaching accordingly.

- **Teachers provide a stimulating learning environment**

A motivating learning environment encourages incidental learning and child paced revision. A curriculum leader should not only care for the coverage of the syllabus but should also provide for instructional materials. Classrooms with instructional materials, books, posters displayed that relate to topics being taught motivate children to learn. These should be changed from time to time, according to the themes and topics the class is studying.

- **Teachers are flexible with time**

Good curriculum leadership assures that the teaching and learning process promote children's understanding of the content/knowledge they learn. Use of time is one factor that determines how much is taught or how much children learn. This doesn't mean that teachers don't have to follow the timetable and syllabus! But learning should take place at a pace that is appropriate for the pupils, not according to a strict course outline. If pupils require more time spent on a particular topic teachers should be able to adjust accordingly.

- **Teachers assess continuously and record consistently**

Assessment must take place on a continuous basis, not just at the end of a term, or the end of the year. Various forms of assessment should be used and teachers should record pupil assessment regularly, using a recording system that has been agreed upon by the staff and management of the school.

- **Teachers take the individual needs of pupils into consideration**

Teachers should ensure that teaching and learning activities are differentiated according to the needs of pupils, particularly those with special needs.

 **Activity 6.2: What is pupil participation? (20 minutes)**

This activity invites you to consider a broader definition of pupil participation.

One thing that defines a good lesson is the **level of pupil participation**. This is stressed in the Teacher Effectiveness Module on *Cooperative Learning*. Whereas it is important to involve children in their own learning, it is sometimes challenging to achieve effective pupil participation. For most teachers it is one thing to be able to define effective pupil participation but also another to be able to plan for and engage pupils for effective participation. Consider the teaching of the topic '**Flowering plants**' in P4 Science. Sub-topic-“State the different parts of a flowering plant and their functions (flower, stem, leaf, roots).” The teacher is to teach the pupils about the parts of a flower or plant and why they are there.

In groups of 5-6, discuss and decide how a teacher could use the following approaches to make the lesson involve greater pupil participation. Each group should discuss one approach. Ensure that all approaches get discussed. **Note: Do not plan the whole lesson.**

**Approach #1:** The teacher has prepared a visual aid - a drawing of a flowering plant and separate labels with the names of the different parts. How can the teacher use this visual aid to encourage pupil participation?

**Approach #2:** The teacher has brought in a number of real flowering plants. How can the teacher use these to encourage pupil participation?

**Approach #3:** The teacher wants the children to read the science textbook, discuss the parts of a flowering plant and be able to tell the rest of the class what they have learned. How can the teacher organize the class to encourage pupil participation?

**Approach #4:** The teacher wants the children to demonstrate the way pollination takes place, using drama. How can this be done to encourage pupil participation?

**Approach #5:** The teacher wants to organize a nature walk. How can this be organized to encourage pupil participation?

**Be prepared to share your ideas with the whole group in plenary.**

### DISCUSSION POINTS

The activity above illustrates two very important issues that underpin the need for curriculum leaders to provide support supervision to teachers:

- It is not always easy to think of ways to ensure pupil participation, but it is important to identify a variety of ways to actively engage children in their learning.
- Both the head teacher and the teacher need to share a common definition of what good pupil participation is. Using *Cooperative Learning* as a teaching approach is one way to ensure effective pupil participation in the teaching and learning process.

### ESTABLISHING AN EFFECTIVE SUPERVISORY/MENTORING RELATIONSHIP

So far in this module, we have considered different components of curriculum management that can improve the quality of teaching and learning in schools. In addition to this, it is important that head teachers and other educational managers (including deputy head teachers and department heads), conduct lesson observations of all teachers on a regular basis, to make sure that good practice is taking place in each classroom. In educational terms we refer to this as supervision- the process of reflective inquiry that is used to provide professional support to an individual in the context of his/her job.

Supervision of instruction is a developmental process with the main purpose of improving the instruction generally and teaching specifically. It is best utilized as a continuous process rather than one that responds only to personnel problems. It implies therefore that effective supervision should facilitate both professional growth and effective performance.

Quality and productive supervision requires that you as a supervisor be a mentor who provides constructive feedback and support that is aimed at creating growth for the teacher being mentored. This part of the session will help you reflect on the basic role of an education manager as a mentor. Being an effective supervisor means that you have to establish a mentoring relationship with your teachers in which you are a role model, i.e. one who models and nurtures the improved performance of your teachers.

 **Activity 6.3: Supervising for quality teaching and learning (25 minutes)**

This activity will allow you to identify and share best practice in conducting lesson observations.

1. Hold a brainstorm (10 minutes) on the following questions and record your responses on a flip chart as a whole group:

- What do you look for when supervising a lesson?
- How do you record what you have observed?
- How do you share your observations with the teacher concerned?

2. Then in your small groups of 5-6, read the case study below and reflect on Mr. Sebi's mentoring relationship with his teacher and decide on what constructive advice you would give him to improve his mentoring skills. **Be prepared to share your group's discussion points in a plenary.**

**The Katwe Case study (15 minutes)**

Mr. Sebi, the Deputy Head teacher of Katwe School, plans on conducting lesson observations during the 3<sup>rd</sup> week of June. He has prepared a lesson observation form. Here is what happens with one such visit:

Mr. Sebi is delayed, so he arrives at Mr. Byona's P5 class five minutes after the SST lesson has begun. The classroom is very crowded and it takes another two minutes for a chair to be provided and space made for Mr. Sebi to sit at the back of the classroom. Mr. Byona says quietly that he did not know Mr. Sebi was planning on visiting his lesson. He gives Mr. Sebi his scheme book and lesson plan to look at and continues on with the lesson.

The topic of the lesson is the location of Uganda. Mr. Byona makes use of a map of East Africa, to illustrate where Uganda is in relation to the other East African countries. The teacher encourages pupils to come up to the board, look at the map and locate capital cities, towns and countries of East Africa. The teacher then gives a presentation on the main elements of a map. As an SST teacher himself, Mr. Sebi notices that Mr. Byona makes a technical error during this presentation. He interrupts the lesson to correct the mistake, taking five minutes out of the lesson. Mr. Byona appears confused after this and takes some time to gather his thoughts.

Five minutes before the lesson ends, Mr. Sebi is called out to speak to a parent. As he leaves, he says quickly that he will meet the teacher later to discuss what he observed. A week later, Mr. Sebi has still not had a meeting with the teacher, but Mr. Byona has been given a written record which appears to be very critical of his teaching.

**DISCUSSION POINTS**

*In your group and plenary discussions, did the following points come up?*

- **Sharing a common understanding of good teaching practice.** It is very important that you and the teacher concerned have some general agreement about what constitutes good teaching and learning. A very useful exercise that you could do is to draw up a Teaching and Learning Policy with your staff, where you agree on a common definition of what makes a good lesson. A template for such a policy is included in Appendix B.
- **Use of a lesson observation form to record observations.** There are a number of different templates or forms that supervisors can use to record lesson observations. They can be simple or complex, depending on the purpose of the observation.

- **Giving supportive, developmental feedback to teachers after lesson supervision.** Supervision of teaching and learning should go hand-in-hand with support. Classroom supervision must be used as an opportunity to improve teachers’ skills and the best way to start is by giving constructive feedback. Here is what good curriculum leaders should consider when giving feedback to those they observe:

*Be open and honest.* The ideal way to changing behaviour is to give open, honest feedback so the supervisor can build trust, at the same time as ensuring teachers get the support they need.

*Depersonalise your feedback.* The idea of agreeing in advance on the purpose of the observation, and the criteria to be used helps to de-personalise the feedback process. The teacher is more comfortable with a common set of objective criteria, goals and procedures. The supervisor can also use less personal, more fact-based language based on these criteria, goals and procedures.

*Encourage self-appraisal.* The head teacher or supervisor should encourage self appraisal by the teacher. Before giving any feedback, ask the teacher, “how do you think you did?” or “if you had to do this lesson over again, what would you do differently?” Often, the teacher may highlight problems in the lesson themselves, which makes it unnecessary for the supervisor to point these out, which may render direct negative feedback unnecessary. No one enjoys hearing criticism, and most people are uncomfortable giving it as well. But giving and receiving feedback is an essential part of the mentoring relationship.

**Note:** Appendix A has additional tips on giving feedback for you as a curriculum leader.

In light of the constructive advice you and your group members have given to Mr Sebi and your reflection of your own lesson observation practice, decide on some action points that you will take to improve what you are doing to support the improvement of the teaching and learning process in your school. **Remember: Quality begins with you!**

 **Activity 6.4: Supporting the teaching and learning process (5minutes)**

This activity is an opportunity for participants to consider how to apply learning from this session in their school setting. Consider the following questions:

1. What will you do about supervising teaching when you get back to your school?
2. How can other education managers (district officials, CCTs etc.) assist you?

