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Review of Education Sector Support
Programme in Nigeria's Teacher
Capacity Development and Support
Strategy

June 2014

This publication was produced for review by the United States Agency for International Development Nigeria (USAID|Nigeria). It was prepared by RTI International.

Nigeria Reading and Access Research Activity (RARA)

Review of Education Sector Support Programme in Nigeria's Teacher Capacity Development and Support Strategy

Contract EHC-E-00-04-00004-00

EdData II Technical and Managerial Assistance, Task Number 26

Task Order Number AID-620-BC-14-00002

February 14, 2014 to November 13, 2015

June 2014

Prepared for
Tim Curtin, COR
USAID|Nigeria

Prepared by
Lilian Breakell
Tel: +234 08130651371
Email: lilian.breakell@esspin.org

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Abbreviations

COE	College of Education
DFID	UK Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
LGEA	Local Government Education Area
MLA	Monitoring of Learning Achievement
MOE	Ministry of Education
P	Primary, or Grade
RARA	Nigeria Reading and Access Research Activity
SBMC	school-based management committee
SOME	state ministry of education
SSIT	State School Improvement Team
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
TPD	teacher professional development
TSP	Teaching Skills Program
UBEC	Universal Basic Education Commission
USAID	United States Agency for International Development

The Education Sector Support Programme in Nigeria

This report summarizes the Education Sector Support Programme in Nigeria's (ESSPIN's) approach to strengthening teacher capacity, specifically capacity to teach basic literacy in English. It will:

- Describe ESSPIN's theory of change, which identifies the nature of the relationship between ESSPIN and the ESSPIN-supported states, and the structures, systems, and processes through which the teacher development work is implemented;
- Outline the training and support program as it has evolved; what has worked well and what could still be improved;
- Be informed by ESSPIN's extensive evidence base, including position and evidence papers, Annual Review reports, and the existing evidence on the impact of the program to date from the Composite Survey 1 (2012); and
- Attempt to draw on ESSPIN's experiences to identify best practices for the development of a program for Bauchi and Sokoto states. In order to do this, the report will focus in particular on the program developed by ESSPIN and Kano State Universal Basic Education Board (SUBEB) for use in Kano schools, the Teaching Skills Program (TSP), as in its objectives and content it most closely matches with the objectives of the US Agency for International Development (USAID) Nigeria Reading and Access Research Activity (RARA).

Summary of ESSPIN Experiences and Approaches

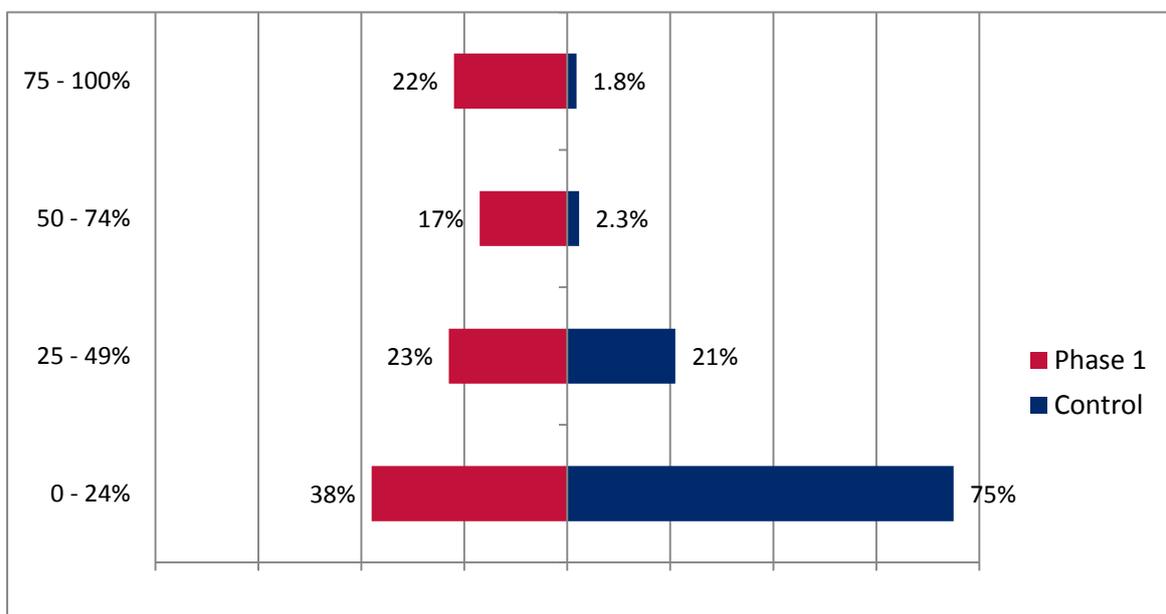
Background

ESSPIN is an ambitious UK Department for International Development- (DFID-) funded sector wide program that began work in six states (Jigawa, Kano, Kaduna, Kwara, Enugu, and Lagos) and at the federal level in mid-2008.

ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services. It centers on enabling institutions to bring about systemic change in the education system. To do this, ESSPIN leverages Nigerian resources in support of state and federal education sector plans and builds capacity for sustainability. This involves building systemic capacity, as well, to manage education systems that can ensure quality education at scale, including information systems, budgeting, planning, monitoring, and evaluation. More importantly here, it has included developing school improvement teams of local personnel within the education service as well as capable school staff and support officers who can effect change at the school level and work toward the ultimate goal of improving pupil learning outcomes.

ESSPIN has had considerable success in this, as demonstrated in *Figure 1* taken from the Monitoring Learning Achievement (MLA) part of the first composite survey.¹

Figure 1. P4 Pupils Tested on P4 Literacy Questions, Jigawa State



This tornado diagram compares assessment results for randomly selected Primary (P) 4 pupils from intervention schools² and control schools.³ It shows that 96% of pupils in schools that had not been part of the ESSPIN program scored less than 50% on the Primary 4 literacy assessment, compared to 61% of pupils scoring less than 50% in the ESSPIN supported schools. Although this is still low, the teachers in the ESSPIN supported schools had had little direct work on literacy by the time of the assessment, and the pupils in Primary 4 had not had the benefit of working through the foundations (in P1–3).