Action point	How other education managers can help
1.	
2.	
3.	

**SUMMARY OF KEY POINTS**

- The purposes of supervision are to ensure that quality teaching and learning is equitably provided to all pupils and to facilitate the professional growth and effective performance of teachers.
- Management and staff of a school should share a common understanding of what constitutes quality teaching and learning and should draw up the criteria by which a lesson will be judged.

- The head teacher and other education managers should take the lead in supervising teaching and learning to make sure it is up to required standards.
- Oral feedback should be given to the teacher as soon as possible after the lesson has been observed. Feedback should be open and honest, de-personalized, and encourage self-reflection.
- The supervisor should try to develop a mentoring relationship with teachers, one based on teaching, supporting, and encouraging.
- Key school stakeholders including parents should be informed about these supervisory processes.

## Trainer's Notes



### Time Breakdown

Introduction	5 minutes
Activity 6.1: Defining a good lesson	20 minutes
Discussion Points	10 minutes
Activity 6.2: What is pupil participation?	20 minutes
Discussion Points	10 minutes
Establishing an effective supervisory/Mentoring Relationship	5 minutes
Activity 6.3: Supervising for quality teaching and learning	25 minutes
Discussion Points	10 minutes
Activity 6.4: Supporting the teaching and learning process	5 minutes
Conclusion	5 minutes
<b>Total</b>	<b>1 hour 55 minutes</b>



### Objectives

Participants should be able to:

- Describe the relationship between supervision and improving the quality teaching and learning
- State the characteristics of a good supervisory relationship
- Describe and practice mentoring skills
- Demonstrate the value of objective/constructive feedback after supervising



### Materials

Flip chart stand, Flip chart paper, pens, copies of module.



### Preparation

Prepared flip chart paper showing Curriculum Management diagram, prepared flip chart paper with lesson components listed in Activity 6.1 as headings, with space for notes to be jotted down underneath, prepared flip chart paper with key headings from Discussion Points.

 Procedure

1. Present the rationale and the objectives of the session.
2. Present the information on the content section. Follow it up by initiating a brainstorm to tease out participants perspectives on quality teaching and learning. Ask the question; what constitutes quality teaching and learning?
3. Ask participants to do Activity 6.1- 'Defining a good lesson' Have participants work in groups of 5-6. Read through the instructions for the activity and assign **one** of the components listed in the activity to each group (it is all right if some groups have the same component). Give the participants about 10 minutes to discuss. In a plenary, guide participants to share their findings. Use the discussion points to enrich the discussion. You can choose to ask the participants to read the discussion points aloud and briefly discuss what seems unclear.
4. Introduce Activity 6.2: "What is pupil participation?" Emphasize that this is one quality that is important to promote in describing good practice in the classroom. Ask participants to work in the same groups of activity 6.1. Read through the instructions with the participants and assign each group **one** approach to discuss. Remind them that they **are not** to plan the whole lesson, but only to think about ideas to make the lessons involve greater pupil participation. Allowing 10 minutes for discussion then lead a brief plenary discussion of their ideas. Note: responses from participants will serve as a good diagnostic exercise to demonstrate just how well they understand the concept of pupil participation. Ask participants to refer to  Handout A- 'Encouraging pupil participation' found in Appendix A and use that to conclude activity 6.2.
5. Present the section on - 'Establishing an effective supervisory/mentoring relationship'. Introduce Activity 6.3: 'Supervising for quality teaching and learning'. Lead the brainstorm on the following questions and make brief notes under each question on a flip chart.
  1. What do you look for when supervising a lesson?
  2. How do you record what you have observed?
  3. How do you share your observations with the teacher concerned?
6. Introduce The Katwe Case study, emphasize that their discussion of and reflection on the three questions above will be useful in their discussion of the case study. The case study will serve as a foundation for their own efforts to improve their supervisory and mentoring skills. Ask the participants to discuss the case study following the instructions on the study given in the activity 6.3.





## SESSION 7: MONITORING OF PUPIL ASSESSMENT

### *Rationale:*

Head teachers and other education managers are responsible for ensuring that proper and appropriate pupil assessment takes place in the school. This session considers why assessment should take place, who should be conducting assessment, how assessment should be done, when assessment should take place, and how assessment should be recorded.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- State the purposes of assessment
- Assist teachers to use a variety of assessment methods
- Identify when assessment is appropriate and relevant to the age and ability level of pupils
- Identify different types of assessment
- Maintain regular and consistent records of assessment are being maintained
- Give clear feedback from assessment to pupils, parents and other stakeholders

 *Duration:* 2 hours 30 minutes



### *Other Sources of Information:*

- TDMS Module Five, Unit 5.3
- Certificate in Teacher Education Proficiency (CITEP) for Teacher Educators: Books for Reading, Theme 5

### *Content:*

## INTRODUCTION

What is assessment? It is the process by which schools find out what a child's understanding, knowledge, and skills are, and the level at which the child is achieving. It is very important that pupils are regularly assessed; however, sometimes schools may experience difficulties with this.

### **Activity 7.1: Assessing assessment in our school (10 minutes)**

Reflect on how your school is doing with assessment. Consider each of the following statements and decide whether this is happening in your school or not. Be honest.

Key: 1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

Assessment Statement	Score
1. Teachers give tests at regular intervals.	
2. During examination weeks, normal lessons continue when exams are not taking place.	
3. Tests are devised in advance during teacher preparation time.	
4. Marking of tests and filling out of report cards takes place outside lessons.	

5. A yearly progress chart showing mid-term and end-of-term assessments for every child is displayed in each teacher's classroom.	
6. Marks of tests are available for all to see (including the pupils).	
7. Teachers use the assessment information to gauge how well pupils are performing.	
8. Each test question is analyzed so that the teacher knows how many children can answer it or not.	
9. Weak areas are re-taught in an improved manner and in a different way.	
10. Homework is devised to support weak areas.	
11. Teachers adapt teaching as a result of the assessments.	
12. Teachers give feedback to the learners about their performance on tests.	
13. Each year the teachers discuss with the parents the performance of their children.	
14. A teacher sometimes takes a group of learners for remedial work following assessment.	
15. Teachers make use of the UNEB Analysis of Performance in PLE examinations booklet that is produced each year.	
16. The head teacher takes full responsibility for assessment procedures and policy or has clearly delegated the task to a senior member of staff.	
17. The head teacher keeps copies of all termly exams in the office files.	
18. The head teacher ensures that teachers mark learners' exercise books.	
19. The head teacher ensures that all teachers maintain records of learner performance.	
20. The head teacher ensures that teachers make use of a variety of assessment methods to determine pupil performance.	
<b>Total</b>	

**Note:** a blank copy of this self-assessment form can be found in Appendix B.

### DISCUSSION POINTS

Head teachers and other education managers need to have clear answers to the following questions if proper assessment of pupils is going to take place in their school:

- Why do we assess our pupils?
- How are we going to assess our pupils?
- How do we use the assessment results?
- How do we monitor assessment practices in our school, to ensure that good practice is taking place?
- How do we communicate assessment results to the key stakeholders?

### WHY DO WE ASSESS OUR PUPILS?

#### Activity 7.2: Reasons for assessment (5 minutes)

This activity allows participants to consider the different reasons for assessment.

As a whole group, briefly brainstorm a list of reasons for why schools assess their pupils. The trainer will jot down some of the key ideas that arise during this brief discussion.

### DISCUSSION POINTS

Assessment can be used to:

- Check learner progress and understanding
- Determine learner difficulties

- Identify learners’ prior knowledge
- Assist the teacher to adapt lessons to suit the needs of learners
- Determine if learners have achieved outcomes
- Determine if learners have adequately acquired the knowledge, skills, values and attitudes set for them
- Help teachers to review their own efforts, by answering the question, “Are my teaching strategies and efforts helping the pupils to achieve the learning objectives that are set for them?”
- Act as a source of extrinsic motivation to the learners
- To act as a teaching and learning activity
- Guide grading and Classification

**Note:** More detailed examples of reasons why schools assess pupils can be found in Appendix A.

Teachers plan lessons, teachers deliver lessons, children attend lessons. **But it is not always clear that if any learning has taken place.** This is where assessment comes in. Good assessment is essential in the teaching and learning process, because without assessment, pupils, teachers and schools are unable to determine whether they are successful. We have noted that the core business of a school is to ensure that quality teaching and learning is taking place, but how can a school know that **quality learning** is happening if pupils are not being properly assessed?

### HOW DO WE ASSESS OUR PUPILS?

As we begin to look at the various types of assessments, one challenge is trying to understand the terminology that policy documents use when talking about assessment. Below is a list of common terms used.

Term	Definition
Assessment	Gathering of information or data collection.
Evaluation	Examining and analysing information and making judgments and interpretations about data that has been collected.
Continuous assessment	Regular assessment of pupils that considers observations, course work, projects etc. as well as tests and examinations.
Diagnostic assessment	Finding out what learners already know about a particular unit of work. In this way teaching will take place from the known to the unknown and duplication is avoided. This is typically done during the introduction of a new topic.
Summative assessment	Provides a picture of learners’ progress at any given moment; it sums up their learning at a particular time such as at the end of a unit of work or a term. Summative assessment helps teachers determine whether they have achieved their outcomes or not.

Having a better understanding of what is meant by different assessment terms, we are ready to explore various types of assessment. Different schools use different types of assessment for different purposes.

 **Activity 7.3: How do we assess our pupils? (5 minutes)**

This activity allows participants to share best practice in assessment by brainstorming methods of assessment that are used in their schools.

In plenary, briefly brainstorm all the different assessment methods that your schools use to assess learners. The facilitator will capture key examples of assessment methods on flip chart paper during the discussions.

**DISCUSSION POINTS**

*Did your brainstorming include the following?*

- Measuring pupil progress through tests/examinations
- Assessing practical tasks, such as in subjects like IPS or Agriculture
- Setting and marking written exercises during lessons
- Observing pupils as they work and recording such observations
- Assessing pupils with oral questions and answers
- Setting and marking homework

 **Activity 7.4: Methods of assessment (15 minutes)**

The purpose of this activity is to enable participants to identify different methods of assessment. Below are descriptions of different assessment methods that teachers can use. Match each description with the method of assessment you think it describes. The list of methods to choose from is at the end of the chart. When you've completed this activity, ask yourself the following question: *How many of these methods are being used by the teachers in my school?*

Method of assessment	Description
	1. Watching closely to see how well learners work on a day-to-day basis. Provides ongoing support about how learners are progressing. <i>Example:</i> The teacher notes if some learners still need to use counters to do their sums.
	2. Asking your learners questions to understand how they think. <i>Example:</i> During a math lesson, the teacher asks a higher-order question such as – “Can you think of another way to solve the problem?”
	3. Assessing a group of learners together. <i>Example:</i> The teacher assesses a group’s ability to solve a problem and how well the group works together.
	4. One learner assesses another. It helps learners to become accountable to each other. <i>Example:</i> The learners assess each other’s contribution to a group activity.

	5. Learners assess their own work. It helps them to understand why they do things and to take responsibility for their work. <i>Example:</i> Pupils decide how well they think they understood what to do and whether they could finish the task on their own.
	6. The teacher assesses what the learners write down. <i>Example:</i> The teacher looks at and marks the pupils' books
	7. A pen and paper individual activity, useful at the end of a section of work to check learners' understanding and where to provide further assistance. <i>Example:</i> something that is done at the end of a unit of work

**Methods of assessment:**

(a) tests (b) self-assessment (c) group assessment (d) observation (e) written assessment (f) peer assessment (g) oral question and answer

**HOW DO WE USE THE ASSESSMENT RESULTS?**

A common assessment method used in Ugandan schools is the examination. A great deal of emphasis is placed on examination results; for better or worse, these results are regarded as key indicators of whether a school is providing quality teaching and learning. Therefore, it is necessary to analyze the results carefully to see if there is information which you can use to make changes in your school for future improvement.

 **Activity 7.5: Analyzing examination results (25 minutes)**

This activity will encourage participants to analyze examination results in order to plan future practice in the school, recalling the “Using and Analyzing Data” session in EMSI Module 2. Key among the lessons of that session was the need to use data to more fully understand problems and develop solutions, and that data analysis is a critical part of the *planning* process.

In groups, consider the results of Katwe School's 1<sup>st</sup> term P6 results for the four core subjects of English, mathematics, science, and SST. The school has 60 pupils in P6 - 37 boys and 23 girls. The facilitator will assign **either** Question 1 **or** Question 2 to each group.

1. Which subjects are the pupils performing well in and which subjects are they performing less well in? What possible reasons could there be for this and what does the school need to do to
2. How are the girls performing in comparison to the boys? Is this a problem the school needs to address, and if so, what should the school be doing?

Aggregates		English	Mathematics	Science	SST
1	Boys	8	-	2	10
	Girls	5	-	1	7
2	Boys	14	7	10	16
	Girls	7	1	5	8
3	Boys	6	8	9	7
	Girls	6	4	-	5

4	Boys	5	12	7	3
	Girls	3	9	12	2
5	Boys	4	-	6	1
	Girls	2	6	5	1
6	Boys	-	5	3	-
	Girls	-	2	-	-
7	Boys	-	5	-	-
	Girls	-	1	-	-

**Be prepared to share some of your answers in discussion with the whole group in plenary.**

### DISCUSSION POINTS

By analyzing their examination results, Katwe School can learn a great deal about the strengths and weaknesses of the P6 pupils, as well as the possible strengths and weaknesses of the P6 teachers! The school can then take remedial action to assist the pupils to perform better in subsequent assessments. The next activity asks you to consider another very important question that head teachers and other education managers should have an answer to:

### HOW DO WE MONITOR ASSESSMENT PRACTICES IN OUR SCHOOL TO ENSURE THAT GOOD PRACTICE IS TAKING PLACE?

#### Activity 7.6: Effective monitoring of assessment (15 minutes)

This activity invites participants to consider current practice for monitoring assessment in their schools.

In school-based groups, share how assessment is being monitored in your school. The facilitator will give each group **one** of the following questions to consider.

1. What kinds of assessment do your teachers use? How do you check to make sure?
2. How are examinations conducted? When? How often? And how do you monitor the quality of the test papers?
3. How are marks recorded? Who keeps these records and what are they used for?
4. Is homework being set and marked? How do you know?

### DISCUSSION POINTS

In a school where good assessment practices are being maintained and monitored, you will find:

- **Teachers who are encouraged to use a variety of assessment methods.** Written examinations are not always the most effective or most appropriate method of assessing pupils. For example, practical subjects should be assessed according to what the pupils can do, as well as what they know. Equally, pupils in P1 may not be ready for written assessments until much later in the year. Finally, it may not be appropriate for SNE pupils to be assessed by written examinations.
- **Efforts are made to ensure that high quality tests/examinations are being prepared.** Head teachers and others delegated with the responsibility should review the tests and examinations set by teachers.
- **Teachers who are encouraged to give tests on a regular basis where appropriate.** Pupil performance should be assessed on a regular basis. Schools should draw up an assessment plan for all classes. Schools should avoid the practice of only assessing pupils on a termly or annual

basis. This is not frequent enough to identify problems or to provide remedial support to help pupils to improve.

- **Examination results that are used to inform subsequent teacher practice.** Assessment is most useful when it actually impacts on what happens in subsequent lessons. Teachers therefore must use the information they have gained to inform what they do with the pupils next.
- **Records of marks for tests and examinations that are being maintained by teachers.** Pupils' performance on tests and examinations must be properly recorded. This is in order for the teachers to monitor the progress of their pupils.
- **Teachers who are encouraged to set and mark homework.** Setting homework has many benefits including the fact that pupils who do homework do markedly better in terms of achievement, are encouraged to develop independent work habits, have time to practice skills they may be having difficulties with, and have the opportunity to work on projects and research that can inform future learning.

**Note:** Some guidance about the setting of homework can be found in Appendix A.

### HOW DO WE COMMUNICATE ASSESSMENT RESULTS TO THE KEY STAKEHOLDERS?

#### **Activity 7.7: Communicating assessment results (10 minutes)**

This activity allows participants to discuss how and to whom they convey pupil assessments. Briefly, in plenary, discuss the following questions. Your facilitator will capture the key points raised during your discussions:

1. To whom do you communicate pupil assessment results?
2. How do you communicate pupil assessment results (methods)?

### DISCUSSION POINTS

The following are some answers you may have come up with in the previous activity:

- **Pupils**, who can be motivated by seeing the progress they are making
- **Parents**, who are making a considerable invest of resources and efforts for the school and want to see that these investments are worthwhile
- **School management committee members**, who serve to guide education efforts of the school, and need to know whether the school is fulfilling its responsibilities
- **Education department officials**, who oversee management, administrative and pedagogic functions of the school, and need to know that resources and other inputs are producing expected and satisfactory outputs
- **The general public**, who place great emphasis on the value of education, and want to know that Uganda's children are receiving the quality education they deserve

#### **Activity 7.8: Improving CM # 5: Monitoring of pupil assessment (10 minutes)**

The purpose of activity is for participants to consider how to apply learning from the session in their school setting.