Without a doubt, the main challenge that continues to face ESSPIN is that learning outcomes in Nigeria remain very low and access to basic education remains limited (ESSPIN Extension Business Case, p1)⁴.

- 10.5 million children are out of school in Nigeria—the highest number of any country in the world. Most of these children are in Northern Nigeria and the majority are girls.

¹Overall findings and technical report of ESSPIN composite survey 1 (2012) ESSPIN, March 2013

²Schools that had been part of the initial pilot, and had had some leadership and generic teacher skills interventions, but at this point had had little direct support in the teaching of literacy.

³Schools that have had no ESSPIN interventions.

⁴ESSPIN Extension Business Case, DFID: 2013 (iati.dfid.gov.uk/ata_documents /4281199.docx)

- 23.1 million children are in school but learning little. Pupils lack the foundational skills they require by the end of Primary 2 and so cannot cope with the demands of curricula at Primary 4 and beyond, or access other curriculum areas, such as science. The percentages of pupils reaching the required standard in Primary 2 literacy in English ranged from only 38% in Lagos to just 8% in Kano.
- Teaching standards are extremely low. Out of 20,000 teachers in Kwara State, only 75 teachers had sufficient working knowledge to enable them to teach the Primary 4–6 curriculum for 9–11 year olds. Only 17 teachers in Lagos were capable, and there were no teachers at all reaching this standard in Jigawa and Kano states.

Over the past six years (its original lifespan) ESSPIN has proven to be highly successful and has gained the widespread support of the six state governments. It will shortly be entering into a 2.5 year, £35 million, extension period, the expected impact of which is “*better learning outcomes for children of basic education school age in six states.*” ESSPIN’s teacher development work makes a major contribution towards fulfilling one of the extension’s four outputs; “*strengthened capability of primary schools to provide improved learning outcomes,*” as well as forming a focus for the work of the remaining three outputs.

The scope of the extension is to deepen support to the existing 10,117 schools participating in ESSPIN in six states, and extend support to a further 1,191 schools, reaching 11,308 schools in total by 2016 (ESSPIN Extension Business Case, p1)⁵.

ESSPIN’s Theory of Change

The theory of change that underpins ESSPIN’s work describes what has to be in place at different levels of the education system if ESSPIN and the states are to reach their goal which is:

- Pupils should achieve learning outcome benchmarks in literacy and numeracy
 - For this to happen, class teachers need to teach literacy and numeracy competently
 - For this to happen, head teachers must lead teaching in their schools, and schools must spend an hour each day on literacy and numeracy
 - For this to happen, School Support Officers (SSOs) need to train and support head teachers and teachers, and to monitor progress with school improvement
 - For this to happen, the State School Improvement Teams (SSITs) need to train and support SSOs

⁵ DFID 2013; ESSPIN Extension Business Case, (iati.dfid.gov.uk/ata_documents/4281199.docx)

The framework for building capacity of school level and school support staff is outlined in *Table 1* below.

Success in delivering this framework depends in turn on substantial work with SUBEBs and the Local Government Education Authorities (LGEAs). For all of the above to happen:

- LGEA staff must understand, manage, and value the concept of education quality and their role in promoting it;
- SUBEB must provide committed leadership and strategic management; and
- State governments, including SUBEBs and the state ministries of education (SMOEs), need to commit their resources, based on evidence that the program is effective.

This supporting SUBEB and LGEA activity has its own evolving capacity building framework. Strengthening the capacity particularly of school service directorates (SUBEB) and sections (LGEAs) helps ensure that capacity exists for the state to manage the successful rollout of the programs and to build long term sustainability. “Strong and accountable education systems matter.... (as) investing at system level enables education reforms to build on pockets of good practice and ensure irreversible gains in learning” (DFID Education position paper; Improving learning, expanding opportunities, pp4-5)⁶. ESSPIN provides an important example of this through the opportunity it offers to enhance evidence-based planning at LGEA and state level by involving officers in the analysis and subsequent use of information obtained through the school reporting system.

⁶ DFID 2013: Education Position Paper, Improving Learning, Expanding Opportunities:

Table 1 Training and Support Framework

Major Issues	Key Strategies	Summary of Professional Relationships	Summary of Inputs
<p><u>Teachers</u></p> <p>Ineffective lesson delivery caused by</p> <ul style="list-style-type: none"> Poor subject knowledge Weak generic teaching skills Poor teacher attendance and punctuality 	<p>Agree with states on a standard for the delivery of an effective lesson</p> <p>Locate teacher capacity development activities within the school itself or as close to it as possible, encouraging appropriateness of content and delivery, collegiality and peer support</p> <p>Provide and support the use of structured materials (lesson plans) that ensure teachers can deliver two hours of quality instruction daily, while strengthening teachers' own understanding of key basic literacy (and numeracy) concepts</p>	<ul style="list-style-type: none"> Trained/supported by SSOs (lesson plans), head teachers (generic teaching skills) Monitored by head teachers through classroom observations 	<p>Direct workshop training on the teaching of literacy (and numeracy); two days per term for a group of teachers from each school, with structured follow-up within school</p> <p>School based professional development meetings led by the head teacher supported by the SSO (three per term)</p>
<p><u>Head teachers</u></p> <p>Stagnating schools caused by weak school leadership, with head teachers spending little time on purposeful activity</p>	<p>Agree with states on a standard for effective school leadership</p> <p>Strengthen two key aspects of the role of the head teacher, through training and support</p> <ul style="list-style-type: none"> Academic leadership <ul style="list-style-type: none"> strengthens own understanding of pedagogy and lesson plans, to enable them to encourage good practice supports head teachers to introduce two key school level systems to improve the effectiveness of lesson delivery supports head teachers to lead school processes to increase learning time School improvement planning 	<ul style="list-style-type: none"> Trained/supported by SSOs through workshops and visits Monitored by SSOs through the school reporting system and school visits 	<p>As above, plus:</p> <ul style="list-style-type: none"> Direct workshop training on school leadership; three to four days per term over a two year period Structured follow-up and support within school (3 oneday visits per term)