What are you going to do about monitoring pupil assessment when you get back to your school? How can other education managers (district officials, CCTs, etc.) assist you?

Action point	How other education managers can help
1.	
2.	
3.	

### SUMMARY OF KEY POINTS

- Head teachers and other education managers should monitor proper assessment processes in their schools.
- Head teachers and other education managers should ensure that assessment results are used to inform subsequent teacher practice.
- Head teachers and other education managers should encourage use of a variety of assessment methods by teachers.
- Schools should communicate assessment results to the appropriate stakeholders including pupils, parents, MOES officials, etc.
- Head teachers should analyze examination results carefully and use this analysis to inform subsequent practice in the school.

## 👉 Trainer's Notes 👈



### Time Breakdown

Introduction	5 minutes
Activity 7.1: Assessing assessment in our school	10 minutes
Discussion Points	5 minutes
Activity 7.2: Reasons for assessment	5 minutes
Discussion Points	5 minutes
Introduction to How do we assess our pupils	5 minutes
Activity 7.3: How do we assess our pupils?	5 minutes
Discussion points	5 minutes
Activity 7.4: Methods of assessment	15 minutes
Introduction to How do we use assessment results	5 minutes
Activity 7.5: Analyzing examination results	25 minutes
Discussion Points	5 minutes
Activity 7.6: Effective monitoring of assessment	15 minutes
Discussion Points	10 minutes
Activity 7.7: Communicating assessment results	10 minutes
Discussion Points	5 minutes
Activity 7.8: Improving CM #5: Monitoring of Pupil Assessment	10 minutes
Conclusion	5 minutes
<b>Total</b>	<b>2 hours 30 minutes</b>

## ✓ Objectives

Participants should be able to:

- State the purposes of assessment
- Assist teachers to use a variety of assessment methods
- Identify when assessment is appropriate and relevant to the age and ability level of pupils
- Identify different types of assessment
- Maintain regular and consistent records of assessment
- Give clear feedback from assessments to pupils, parents and other stakeholders

## 📄 Materials

Flip chart stand, flip chart paper, pens. copies of the module.

## ✍️ Preparation

Prepared flip chart papers showing: Curriculum Management diagram, definition of assessment and questions on assessment found at the beginning of the session, assessment terminology, any notes on the discussion points you feel you may need.

## 🔄 Procedure

1. Introduce the topic, and refer back to the Curriculum Management diagram. Point out what has been covered so far and introducing the next component of curriculum management, Monitoring of pupil assessment. Refer to the definition of assessment written on a prepared flip chart paper.
2. Ask participants to do Activity 7.1: Assessing assessment in our school. Do not spend much time on feedback when participants have completed this activity, as it is meant for personal reflection. Remind the participants that the checklist is also a guide to what they should be doing in their schools.
3. Refer to the discussion points following Activity 7.1, particularly the questions listed there. Use a prepared flip chart paper with the questions displayed. Tell the participants that as education managers, they should have clear answers to these questions if they want their schools to manage pupil assessment well.
4. Refer to the first question: **“Why do we assess our pupils?”** Introduce Activity 7.2: Reasons for assessment. Briefly elicit answers to this question from the participants and jot down key points on a flip chart paper. Then ask participants to compare their answers to those listed in the Discussion Points. Ask a participant to read aloud from those points. Note that more detailed reasons can be found in Appendix A 🖐️ Handout B.
5. Refer to the second question: **“How are we going to assess our pupils?”** Tell participants it is important, first of all, to have clear understanding of assessment terminology. Ask a participant to read aloud the definitions of some key terms or you may use a prepared flip chart paper with the terms and definitions displayed.

6. Introduce Activity 7.3: How do we assess our pupils? Briefly gather answers to this question from the participants and jot down key points on a flip chart paper. Then ask participants to compare their answers to those listed in the Discussion Points following Activity 7.3. Ask a participant to read aloud those points.
7. Facilitate Activity 7.4: Methods of assessment. You may wish to divide the participants up into groups of three or four for this activity. Answers: 1. (d) observation, 2. (g) oral question and answer, 3. (c) Group assessment, 4. (e) Peer assessment, 5. (b) Self-assessment, 6. (e) Written assessment, 7. (a) tests)
8. Refer to the third question: **“How do we use the assessment results?”** Introduce Activity 7.5: Analyzing examination results.
10. Conduct Activity 7.5: After dividing the participants up into groups of 3-4, assign half the groups to answer Question 1 and half the groups to answer Question 2. Give the groups a maximum of 15 minutes to analyze the data in the activity and come up with answers. For the last 10 minutes, bring the groups back together in plenary. Discuss their answers to both questions and make sure to point out that such analysis can help to improve the quality of teaching and learning in the school.
11. Refer to the fourth question: **“How do we monitor assessment practices in our school, to ensure that good practice is taking place?”** Introduce Activity 7.6: Effective monitoring of assessment. Divide the participants into groups of three or four and assign one of the questions to answer. After allowing for 10 minutes of discussion in groups, bring them together in plenary and have them share answers in plenary.
12. Refer to the Discussion Points that follow Activity 7.6. Ask participants to compare their discussion points with those found in the module. Ask various participants to read aloud through the key points found there. You may wish to put key headings on a prepared flip chart paper. Refer participants to  Handout C- 'Guidelines for Setting Homework' found in Appendix A.
13. Refer to the last question: **“How do we communicate assessment results to the key stakeholders?”** Introduce Activity 7.7: Communicating assessment results. In a brief plenary discussion, have participants give answers the two questions. Ask them to compare their answers to those found in the Discussion Points following the activity.
14. Conclude by asking participants to do Activity 7.8: Improving CM #5: Monitoring of pupil assessment and by referring to the summary of key points. Make sure that head teachers and deputies from the same schools are working together on this activity.

NOTES:

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## SESSION 8: PROFESSIONAL DEVELOPMENT OF STAFF

*“To teach is to learn”*

### *Rationale:*

The quality of a school largely depends on the quality of the teaching staff – their skills, knowledge, attitude and commitment. The purpose of this session is to provide guidance to head teachers and school managers on the professional development of teachers.

### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Induct new teaching staff
- Identify the training needs of staff
- Initiate and supervise a professional development programme for staff
- Arrange and carry out training for staff
- Conduct staff appraisals that are developmental

### *Duration:* 2 hours 15 minutes



### *Other Sources of Information:*

- TDMS Module 2, Unit 2.1- 2.4
- TDMS Module 5, Unit 5.2
- EMSI Module 1, Session 9

### *Content:*

#### **DEFINING PROFESSIONAL DEVELOPMENT**

Professional development is the continuous process by which teachers develop their capabilities. This can improve their performance on the job and prepare them for greater responsibilities. There is a proverb that states: To teach is to learn. Teachers should be encouraged to continuously develop and sharpen their skills and knowledge. Head teachers can help by creating an environment that is conducive to professional development, where teachers are encouraged to develop teamwork and self-reflection. Sometimes, professional development activities can be training workshops; other times, individuals can improve their skills and performance simply by reflecting on their own practices and by observing others.

 **Activity 8.1: Professional development self-assessment (15 minutes)**

This brief activity allows participants to reflect on what their school is doing with respect to professional development.

Complete the following checklist in school groups (e.g. head teachers and deputy head teachers from the same school working together). What positive activities are going on in your school? What challenges do you have?

Key: 1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

At our school ...	Score
1. There is an annual professional development plan.	
2. Staff are involved in the identification of their training needs.	
3. The staff work together to provide the training needed.	
4. New staff are welcomed and properly inducted.	
5. District education officials and others are invited to give training to the staff.	
6. Staff conduct demonstration lessons to develop each other's teaching.	
7. Peer coaching and support is encouraged.	
8. Co-teaching is encouraged.	
9. Co-planning is encouraged.	
10. Counseling of staff is provided when necessary.	
11. Professional development activities take place during school time, e.g. demonstration lessons.	
12. Professional development activities take place after classes.	
13. Professional development activities take place during holidays.	
14. Professional development activities are timetabled in the school programme.	
15. Staff is encouraged to attend training courses offered by training colleges and others.	
16. Staff who have participated in a professional development opportunity are invited to share their experience with other members of staff.	
<b>Total</b>	

**DISCUSSION POINTS**

Recalling the role of the head teacher as the key educator at the school, it is important to recognize that teachers look to their head teacher and to other senior staff members (deputy head teachers, department heads) to provide leadership in these areas. As discussed here and in earlier modules, the behaviour and attitude of education managers influences that of others, and it is critical that they role model the types of behaviours outlined above.