Major Issues	Key Strategies	Summary of Professional Relationships	Summary of Inputs
<p><u>SSOs</u></p> <p>Large cadres of supervisory officers exist, but they have an “inspectorial” orientation and lack the direction and skills to improve schools.</p> <p>Their management is uncoordinated and asystematic.</p>	<p>Agree with the states on a reoriented role for the SSOs towards improving schools, and strengthen their skills in</p> <ul style="list-style-type: none"> • Training (on leadership and using the lesson plans) • Delivering school based support • Reporting on progress with school improvement <p>Support LGEAs and SUBEB to reconceptualizethe relationship between support staff and “their” schools, ensuring that each officer is responsible for the improvement of between five and eight schools</p> <p>Strengthen the quality of school visits</p>	<ul style="list-style-type: none"> • Trained/supported by SSITs through workshops, and by support/ supervision visits to SSO-led training and school visits by SSIT • Monitored by supervision visits to SSO training and school visits by the SSIT; by SUBEB monitoring groups; the school reporting system • Managed by LGEA school service sections 	<p>All workshop training as received by head teachers and teachers, plus</p> <ul style="list-style-type: none"> • Induction program covering their reoriented role, school improvement, and the teaching of literacy and numeracy (two weeks) • Additional training attached to the leadership workshops (1–2 days per term over a two-year period) on their training, support, and reporting role • Additional visits from SSIT (1 day each, support for their training and school visit roles) • On-the-job support for completion of cluster reports
<p><u>SSIT</u></p> <p>Exist extensively, but uncoordinated, ad hoc, and often inappropriate workshop programs are failing to impact teacher performance</p> <p>They are delivered by College of Educations (O who have little engagement with state staff responsible for schools /teachers and whose staff are divorced from the reality of teaching.</p>	<p>Develop full time dedicated teams of respected practitioner-educators to lead school improvement; delivering training and support as well as needs assessment, monitoring, and impact evaluation</p> <p>Ensure these teams become a state resource, appropriately located within school service directorates and are managed and funded by SUBEB</p>	<ul style="list-style-type: none"> • Trained by ESSPIN TA (and by more experienced SSITs) • Supported through peer mentoring • Monitored though State Monitoring Teams • Managed by SUBEB (usually through directorate of school services) 	<p>All workshop training as above plus;</p> <ul style="list-style-type: none"> • Induction program covering their role, school improvement, and the teaching of literacy and numeracy (at least two weeks) and ongoing mentoring program • Additional training and professional updating to lead continuing school improvement • Additional professional opportunities

Principles That Underpin the Training and Support Programme

Helping people to do their own jobs better

From the very beginning of the initial pilot phase, ESSPIN has planned to ensure that results are replicable, scalable, and sustainable long after the end of the program. To achieve this, all activities must become embedded as integral, routine parts of the systems and processes (including budgetary allocations) within the education sector. This in turn requires changing the behavior, and improving the performance, of the people who work within those systems, largely through including staff who will be affected by change in the development of the new strategies.

ESSPIN made a conscious decision not to work through a Project Implementation Unit, the desk officers, or similar existing entities. Instead, time was taken to analyze the structure of SUBEBs and LGEAs, identifying the appropriate place within the system where responsibility for the decisions and activities that make up school improvement should lie, and then to build the capacity of the staff. Functional reviews of the structure of SUBEBs and LGEAs were supported, and roles and responsibilities were debated and realigned.

One such example is the reoriented role of the SSOs, the large number of field office staff who are located at LGEA level. Previous programs have identified and utilized these officers as trainers or mentors. But possibly because these responsibilities have been seen (by the staff themselves and their LGEA supervisors and SUBEB managers) as additional to their “real” state job, and with their activities being funded by the programs, once the program has withdrawn the additional activities cease. ESSPIN’s approach has been a long-term one, building on existing systems and processes to work with SUBEB and LGEA management to redefine their roles, agree upon performance standards, and secure state funding allocations to enable this changed role to become established.

Getting everyone on the same page: working to create a shared understanding of what learner-centered education is

ESSPIN’s approach to professional development has been to recognize the importance of the social dimension of teacher development. The approach is concerned with what goes on inside the school; the school’s leadership and management, teaching and learning, and with the school’s relationships with the community it serves and the LGEA officers who should support it. The approach is grounded in a sound understanding of the situation in schools based on evidence from the suite of baseline, and subsequent, studies and on lengthy discussions with key actors within the SUBEBs. ESSPIN invested considerable time (and continues to do so) in what could be called “reculturing, not reorganizing⁷,” according to Michael Fullan in his book *Leading in a Culture of Change*, or helping:

- States rethink the vision they have for their schools, and how they can plan to achieve this vision;

⁷Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

- LGEAs, including the SSOs, reorient their priorities and practices towards support for schools;
- Head teachers understand that they are responsible for raising standards in their schools and ensuring they know how to do this through better leadership; and
- Teachers understand that they are responsible for teaching children, not for teaching the curriculum, and for making some improvements to their teaching.

ESSPIN's development, together with state partners, of agreed upon sets of standards has helped strengthen states' understanding of school and quality issues. It has helped to draw a shared picture of what success in the venture of improving schools and classrooms might look like. States' responsibility for monitoring progress against these standards (the school reporting system) and their involvement in the evaluation process (the composite surveys) have increased their ownership of the program. These agreed upon standards include a set of competencies for effective lesson delivery, and for teacher and head teacher effectiveness, plus an agreed upon overall standard for school quality (*Appendix 1*). These standards inform the content framework of the training and support program. In addition, states have established a set of learning outcome benchmarks for literacy and numeracy, which clarify what pupils should be able to achieve in each of the primary grades.

An explicit change agenda

Understanding and applying change theory forms a part of the training of SSITs, SSOs, and head teachers, giving these groups a simple theoretical model to underpin the actions required to improve their schools. Staff are introduced to the model and work through the processes involved in introducing what might appear to be straight forward pieces of school level reform, such as introducing systems for lesson observations. Fullan, in "Change Theory: A force for school improvement, pp 5-6"⁸ criticizes as seriously incomplete theories of change and action that "do not get close to what happens in classrooms and school cultures." ESSPIN locates the activities of its training and support package as close to the school as possible, much of it within the school itself. "Learning in the setting in which you work . . . changes the individual and the context simultaneously" (Fullan M: Change Theory: A force for school improvement; p7).

However ESSPIN is not just attempting to improve what happens in individual classrooms or schools, but to change what happens in school systems. This is described in "Review of the DFID supported English language materials", a companion report to this one, written for RARA:

⁸ Fullan, M (2006) Change Theory: A force for school improvement. Victoria: Centre for Strategic Education <http://www.michaelfullan.ca/media/13396072630.pdf>

Essential for improving classroom practice has been the linking of training with support at school level. This includes training around school leadership for head teachers and school-based support from SUBEB and LGEA teams. This support enables teachers to bridge the gap between the training room and implementation. It also allows the SSOs to identify areas where teachers need more support and think of different ways to find that support. (Nigeria Reading and Access Research Activity: 2014).

Outline of the Training and Support Program

Structure of the training and support program

ESSPIN's overall school improvement program (of which the Kano Teaching Skills Program is a version developed at the request of the Kano SUBEB, and from which examples given in this report are largely drawn) begins with a standardized two-year modular program of workshops and structured school visits, designed to kick-start improvements in leadership and classroom practice as well as introduce the use of the lesson plans, which are discussed below. After two years⁹ schools move into the Continuing School Improvement phase. During this phase, support to schools is largely supplied through structured school visits by SSOs (with some cluster meetings). These visits are a primary **routine** duty for SSOs, with funding for them included in the states' budgets,¹⁰ so this part of the program can be open-ended.

ESSPIN anticipates that by the end of the two-year program, most schools, teachers, and head teachers will have attained the basic competencies. During the Continuing School Improvement phase, SSOs begin to differentiate the support that schools receive so that schools that have not yet reached the quality standard are given further help to reach this standard, while schools that have already attained the standard are encouraged to reach increasingly higher levels of competence.

At the beginning of the Continuing School Improvement phase, SSOs themselves are given considerable support and guidance when planning their visits and meetings. It is not really until the second year of this phase that school support begins to be tailored to meet specific school needs.

Content of the programs

This paper has already described the set of agreed upon competencies, the standards and criteria for effective lessons, leadership, and overall school quality.¹¹ The content of the training and support program targets the development of these fundamental skills and behaviors, together with the knowledge and understanding that underpins them. This includes a considerable emphasis at all levels of the program on examining attitudes, to encourage a move away from the dominant fault-finding mindset. For example, as part of their program, SSOs are encouraged to see themselves as critical

⁹One year in the Kano TSP

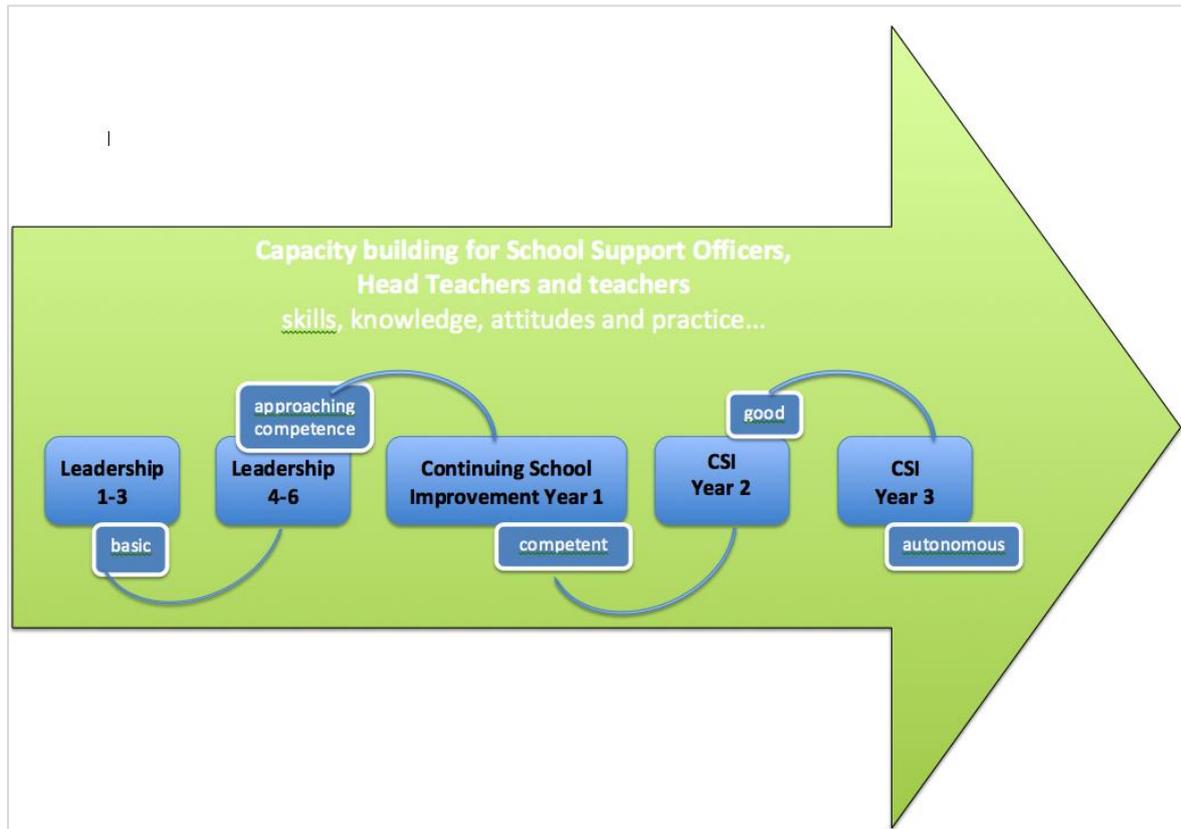
¹⁰Most of the states fund these visits through the Universal Basic Education Commission (UBEC) Teacher Professional Development Fund, although some states supplement this from state's own funding sources.