The checklist below, and the remainder of this session, gives a good indication of the professional development components schools should have in place, including:

- Induction of new staff
- Regular identification of training needs
- Peer mentoring and coaching
- Co-planning and teaching
- In-school staff training
- Professional development plan

 **Activity 8.2: The New Teacher (20 minutes)**

This case study provides an example that will help to identify problems and discuss best practice when inducting new staff at a school. Frequent staff turnover is common in Ugandan schools. Teachers are transferred and newly-qualified teachers join schools annually. Read the brief case study and work in small groups to respond to these questions:

- What kind of problems did the new teacher encounter?
- What strategies might you suggest to Mrs. Bulondo to improve her induction practices?

Mr. Kyomuhendo is very excited. He’s finished teacher training and has his diploma. Better still, he’s just been appointed as a teacher at a local primary school. Mr. Kyomuhendo meets his head teacher, Mrs. Bulondo, at the local district office, who advises him to come to school promptly on the 1<sup>st</sup> day of the new term. When he arrives at school, the head teacher introduces him to his fellow teachers and to the pupils during assembly. Then the head teacher takes him into the office and discusses his teaching load with him. The head teacher shows him the timetable and tells Mr. Kyomuhendo to get started. “Any questions, just ask me,” she says.

The first few days are hard. Mr. Kyomuhendo doesn’t know the lesson times or where the different classrooms are. He learns this by trial and error, and has to come back to the staff room frequently to check the master timetable. He hasn’t been issued with the necessary scheming and planning books and makes do with an exercise book he buys in town. The other teachers are friendly enough but busy with their own lessons. One day when he is searching for the necessary textbooks to teach P5 science, one of the other teachers who happens to be passing the book store, helps him to find the right books. The head teacher is hardly at the school the first week, as she has been called to meetings by district officials and it is not clear who else he might speak with. While Mr. Kyomuhendo is putting effort into his teaching, he sees that his lessons are not going as well as he hoped. Further, Mr. Kyomuhendo is struggling to find accommodation close to the school.

By the end of the week, Mr. Kyomuhendo is feeling discouraged and overwhelmed by the transition to his new job and new environment. He’s wondering if he needs to rethink his choice of careers.

**DISCUSSION POINTS**

New teachers need assistance to fit in to the establishment. They are not familiar with the school, the staff, the pupils, or the school regulations. It is important that new teachers be made to feel welcomed to the school. *Did your discussions in response to Activity 8.2 include the following strategies for inducting new staff?*

- Introduce new teachers to staff and pupils.
- Provide new teachers with necessary materials including scheme books, planning books, curriculum guides, and teacher’s copies of subject textbooks.
- Provide new teachers with individual timetables and discuss with them.
- Take new teachers around the school and show them where the different classes are.
- Take time during first staff meeting to outline the school mission, values, etc.
- Provide new teachers with teacher-mentors – staff who are familiar with the school and school procedures, who can answer questions and provide support for the first few weeks and months.
- Check up with new teachers regularly to see how they are getting along and to answer any questions.

 **Activity 8.3: Identifying professional development needs # 1 (5 minutes)**

This activity will help participants to consider methods of identifying professional development needs. In plenary, brainstorm a list of different ways that education managers can identify professional development needs of a school staff. The facilitator will capture this list on flip chart paper

**DISCUSSION POINTS**

The following are some of the ways to identify professional development needs:

- **Identifying problems that are common in the school.** For example, you might be aware of a common problem teachers are having with planning, after supervising planning for a few weeks.
- **Assessing teacher performance based on lesson observations.** For example, you may note that more than one teacher in the school is having problems using pupil participation in their lessons.
- **Call a staff meeting to undertake collective reflections of current teaching practices.** Using leadership and meeting strategies such as those outlined in EMSI Module 1: Leadership in Education, work with staff to identify common needs and draw up an agenda for professional development.
- **Looking at new policies and initiatives that are being introduced.** For example, teachers in P1 to P3 may need guidance and support in how to teach; reading and writing during the lessons specifically timetabled for this purpose the Thematic Curriculum, using Co-operative Learning Approach among others .
- **Asking individual staff members what they think their training needs are.**

A combination of all of these methods can be used to determine the professional development needs of your school.

 **Activity 8.4: Identifying professional development needs #2 (30 minutes)**

This activity will help participants to develop a questionnaire to identify professional development needs. In groups of three, take a piece of flipchart paper and design a questionnaire to give to your staff to identify their professional development needs.

**Be prepared to display your completed questionnaire in a ‘gallery display’ so that the whole group can see what you have designed.**

**DISCUSSION POINTS**

Undoubtedly, different groups will have different questionnaires, and it is valuable for each person to review the work of others. While there is no need to develop a common tool, it is useful to discuss shared elements and identify if there are any elements that are necessary for an effective questionnaire.

**MEETING PROFESSIONAL DEVELOPMENT NEEDS**

Once a school has identified what the professional development needs are, some strategies need to be introduced to meet those needs. The following are suggestions:

- *Peer coaching*

An excellent strategy for meeting the professional development needs of your staff is to make use of the staff themselves. As a head teacher, you should be able to identify both the strengths and weaknesses of individual staff members. You do not have to provide all the support yourself; make use of experienced

teachers to assist in professional development. Peer coaching emphasizes cooperation between equals. This involves voluntary teacher-to-teacher cooperative professional development activities and requires honest confidentiality and concern between colleagues.

- *Team building*

As discussed in EMSI Module 1: Leadership in Education, the crucial element that education managers, including head teachers, should promote in a school is a sense of team spirit and cooperation. Cooperative planning, co-teaching, and peer coaching are ways of sharing the risk of trying out new teaching methods. Team building and peer coaching go hand-in-hand.

- *Demonstrations (modeling)*

Effective learning takes place when teachers see a demonstration lesson in their own classroom. Head teachers and other senior staff should provide such demonstrations, and teachers should be invited to observe the teaching of the senior staff. Then the teachers can see that a particular method works with their own pupils. Another strategy is to use the classrooms of teachers who have already mastered a particular method and invite other teachers in to observe the lesson.

- *Co-planning*

Apart from the obvious benefits of sharing ideas and strategies, co-planning provides an opportunity for experienced teachers to model good planning processes. Co-planning is particularly effective if it is followed by team-teaching.

- *Co-teaching*

When teachers decide to co-teach a lesson, or the timetable is established so that co-teaching occurs, they need to be clear about the different roles they are going to play throughout the lesson. Often times, the more confident or more experienced (and those are not the same thing!) teacher will take the lead, but it is not necessary, especially as co-teaching is an opportunity for less experienced teachers to try new things and receive supportive feedback from a colleague. Co-teaching is particularly effective if the same lesson is taught to more than one class in succession. Then it is possible to **teach-reflect-revise-teach again**, by taking time to reflect on how things went and how they might be improved.

- *Offering advice and feedback*

Giving feedback can be difficult. We all have fragile egos and we want to encourage teachers to continue with their professional development. Feedback must be given in way that does not foster defensiveness on the part of the person being critiqued. Criticism can focus on the lesson plan or the teaching method, rather than on the individual.

- *Reflective practice (mediating reflection)*

If teachers in a school are experiencing a common problem, then the head teacher should encourage a spirit of experimentation and enquiry. For example, teachers might want to try more group activities in class, but are having problems organizing this. The head teacher could ask teachers to try various classroom arrangements and discuss the results and lessons learned at the next staff meeting, peer meeting or team-building session.

- *School-based training*

In-school training can be organized to meet the specific professional development needs of staff. This can be organized after school hours or during holidays. It is always a good idea to draw on the skills and expertise of external support as well. This could include district officials, including inspectors, and CCTs.

- *Making annual staff appraisal a developmental process*

Head teachers are required to annually appraise staff performance. The appraisal forms are designed to be discussed with the teachers, and encourage a process of self-reflection on the part of the teachers. Head teachers should ensure that the appraisal process is one that is truly developmental and objective, not judgmental and subjective.

**Note:** a chart outlining the difference between a judgmental and a developmental approach can be found in Appendix A.

 **Activity 8.5: A professional development plan (20 minutes)**

This activity provides an opportunity to practice creating a professional development plan.

Mr. Kusemererwa, the head teacher of Nile School, has used a variety of methods to discover the professional development needs of his school. Now he wants to draw up a professional development plan for the staff. A first session with his staff led to the identification of professional development needs, as listed in the left column. In groups, complete the remainder of the plan for him. The facilitator will give each group **one** of the PD needs on the chart to complete.

**Note:** An enlarged, blank template of this plan can be found in Appendix A.

Professional Development Needs	Methods	Activities	By Whom	Resources Needed	Time Frame
1. Teaching strategies for reading and writing in P1 to P3					
2. Developing more pupil participation in lessons					
3. Developing positive discipline methods in the school					
4. Maintaining records of pupil performance					

**Be prepared to display your plan for all participant to see, and to explain the contents of the plan in plenary.** Also, consider ways that Mr. Kusemererwa may have done his professional development planning in a different way. Might the staff have participated more fully in the plan? In what ways?