¹¹ The standards for Enugu, Jigawa, Kaduna, Kwara, and Lagos states include two further standards; for school development planning and functional school-based management committees (SBMCs).

friends of the school, offering support as well as a measure of “challenge”, taking responsibility for the success or failure of the schools that they work with as a measure of their own success or failure.

The program is iterative in design (*Figure 1*). Over the duration of the program content is revisited, deepening understanding and strengthening professional practice.¹² Content outlines for the first three years appear as *Appendix 3*.

Figure 2. Outline of the Training and Support Program



Lesson plans

At all stages of the leadership program (which includes a segment on improving generic teaching skills), there are linkages to better use of the lesson plans. For example, sessions on pupil assessment demonstrate and give opportunities to practice assessing whether pupils have attained the learning outcomes for specific lessons from the plans.

Lesson activities were written with the close involvement of Nigerian teachers themselves, and at least some of the activities were within reach of their current capabilities. This gives teachers the confidence to try something less familiar within the plan, and incrementally builds their generic teaching skills. Thus the lesson plans

¹²Ongoing engagement by ESSPIN with UBEC has resulted in UBEC beginning to adopt a much improved cluster-based model for training, which attempts to address some of the weaknesses of the prevalent model. ESSPIN-supported states have been encouraged by UBEC to use their Teacher Professional Development (TPD) Intervention funds to implement the school improvement program.

illustrate a major element of ESSPIN training: everyone, from all levels in the system, is encouraged to understand his or her existing practice and to try to improve upon it, step by achievable step.

A summary of the mechanisms for the delivery of training and support

There is no shortage of in-service training for teachers in most states, and considerable funding is available for this. However, states understood the system was simply not working effectively, and there was an agreement that doing more of the same was unlikely to bring about a more positive result. The most common training model in place across Nigeria comprised:

- Short, one-off workshops that were not matched to the needs of the teachers or schools;
- An ad hoc selection process for participating teachers; and
- Little or no follow-up.

The usual reason given for the design of this model is the conditions then imposed by the federal Universal Basic Education Commission (UBEC). Taken together, these features militated against teachers' trying to implement any new learning in their schools, and little improvement in their performance could result. ESSPIN therefore needed to change perceptions about effective training.

As a result, the model that was developed in ESSPIN-supported states sought to combine the benefits of face-to-face training with ongoing support for teachers that met agreed upon criteria and included coaching and mentoring as well as providing opportunities for collaborative professional development.

To ensure this approach was sustainable and replicable, ESSPIN supported states to develop School Improvement Teams from among SUBEB's officer and teaching staff,¹³ who have become highly skilled practitioner educators. These teams were in turn responsible for the training and mentoring of local authority advisers, the SSOs, who in turn have a training role for head teachers and teachers. More importantly SSOs work closely with a small group of schools to deliver school-based support to a small number of schools, largely through their routine school visits.

The head teacher role as academic leader has, in its turn, been developed through training and support from the SSOs. Head teachers can now lead formal and informal professional development meetings within their school for their teachers, as well as establish systems to encourage teachers to use their new skills in their practice.

Team building and strengthening professional relationships was central to ensuring that the ESSPIN training model was stronger and deeper than a conventional cascade model.

¹³Not in Kaduna, where the SSIT were chosen from within the staff of GidanWaya COE. This has had several advantages, not least in terms of ease of access to the UBEC TDP fund and also indirectly as the SSITs have been used by the Provost to strengthen the work of the rest of her staff. However the SUBEB Chair has requested support to develop a SSIT that is "under SUBEB's control." Steps are underway to develop mini-SSITs in each of Kaduna's 23 LGEAs with the original SSIT providing them with technical assistance.

Materials

ESSPIN's view is that workshops/training are only one element of the capacity building process, and arguably are of less importance than the systems of support (including school visits). Our training materials have evolved over time in response to a number of factors, most notably the increasing buy-in by the states and our own steadily more nuanced understanding of the varied contexts. As a result of this, unlike the lesson plans themselves, which are completely print ready and will not change in the medium-term future (five years), the training materials represent the latest iteration and have been produced as copiable rather than printable. ESSPIN is currently moving towards finalizing versions.

The Development of State School Improvement Teams

The Role of the SSIT

SSITs have been developed in each of the states. SSIT members are:

- Developed as skilled practitioner-educators, receiving intensive personal and professional development. This has given them fresh perspectives on school and teacher development and is enabling them to overcome entrenched barriers to improvement;
- Proven to be effective. Documented feedback from schools, LGEAs, and communities is providing evidence of impact; and
- Respected and acknowledged as professional leaders. Each SSIT has a clear sense of purpose, works as a team, and supports each other SSIT's achievements. In each state the SSITs have gained the respect of senior staff in the SUBEB and MOE and are seen as an essential resource for future school and teacher development.

The first SSIT was established in Kwara (2008) to implement the then Honourable Commissioner for Education's Every Child Counts agenda. It was tasked with developing and implementing the literacy and numeracy lesson plans, which are now being used in all ESSPIN-supported states. This process has been fully documented elsewhere (RTI 2014).

In other states the SSITs were not responsible for developing lesson plans. In all states their main role has evolved over time, but is focused on acting as master trainers, coaches, and mentors for the SSOs. However, their role goes beyond that of delivering a training program, and has included the following.

- Being trained by ESSPIN to undertake the composite survey, a complex research exercise under the auspices of ESSPIN's task specialist and monitoring and evaluation (M&E) team, massively enhancing their capacity and understanding. In addition, this meant that the investment in research capacity building was not lost to the education system after the exercise. Rather, this capacity will remain available to ESSPIN for successive rounds of the study, and to the states.

- Being used by their own states to introduce or support other professional development initiatives (Jigawa and Lagos), to strengthen capacity within the colleges of education (Kaduna and Jigawa) or quality assurance directorates (Enugu).
- Working in their own, or other states, as peer trainers and mentors to develop new SSIT members, or in the case of Kwara, to introduce lesson plan training.

Their high caliber is reflected in that SSIT members have presented papers at international teacher education conferences. Several individual SSIT members have been ready to take the step into consultancy, succeeding in open, competitive interviews either to become ESSPIN State Quality Specialists or with other new DFID-funded programs.

Relationship of the SSITs to the States

Although they have been trained and supported by ESSPIN, the SSITs are state entities.

The modalities that existed at the beginning of the ESSPIN program for delivering in-service training gave the states only limited control over managing training; it was regarded as a purely administrative function, with the training officer being a relatively low-placed officer, usually within the Directorate of Human Resources. The professional decisions were made by tertiary education institutions to which training was outsourced. These institutions—and their staff—had (and still have) variable understandings of the needs of state primary schools and may have made decisions with the operational needs of the institution, rather than the state, uppermost.

Developing the SSITs has given control to the state. They can ensure that training:

- Addresses state needs and is responsive to the situation in schools; and
- Is delivered by a skilled team of practitioner-educators who “belong” to the state, and who are trained in interventions that are likely to make a difference;

There are a few minor differences between different SSITs, but overall their selection and conditions of work send key messages about the changes ESSPIN hoped to see. SSIT members are:

- Selected on merit against transparent criteria, rather than being appointed. This has given them enormous credibility. In Kwara, this reform set a precedent for the appointment of other key education staff;
- Redeployed on a full-time basis to the SSIT (initially for a two-year period) and continue to receive their normal salary. The message is that they are carrying out state work in a professional manner rather than fitting in additional tasks at the behest of a transient project. When they speak of school improvement matters, they speak with the authority of the state; and

- Managed by SUBEB; initially by the State Quality Management Teams drawn from across the education system tasked with leading the developing school improvement programs. Management of SUBEBs has now been institutionalized within advisory service units, usually led by a deputy director and sitting within the Directorate of School Services, SUBEB.

The Training of the SSIT and Competencies

In order to become a skilled cadre of practitioner-educators the SSITs themselves received a considerable amount of ongoing training and support. This training has grown and developed over time as the SSITs' roles have evolved. The SSITs were originally trained by ESSPIN. However, all states have, over time, increased the numbers of members of their SSITs, or in some cases developed an additional SSIT. A package has been developed that can be used to develop an SSIT "from scratch," largely delivered by existing SSITs working either in their own state or in other states.¹⁴

This package includes:

- Guidance for states on the selection and interview process;¹⁵
- A competency framework (***Appendix 4***), which the training and mentoring material supports;
- An initial induction program, which in its ideal form comprises 12 days of workshop training plus six additional days in school; and
- An induction booklet,¹⁶ which forms a record of learning throughout the induction period, encourages the new SSIT members to reflect on their progress towards meeting the initial competencies, and forms a focus for structured discussions with their mentors (more experienced SSIT members).

After their induction, SSIT members continue to receive professional development and support, as identified in ***Table 1***. For the first two years this is quite extensive (15 days of workshop training per year) and is mainly oriented towards enabling them to deliver workshops to the SSOs. From Year 3 onwards the number of days reduces considerably and their training focuses on strengthening their understanding as education practitioners. This enables them both to act as a general resource for the state, as well as help SSOs target the differing types of support different schools need.

¹⁴ Although SSITs do not receive any additional payment for working in other states, SSIT membership is a very sought after opportunity and a responsibility that is discharged with considerable pride. State SUBEB permission has to be obtained, but this has never been refused.

¹⁵ The baseline level of competency from the SSIT competency framework forms the selection criteria to be investigated at interview.

¹⁶ Both this and the timetable for the induction program for the SSIT are available if required.

The Evolving Role of the SSITs and Their Work with the SSOs

During the pilot phase—the first two years when ESSPIN was developing its model, establishing proof of concept with the states, and funding work in a limited number of schools per state¹⁷—the role of the SSIT was to work directly with head teachers and teachers. One result of this was that the SSITs developed a sound practical understanding of what was happening in schools and what worked in terms of school improvement. They were able to improve their training skills and established their credibility both with schools and with the state.

As the program began to scale up, the role of the SSIT of necessity changed. SSITs now largely work through the SSOs, whose role began to come into clearer focus. Ratios of SSITs to SSOs (approximately 1:5) and SSOs to schools (1: 5–8) began to be established. In order to avoid some of the well documented problems of cascade models, ESSPIN introduced mentoring of SSOs by SSIT members. SSIT members are expected to observe each of their SSOs as they deliver training (using the same principles and documentation that have been introduced for lesson observations) and as they conduct a school visit once each term. Monitoring of SSIT performance should be the responsibility of the Advisory Service Unit, Directorate of School Services. However this unit has neither the staffing nor the technical understanding to fulfill this role well; this is an area that needs further work.

A focus group discussion held in Lagos with SSIT members (*Appendix 6*) showed they had a clear understanding of their role and its value to the state, as they discussed the question “What difference has having a SSIT made to schools in your state?”.

The Reoriented Role of the SSOs

The Changing Role of the SSO

It was clear from the very beginning of the program that schools had to improve, but equally clear that they needed considerable and regular support in order to do so. An early study of staffing in LGEAs showed that a large cadre of supervisory officers existed in generously staffed school service directorates and sections (at LGEA level) who could provide this support, but they were not doing so. The most frequently cited reason for this was a lack of resources that kept officers deskbound.

There were however additional issues—notably the lack of a clear role definition so officers regarded themselves as “Inspectors,” pointing out shortcomings in school performance rather than helping to improve it. There were no standards for ratios of schools to support staff, and no job descriptions, person specifications or selection criteria for these jobs, which did not appear to form part of a rational career progression for education staff.

¹⁷ 317 in Kano, 168 in Kaduna, 100 in Lagos, 121 in Enugu, 198 in Jigawa. (All primary schools in Kwara followed the literacy and numeracy oriented program fully funded by the state).