 **Activity 8.6: Improving CM # 6: Professional Development (10 minutes)**

The purpose of this activity is to allow participants to consider how to apply learning from the session in their school setting.

What are you going to do about staff professional development when you get back to your school? How can other education managers (district officials, CCTs, etc.) assist you?

Action point	How other education managers can help
1.	
2.	
3.	

**SUMMARY OF KEY POINTS**

- All education managers, including head teachers, other education managers, and teachers themselves, have a role in improving the skills and performance of schools, to ensure quality teaching and learning.
- Professional development activities should include: induction of new staff, regular identification of training needs, peer mentoring and coaching, co-planning and team-teaching, in-school staff training, and production of a professional development plan.

 **Trainer's Notes** 



**Time Breakdown**

Introduction: Defining professional development	5 minutes
Activity 8.1: Professional development self-assessment	15 minutes
Discussion Points	5 minutes
Activity 8.2: The new teacher	20 minutes
Discussion Points: Induction of new staff	5 minutes
Activity 8.3: Identifying professional development needs #1	5 minutes
Discussion Points	5 minutes
Activity 8.4: Identifying professional development needs #2	30 minutes
Discussion Points: Meeting professional development needs	15 minutes
Activity 8.5: A professional development plan	20 minutes
Activity 8.6: Improving CM #6 - Professional development	10 minutes
<b>Total</b>	<b>2 hours 15 minutes</b>

### ✓ Objectives

Participants should be able to:

- Induct new teaching staff
- Identify the training needs of staff
- Initiate and supervise a professional development programme for staff
- Arrange and carry out training for staff
- Conduct staff appraisals that are developmental



### Materials

Flip chart stand, Flip chart paper, pens.

### ✍ Preparation

Prepared flip chart with Curriculum Management diagram, and points on Meeting professional development needs.

### ↻ Procedure

1. Remind participants of the previous components of curriculum management so far covered, by referring to the curriculum management diagram. Introduce the session with the text on Defining professional development.
2. Introduce Activity 8.1: Professional development self-assessment. Divide participants up into school groups; that is, head teachers and deputy head teachers from the same schools should work together. Give the participants a brief opportunity to discuss the questions: What positive activities are going on in your school? What challenges do you have?
3. Ask participants to consider their discussions in light of the discussion points which follow Activity 8.1. Ask a participant to read aloud from the list of professional development activities found in the Discussion Points.
4. Introduce Activity 8.2: The new teacher. Divide the participants into discussion groups of 3-4. To save time, after giving instructions for the task, ask one or two participants to read the case study aloud. Give the participants approximately 10 minutes to discuss the questions. Then bring the groups together in plenary and briefly discuss their answers to the two questions as a whole group.
5. Refer to the Discussion Points that follow Activity 8.2. Ask participants to compare their answers to Question 2 with the list found there. Ask a participant to read aloud those discussion points.

6. Introduce Activity 8.3: Identifying professional development needs #1. Lead a brief brainstorming session and jot down the ideas suggested by participants on flip chart paper.
7. Ask participants to compare their list of methods of identifying PD needs with the list found in the Discussion Points which follow the activity.
8. Introduce Activity 8.4: Identifying professional development needs #2. Divide the participants up into groups of 3-4. Hand out flip chart paper and ask them to prepare a questionnaire they could use to identify the PD needs of their staff. Give the groups about 15 minutes to complete this activity. Then ask each group to hang their questionnaires on the wall in a gallery display. Use the remainder of the time to allow participants to walk around the room in their group, comparing each group's questionnaire. Point out key/interesting points as participants move around the room.
9. Present the content entitled: "Meeting Professional Development Needs". Explain that once PD needs have been identified, schools need to have strategies to meet those needs. These notes are a set of strategies that schools can use. Ask various participants to take turns reading aloud from that list. Briefly explain each strategy in turn.
10. Introduce Activity 8.5: A professional development plan. Divide the participants up into groups of three or four and assign one of the PD needs on the plan to each group. Ask them to complete the plan started by Mr. Kusemererwa by quickly filling in the boxes that are missing. Give the groups about 10 minutes to do this and then briefly get some feedback on their answers to the PD need they worked on. It is more important to focus on the Activities and Methods column when collecting feedback from the groups- participants need to understand the difference between the two aspects. Conclude by pointing out that:
  - (a) Head teachers need to make sure a variety of methods have been used to define PD needs
  - (b) Clear actions for PD must be included
  - (c) Persons responsible must be identified
  - (d) The plan should have clear time frames
  - (e) The plan is not written in concrete. It can and should be adapted to meet the changing needs of your school staff.
11. Conclude by referring to the summary of key points and have participants complete Activity 8.6: Improving CM #6 - Professional development. Have participants from the same schools work together on this activity.



## SESSION 9: CONCLUSION

### *Arum obuto kee kum bonyo (Luo) - The Arum bird slept hungry despite the locusts*

#### *Rationale:*

The purpose of this final session is to plan for curriculum management in your school by considering all the factors discussed in this module.

#### *Objectives:*

Upon completion of the activities of this session, participants should be able to:

- Understand activities that they are expected to undertake before the next training course takes place
- Identify Extension Activities that they will attempt before the next workshop
- Assess whether the Workshop Objectives and their own expectations for the workshop were met

#### *Duration:* 1 hour

#### *Content:*

### PREPARING FOR CURRICULUM MANAGEMENT

Earlier in this module, we used the expression “Actions speaks louder than words”. This training has focused on managing the curriculum in your schools, and on how to best support the teaching and learning process that takes place in school. Now is the time to consider how to take that training and put it into action. The concluding activity in this module assists you to plan what you will do when you go back to your school.

#### **Activity 9.1: Improving Curriculum Management - Bringing it all Together! (30 minutes)**

This activity encourages participants to look forward and make a plan for improving curriculum management.

In groups of people from the same school, take 20 minutes to complete the following action plan for you to put into effect when you get back to your school. A blank copy is found in Appendix A as  Handout E. Be sure that you refer back to Activity 2.2 where you reflected on the current curriculum management performance of your school. You will also want to refer to the Action Points you filled in at the end of each of the previous sessions. After you have developed your action convene for 10 minutes with other colleagues to share ideas. Plan to meet again upon returning to your school to finalize and begin to move forward with a curriculum management improvement plan.

**Teacher deployment and timetabling**

In our school we will:

**Managing learning resources**

In our school we will:

**Planning to teach**

In our school we will:

**Supervision of the teaching and learning process**

In our school we will:

**Monitoring of assessment**

In our school we will:

**Professional development**

In our school we will:

REVIEW OF OBJECTIVES AND EXPECTATIONS

 **Activity 9.2 – Were Objectives and Expectations Met? (10 minutes)**

Work in groups of five or six participants

Review the lists of ‘workshop objectives’ and ‘participants expectations’ that were discussed in the first session on the first day of the workshop.

- Do you feel satisfied that the workshop objectives have been achieved? In what areas could more have been accomplished? Can you identify any areas that you feel that follow-up will be necessary?
- To what extent were your own personal expectations of the workshop met? Comment mainly on those areas where your expectations were different from what actually happened.

Spend about five minutes each discussing the objectives and then the expectations.

Before distributing the workshop evaluation form to participants, the trainer should open the floor for closing remarks.

 **Activity 9.3 – Workshop Evaluation (15 minutes)**

Working individually, spend 15 minutes completing the evaluation form.

Upon completion of the evaluation form, if time allows, the trainer will lead a plenary discussion as a means of further sharing thoughts and observations regarding the workshop.

 **Trainer's Notes** 



**Time Breakdown**

Activity 9.1: Planning to Improve Curriculum Management	30 minutes
Activity 9.2: Were Objectives and Expectations Met?	10 minutes
Closing Remarks	5 minutes
Activity 9.3: Workshop Evaluation	15 minutes
Plenary Discussion	time permitting
<b>Total</b>	<b>1 hour</b>



**Objectives**

Participants will:

- Understand activities that they are expected to undertake before the next training course takes place
- Identify Extension Activities that they will attempt before the next workshop
- Assess whether their expectations of for the workshop were met



**Materials**

Flip chart stand, Flip chart paper, pens, adhesive, Handout E and the Evaluation Form.