A major challenge for ESSPIN was therefore to help states develop functional advisory services at the LGEA level. This advisory unit would be charged with school support duties rather than with administrative compliance, to support schools as they began the daunting process of improvement. The processes emerged over time, but can be summarized as follows (although there is little uniformity across the states).

- ESSPIN gained state interest in the idea of school support (not easy as the dominant “Inspectoral” paradigm was a very strong one). Evidence from the baselines was very useful, as was engaging key staff with the situations in their schools through structured school visits.
- As part of ESSPIN’s organization development strand, the program discussed with SUBEB, SMOEs and other bodies with an interest, and agreed upon the core responsibilities of the staff. We reached broad agreement on three key responsibilities (training, support, and reporting on progress). This was reflected in a name change for these staff in all states: Area Supervisors became School Support Officers (Kano), or School Improvement Officers (Lagos).
- ESSPIN helped school service directorates (and human resources) identify what structures they have, how many staff are available, and what they are currently doing.
- We helped SUBEB agree a plan and budget for its training and support program.
- ESSPIN helped school service directorates establish ratios of SSOs to schools. Most states had too many employees and needed to think through how they would handle this. Changing the number and designation of staff is a very sensitive issue, and any attempt on the part of ESSPIN to play a direct role in this would have proved counter-productive. State or public employment creates an opportunity for political patronage, and there is also a general belief that “more” staff automatically equates with “better.” The training and support of the SSOs is relatively costly, because of the number of training days needed. In addition there is an added expense in sending them into the field, as their daily allowances have traditionally been high. States are encouraged to experiment with the number of staff, number of days, and daily rates to develop a budget that is both acceptable to the staff and sustainable.

As their new roles were being discussed there was a lot of skepticism expressed about the capacity of SSOs; however, there is now widespread faith in their capacity to deliver effectively.

Training

During the pilot phase of the program, SSOs attended workshops along with the head teachers and teachers, and there was no specific training for them. The increased ownership by the state of the School Improvement Program and its scale-up led to the reorientation of the SSOs’ role. The structure of the training program responded to

meet this changed role. A summary of the training and support now offered to SSOs appears in *Table 1*.

A key feature of the training is that every term for the first two years of the program SSOs attend a one-week workshop led by the SSIT. Three days of this are spent on mastering the content of that term's leadership workshop for head teachers, which they then have to deliver. The remaining days cover specific content for SSOs, including:

- Basic training skills;
- Their role in the school reporting system;
- Ways to make school visits effective;
- Specific support they will offer to schools during their three routine school visits for that term; and
- Preparation to lead schools into the Continuing School Improvement phase.

From the third year onwards, training focuses on SSOs' ability to determine the support that schools and teachers need in order to move them through the stages of approaching competence, attaining basic competency, becoming good, and finally being able to develop autonomously.

The number and location of these workshops varies between states, and developing the training plan is the responsibility of the state (usually the Advisory Service Unit with support in the initial years from ESSPIN). Training groups should ideally be 20–25 participants, to allow the facilitators to model the kind of participatory learning that ESSPIN is trying to foster in classrooms. The number of participants (and facilitators) holds when SSOs in their turn train head teachers and teachers. Three facilitators work as a team to deliver the training, with each session led by one facilitator supported by co-facilitator. There are three sessions per day, each lasting for 90 minutes.

Punctuality is a key issue, stressed from session one, workshop one, for each of the levels of training. Facilitators negotiate start and finish times to suit the local context, agreeing that if the day starts on time they will guarantee to finish on time. This agreement imposes a degree of discipline on the facilitators and participants alike, and is broadly successful.

Allowances paid for participants are determined and met by the states, and are mostly paid electronically directly to participants' bank accounts. Although this has taken time to set up, it is in line with the way that teachers' salaries are now paid and is popular with the participants. Participants are paid a travel allowance, and most states monetize the lunch (water is provided). There are no facilitator fees since facilitating training forms part of the responsibilities of SSITs and SSOs (SSITs get a per diem for field work, as few of the trainings are held close to their stations).

All training (apart from some of the training of the SSITs through technical assistance) takes place in schools. Although these sites may have infrastructural shortcomings, this means that training is always grounded in the reality of the school

context and does not rely upon technology or resources that are not available to SSOs or head teachers.

Future Directions for SSO Development

This report has already described the Continuous School Improvement phase, which the SSOs will be largely responsible for leading (with some preparation and oversight support coming from the SSIT). ESSPIN's team is still in the process of working through how this phase of the program will develop, but a discussion paper included here as *Appendix 7* focuses on the Team Day¹⁸ (the mechanism for beginning to differentiate support according to need).

The Head Teacher Training and Support Program

The Challenge: Head Teacher Performance as Identified by the Initial Baselines

The head teacher survey conducted in five states,¹⁹ together with case study evidence of head teachers in three states,²⁰ revealed a picture of stagnating schools, caused by weak school leadership, with head teachers spending little time on purposeful activity. Factors that contribute to this are interlinked, but include:

- A lack of understanding and recognition of the role of headship, leading to weak “role” authority and a poor sense of head teacher agency;
- Poor promotion practices, exacerbated by a lack of practical school leadership training; and
- Weak pedagogical skills and subject knowledge among the head teachers themselves.

The Head Teacher Baseline Survey analyzed how much time during a day a head teacher spent on tasks essential for effective headship, for example, ensuring pupils are being properly taught. The survey revealed that nearly two-thirds of a head teacher's time was being spent on activities that were not connected to leading or managing a school. There was little if any evidence of development planning taking place, and therefore little likelihood of meaningful school improvement.

The Changing Role of the Head Teacher and Standards for an Effective Head Teacher

This report has already outlined the importance of the social dimension of teacher development, with the whole school working together to become the driver for raising learning outcomes. Only with management responsibility in place at the school level does it make sense to start trying to raise standards of teaching within the school.

ESSPIN began by leading discussions, using the evidence from the baseline surveys, within the states around a vision of achievable improvements in school leadership.

¹⁸A sample professional theme day is not attached, but can be supplied if necessary.