# **MODEL ANSWERS AND WORKSHOP HANDOUTS**

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**SESSION 5: MODEL ANSWER FOR ACTIVITY 5.3**

<b>Supervising Planning to Teach: Model Answer</b>	
<b>Questions</b>	<b>Evidence</b>
1. Do schemes and lesson plans correspond?	- random sampling of teachers' schemes to compare against lesson plans
2. Do schemes and lesson plans adequately ensure that the syllabus will be covered?	- random sampling of teachers' schemes and plans to ensure that: (a) schemes are organised to cover the syllabus (b) lesson plans cover the syllabus
3. Do lesson plans contain the expected elements: <ul style="list-style-type: none"> <li>• Date and start-finish time of lesson</li> <li>• Subject, topic, sub-topic of lesson</li> <li>• Lesson objectives</li> <li>• Materials required</li> <li>• Lesson content including: presentation, practice, and evaluation</li> <li>• Remarks, comments and self-evaluation</li> </ul>	- making sure that lesson plan guidelines have been disseminated amongst staff - regular monitoring of lesson plans to ensure that guidelines are being followed
4. Does the scheming and lesson planning correspond to what is actually being taught?	- checking pupil books and comparing work given with teachers' lesson plans <i>e.g. if the plan indicates that the math lesson is to do with multiplication, can you find multiplication exercises in the pupils' books?</i> - conducting spot checks of lessons to monitor when what the teacher has planned is what is actually being taught <i>e.g. if the lesson plan calls for the use of a poster illustrating the water cycle, is this poster visible and being used?</i>
5. Is the scheming and lesson planning appropriate for the age and ability levels of the pupils?	- carefully checking lesson plans to ensure that the work being set can be completed by the majority of the pupils in the class.
6. Does the scheming and lesson planning cater for pupils with special needs?	- checking plans to see whether teaching and learning activities and assessment have been differentiated to cater for the needs of SNE pupils in particular classes.
7. Is the scheming and lesson planning appropriate for the number of pupils in the classroom?	- checking lesson plans to make sure that activities etc. can be completed considering the number of learners in the class. <i>e.g. is the teacher planning an IPS lesson which involves making pots from clay, but the lesson plan calls for the 120 pupils to remain in a small classroom for the duration of the lesson?</i>
8. Is the scheming and lesson planning integrating PIASCY components?	- checking plans to see if teachers have tried to incorporate PIASCY components into their lessons where possible. <i>e.g. does the lesson lend itself to incorporation of PIASCY guidance and counselling messages and if so, has the teacher done this?</i>

 A (FURTHER NOTES FOR SESSION 6)

**Supporting the Teaching and Learning Process:**  
**Encouraging Pupil Participation**

**Teachers who encourage pupil participation also:**

- Know that when pupils take part and talk about what they are doing, it is a good lesson
- Create opportunities for pupils to solve problems in different ways and in different situations
- Know that pupils learn in different ways and accept different learning styles
- Create opportunities for critical thinking, problem solving and decision making in every lesson
- Encourage pupils to ask questions
- Teach in a number of different ways to make sure that pupils understand new concepts
- Know that a good way to avoid discipline problems in large classes is to engage pupils in meaningful and exciting activities
- Believe that teaching should always be connected to the pupils' experiences of life outside the classroom

**Pupils taught in classrooms where pupil participation is encouraged are able to:**

- *do* things
- solve problems
- explore and discover things for themselves
- experience learning as fun
- communicate with each other
- take risks
- resist the fear of failing
- feel confident

## SESSION 6

### **Guidelines for Giving Feedback after Lesson Observations**

1. Choose the time and place carefully. Ensure privacy, no interruptions, and a pleasant environment. Note that teachers are likely to feel more comfortable in their classrooms than in the head teacher's office, for example.
2. Start by asking the teacher's own opinion of the lesson concerned.
3. It is usually preferable to present criticism by talking in terms of changes that could be made if the same lesson was to be taught again or in terms of what could be done in follow-up lessons.
4. Describe the action or behaviour that you see in the person rather than labeling the person.
5. Ask for a specific change. If you just make a general complaint without suggesting an alternative, you don't help the other person to know what you would prefer.
6. Emphasize the positive consequences if the person meets your request for change, but don't omit the possible negative consequences if they do not.
7. Emphasize that in your feedback you are putting the interests of the pupils first.
8. Aim to end on a positive note. If appropriate, make a positive comment on some other aspect of their competence.
9. It is always best to provide some feedback in a written document that the teacher can later refer to.

In addition to the classroom observation tool included in Appendix B, the EMSI Performance Improvement Toolkit contains a feedback tool (Tool 4.2).

 **B** SESSION 7: (FURTHER NOTES ON “WHY TO ASSESS”)

**Reasons for Assessment**

- A.** Assessment allows teachers to know about **individual** pupil progress and understanding, so that they can take appropriate measures to assist the child and give feedback to the child about how well he/she is performing.
- B.** Assessment helps teachers understand the successes /weaknesses of their lessons. They can then use that knowledge to further adapt teaching.
- C.** Assessment can help schools to identify what teaching and learning resources are needed.
- D.** Assessment helps teachers to assess how much has been successfully covered in a given length of time (e.g. half a term).
- E.** Assessment enables a school to know how it is performing, against its own past performance and compared with other schools.
- F.** Results of assessment inform the parent and the child of academic standards/milestones reached.
- G.** Results of assessment can inform other teachers who need to know. This may be the head teacher, the future teacher, and the special needs coordinator.
- H.** Results of assessment inform the current teacher of how well a specific unit of work has been mastered by each learner.
- I.** Results of assessment support the head teacher in understanding how each teacher is performing. They help identify areas of weakness of both teachers and learners and support the appraisal process.
- J.** Results can assist the head teacher in future class and subject allocation.

 C (FURTHER NOTES FOR SESSION 7: MONITORING OF PUPIL ASSESSMENT)

**GUIDELINES FOR SETTING HOMEWORK**

Some guidelines when setting homework include:

- √ Pupils at all levels should get homework that is appropriate for their level.
- √ Homework should be coordinated by teachers, so that pupils don't get too much on one day.
- √ Homework should be short and focused. It should be varied, interesting and fun so that it motivates the pupils, stimulates learning, and helps to foster study skills.
- √ Homework clubs are an excellent way to ensure that pupils get the space and time to complete homework and receive help from teachers. Schools should consider timetabling homework clubs after school hours to accommodate this.
- √ Teachers must mark homework and give feedback to pupils. This is an important way that teachers show the pupils that the homework is important.
- √ Homework doesn't have to be something written: sometimes teachers can set homework where pupils have to talk to family and community members about cultural traditions, stories, etc.

 **D** (FURTHER NOTES FOR SESSION 8: PROFESSIONAL DEVELOPMENT OF STAFF)

**Professional Development of Staff**

Head teachers are required to annually appraise staff performance. The appraisal forms are designed to be discussed with the teachers, and encourage a process of self-reflection on the part of the teachers. Head teachers should ensure that the appraisal process is one that is truly developmental and objective, not judgmental and subjective.

The following chart illustrates the difference between the judgmental and the developmental approach and the probable consequences for a school when one or the other is used.

<b>JUDGMENTAL APPROACH</b>	<b>DEVELOPMENTAL APPROACH</b>
Negative	Positive
Fault-finding	Acknowledges good work
Blames the teacher	Finds ways to improve performance
Excludes the teacher	Includes the teacher
Leads to forms of failure	Leads to ways of improvement
Policing	Supportive
Summative	Formative
Quantitative (Uses measurement and marks in appraisal process)	Qualitative (Asks open-ended questions about the appraisee's work)
Product-oriented	Process-oriented
Does not need to discuss the evaluation report with teachers	Obligated to discuss the evaluation report with teachers
<b>End result:</b> A school where teachers are resentful, uncommitted, fearful of management, and unwilling to change or develop.	<b>End result:</b> A school where teachers are happy, committed, trust the management and one another, and are open to change and development.

APPENDIX A

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**SESSION 8: ACTIVITY 8.5**

**Professional Development Plan**

Professional Development Needs	Activities and Methods	By Whom	Resources Needed	Time Frame

 **E** SESSION 9: ACTIVITY 9.1

<b>Planning for Curriculum Management</b>
<b>Teacher deployment and timetabling</b>
In our school we will:
<b>Managing learning resources</b>
In our school we will:
<b>Planning to teach</b>
In our school we will:
<b>Supervision of the teaching and learning process</b>
In our school we will:
<b>Monitoring of assessment</b>
In our school we will:
<b>Professional development</b>
In our school we will:

# **PHOTOCOPIABLE RESOURCES**

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## APPENDIX B

### SESSION 2: ACTIVITY 2.2

<b>What's Happening in Our School?</b>	
Key: 1 = strongly disagree    2 = disagree    3 = agree    4 = strongly agree	
<b>Curriculum Management Statement</b>	<b>Score</b>
<b><i>Teacher Utilization and Timetabling</i></b>	
1. Our school has a master timetable, individual class timetables, and individual teacher timetables.	
2. Our school has ensured that teachers have relatively equal teaching loads each week.	
3. Our school makes sure that teachers are teaching subjects which they are most qualified and capable of teaching.	
4. Our school has a strategy in place to cover teacher absences and to ensure that pupils are not left unattended and untaught.	
<b><i>Managing Learning Resources</i></b>	
5. Our school keeps an up-to-date inventory of all its teaching and learning materials.	
6. Our school has ensured that teaching and learning materials are stored safely.	
7. Our school has delegated staff with responsibility to supervise and manage teaching and learning resources.	
8. Our school ensures that pupils have regular access to teaching and learning resources.	
<b><i>Supervising Planning to Teach</i></b>	
9. Our school supervises teachers' scheming and planning.	
10. Our school encourages teachers to do scheming and planning cooperatively.	
11. Our school monitors syllabus coverage.	
12. Our school monitors teacher planning to ensure it is in line with MOES policy e.g. PIASCY guidelines.	
13. Our school monitors pupil work to ensure that teacher planning is appropriate and that what is planned is what is being delivered.	
<b><i>Supervising the Teaching and Learning Process</i></b>	
14. Our school staff has an agreed definition of what good teaching and learning means.	
15. Our school supervises teaching and learning by conducting regular lesson observations.	
<b><i>Monitoring of Pupil Assessment</i></b>	
16. Our school maintains regular records of pupil assessment from P1 to P7.	
17. Our school ensures that appropriate assessment methods are used with the different age groups.	
<b><i>Professional Development</i></b>	
18. Our school periodically conducts staff audits to determine training needs.	
19. My school encourages teachers to work together, to co-teach, and to share best practice.	
20. Our school organises in-service training for teachers, making use of staff skills and bringing in outside support when necessary.	
<b>Total</b>	

SESSION 5

**Lesson Planning Template**

**This is a template for creating lesson plans which lead to more learner-centred lessons**

<b>Date:</b>	<b>Class:</b>	<b>Topic:</b>
<b>Start time:</b>	<b>Subject:</b>	<b>Sub-topic:</b>
<b>End time:</b>		
<b>Academic Objectives:</b>		
<b>Social Objectives:</b>		
<b>Materials:</b>		
<b>References:</b>		
<b>Steps</b>	<b>Teacher's Activities</b>	<b>Pupils' Activities</b>
<b>Presentation</b>		
<b>Practice</b>		
<b>Evaluation (pupil assessment)</b>		
<b>REMARKS / COMMENTS / SELF EVALUATION:</b>		
<b>STRENGTHS</b> _____		
<b>WEAKNESS</b> _____		
<b>STRATEGY</b> _____		

**SESSION 5**

**SCHEMING AND PLANNING CHECKLIST**

Head teachers and other education managers can use the following checklist as a guide to supervising planning:

	Yes	No	Recommended action
1. Does the scheme adequately ensure syllabus coverage?			
2. Do the lesson plans correspond to the teacher's schemes of work?			
3. Do lesson plans contain date?			
4. Do lesson plans contain start and finish times?			
5. Do lesson plans contain subject, topic and sub-topics?			
6. Do lesson plans contain objectives?			
7. Are lesson objectives realistic and achievable?			
8. So lesson plans list learning materials required?			
9. Do lesson plans contain presentation, practice, and evaluation sections?			
10. Do the practice sections of lesson plans contain learner-centered activities?			
11. Do the evaluation sections of lesson plans contain pupil assessment?			
12. Do lesson plans correspond to work found in pupils' books?			
13. Is scheming and lesson planning appropriate to the age and ability levels of the pupils?			
14. Do lesson plans contain instruction, activities, and assessment that are differentiated to cater for the needs of SNE pupils?			
15. Are schemes and lesson plans appropriate for the number of pupils in the classroom?			
16. Are scheming and planning incorporating PIASCY components where appropriate?			

SESSION 6

**Teaching and Learning Policy**

Name of School: \_\_\_\_\_ Date: \_\_\_\_\_

The management and staff have agreed to the following points regarding good teaching and learning practice in our school:

<b>Lesson Preparation</b>	Teachers in our school will:
<b>Teaching Methods</b>	Teachers in our school will:
<b>Assessment Methods</b>	Teachers in our school will:
<b>Classroom Management</b>	Teachers in our school will:
<b>Pupils' Work</b>	Teachers in our school will:

## APPENDIX B

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### SESSION 7: ACTIVITY 7.1

#### Assessing assessment in our school

Find out how your school is doing with assessment. Consider each of the following statements and decide whether this is happening in your school or not. Be honest.

Key: 1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

Assessment Statement	Score
1. Teachers give tests at regular intervals.	
2. During examination weeks normal lessons continue when exams are not taking place.	
3. Tests are devised in advance during teacher preparation time.	
4. Marking of tests and filling out of report cards takes place outside lessons.	
5. A yearly progress chart showing mid term and end-of-term assessments for every child is displayed in each teacher's classroom.	
6. Marks of tests are available for all to see (including the pupils).	
7. Teachers use the assessment information to gauge how well pupils are performing.	
8. Each test question is analyzed so that the teacher knows how many children can answer it or not.	
9. Weak areas are re-taught in an improved manner and in a different way.	
10. Homework is devised to support weak areas.	
11. Teachers adapt teaching as a result of the assessments.	
12. Teachers give feedback to the learners about their performance on tests.	
13. Each year the teachers discuss with the parents the performance of their children.	
14. A teacher sometimes takes a group of learners for remedial work following assessment.	
15. Teachers make use of the UNEB Analysis of Performance in PLE examinations booklet that is produced each year.	
16. The head teacher takes full responsibility for assessment procedures and policy or has clearly delegated the task to a senior member of staff.	
17. The head teacher keeps copies of all termly exams in the office files.	
18. The head teacher ensures that teachers mark learners' exercise books.	
19. The head teacher ensures that all teachers maintain records of learner performance.	
20. The head teacher ensures that teachers make use of a variety of assessment methods to determine pupil performance.	
<b>Total</b>	



# **WORKSHOP EVALUATION**

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## APPENDIX C

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### Participant Training Evaluation Form

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Title of Training Program \_\_\_\_\_

District \_\_\_\_\_

Participant's current role/occupation \_\_\_\_\_

Participant's level of education \_\_\_\_\_

*Please take a moment to rate this Training in terms of **Content, Facilitation, Time Management, and Responsiveness** to your educational needs. Also provide additional feedback in the **Comments** section. (Your comments are an important contribution to our designing training/learning experiences that meet your professional needs).*

*Please circle **one choice** for each statement*

#### Training Content:

1. The training met my expectations.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
2. The relevance/responsiveness of the training courses to my professional needs was:
  - a. Excellent
  - b. Very good
  - c. Good
  - d. Fair
  - e. Poor
  - f. Not sure
  
3. I feel that the content provided valuable information, skills and experiences relevant to the topic
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
4. I can easily apply the training's subject matter to my job/work.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure

## APPENDIX C

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5. My understanding of the training content was:
- Very satisfactory
  - Satisfactory
  - Neutral
  - Dissatisfactory
  - Very dissatisfactory
  - Not sure

### Training Input: Facilitation and Logistics

1. The opportunity for interaction, participation and questions was:
- Very satisfactory
  - Satisfactory
  - Neutral
  - Dissatisfactory
  - Very dissatisfactory
  - Not sure
2. I feel comfortable with the support materials that I received as part of the training.
- Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
  - Not sure
3. The training materials were suitable.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  - Not sure
4. The training materials were enough and understandable.
- Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
  - Not sure
5. The venue, lodging and meals arrangements were :
- Very satisfactory
  - Satisfactory
  - Neutral
  - Dissatisfactory
  - Very dissatisfactory
  - Not sure

## APPENDIX C

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### Training Process: Schedule

1. The instructor's knowledge and presentation style was:
  - a. Excellent
  - b. Very good
  - c. Good
  - d. Fair
  - e. Poor
  - f. Not sure
  
2. The schedule was such that the topics were all covered adequately.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
3. The allotted days were an adequate amount of time for the training.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure
  
4. The amount of outside and/evening work is reasonable.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure

### Training Product

1. Overall the value of the training program was:
  - a. Excellent
  - b. Very good
  - c. Good
  - d. Fair
  - e. Poor
  - f. Not sure
  
2. I would recommend this training to colleagues in my area of work/practise.
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
  - f. Not sure

## APPENDIX C

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### Further Comments:

What parts of the training would you improve? What should we do to improve the quality of this training?

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### Application of Training

What **will you do differently** in your practice/service setting as a result of this training?



What additional training or support do you require to apply the training in the workplace?



What concerns do you now have about your role as an education manager?

What do you feel is the biggest challenge to strengthening the management system in the education sector?