¹⁹Head Teacher Baseline Survey (ESSPIN, 2010)

²⁰School Management Research Project (ESSPIN-VSO, 2009)

While none of the issues raised in the previous section could be regarded as “quick fixes,” some were more obviously within the capacity of states to address; for example, the design of the school leadership program included understanding and using the lesson plans, as well as ways head teachers should support their use in school, all of which help head teachers build their credibility as academic leaders.

Some of the issues that contribute to poor school leadership are deeply entrenched, and would require root and branch public service reform—notoriously difficult anywhere. However, these complex issues were not completely side-stepped. States’ agreement on criteria for competent head teachers (*Appendix I*) began to change the discourse around headship, and the recruitment of successful SSITs led states to consider the value of transparent recruitment processes for other staff, including head teachers. Through the leadership training and support model, head teachers are encouraged to understand that, while they have responsibilities and duties to fulfill, they have a right to expect support and encouragement from LGEA staff and school-based management committees (SBMCs). Head teachers are encouraged, with the support of their SSOs and SBMCs, to try to manage their staff (an activity made very difficult by both the political nature of teacher appointments and the public service system of grade points). Head teachers are supported to develop the kind of authority that comes from being demonstrably competent and fair, rather than relying on the authority conferred by position (weak in this case).

The Training and Support Program

In Kano the TSP has focused on improving the head teachers’ capacity to lead their schools academically (*Appendix I*), while in other states head teachers’ school development planning role has also been addressed. A summary of the training and support now offered to head teachers appears in *Table 1*.

The academic leadership strand of the head teacher program concentrates on developing their sense of agency, encouraging them to think about what they can change. It introduces them to:

- A set of understandings, for example, about their role as the head teacher of an effective school; how adults learn, team working, and consensus building, which underpins all the work they will do with their teachers; and accountability, which underpins all the work they will do with their SBMCs;
- A body of core knowledge about the structure of the lesson plans, the foundations of literacy and numeracy, and what constitutes a well taught lesson; and
- A set of simple management skills that will improve the quality of teaching and learning in their schools; for example, conducting a lesson observation and giving useful feedback, together with establishing, recording and using a school system for lesson observations; promoting better teaching by leading three teacher professional development meetings per term; establishing and using systems to monitor and improve pupil attendance and teacher punctuality.

The organization of the workshop element of the program follows the same pattern as that described above in the section on SSOs, with workshops for head teachers being led by the SSOs. However, as mentioned above, the routine school visits by the SSO who is responsible for the improvement of 5–8 schools, and who therefore knows his or her schools well, are arguably more important than the workshop element of the program.

The school visits help ensure that learning from the workshops is translated into action within the school. The final session of each workshop:

- Recaps the workshop’s learning;
- Helps the head teachers identify the specific activities they must undertake upon return to school;
- Establishes the agreed upon date for the first (of three) visits that the SSO will make to the head teacher that term; and
- Concludes with a discussion about how the SSO will support the head teacher with the specific activities during the visits.

The visits also fill in any learning gaps that might exist after the workshop. The sessions are written in such a way that facilitators cannot stray too far “off message” (key learning points are summarized on charts, whose specific wording appears in the training notes and which act as an aide memoire for the facilitators as much as a learning aid for the participants). However, it has to be acknowledged that SSOs have many responsibilities and may require some experience to become adept at training. It is possible that head teachers may leave a workshop with an incomplete idea of what the workshop was intended to convey. Handouts are not ideal as the literacy level of many head teachers is not high. The opportunity to discuss the training during the school visits goes a long way towards filling any learning gap.

It is the role of the SSIT to help the SSOs make these visits a success. Work is ongoing to improve their quality and effectiveness. To date little evaluation of these crucial visits has taken place, and this remains an area where improvement is needed.

Evaluation of Impact to Date

The first composite survey²¹ (Overall findings and technical report of ESSPIN composite survey 1 (2012): ESSPIN: March 2013, pp 28-30) evaluated head teacher effectiveness using the standard shown in **Appendix 1**. Their finding was that “across five²² ESSPIN states, an estimated 13% of all public primary schools meet the head teacher effectiveness standard. Within this group of schools, the proportion who met the standard is significantly higher in phase 1 schools²³ (24%) compared with control

²¹ Overall findings and technical report of ESSPIN composite survey 1 (2012) (ESSPIN, March 2013)

²²Not Kwara, which had a different model of leadership training.

²³Schools that were part of the original pilot and had mostly completed the first two years of the program at the time of the survey.

schools (11%). The estimate for phase 2 schools²⁴ is 14%.” The report went on to explain that

The disaggregated results show that the difference between phase 1 and control schools is driven largely by a single criterion, which assesses whether the head teacher carries out at least one lesson observation each week. Some **34% of phase 1 schools meet this criterion, compared to just 5% of control schools. The difference is statistically significant** at 5% level. Phase 1 schools also perform better than control schools on the remaining six indicators, although the difference is not statistically significant. (ESSPIN 2013)

Future Directions for Head Teacher Development

Future efforts in this area will concentrate on moving more head teachers along the continuum from being competent towards “good” and “autonomous.” In addition, it is hoped that states will see the value of an induction program, which could easily be led by the SSITs for all incoming head teachers. Kaduna State is already discussing introducing this for new head teachers who would be appointed through an improved selection process.

The Training and Support Program for Teachers

The Challenge: Teacher Performance as Identified by the Initial Baselines

The Teacher Development Needs Assessment²⁵ (ESSPIN: 2009) conducted in six states at the beginning of the program showed that few teachers across the ESSPIN-supported states met minimum knowledge and competency levels to teach the primary curriculum. In some states more than 90% of teachers scored less than 30% on tests based on the Primary 4 math curriculum, i.e., what a 10 year old should be able to achieve. One of the consequences of these across-the-board low levels of achievement is that very few teachers can play a mentoring role for less experienced teachers, or lead school-based professional development activities designed to raise standards.

In addition to having problems with literacy and numeracy, teachers lack even basic classroom skills. A classroom observation study²⁶ (ESSPIN: 2009) recorded the activities of teachers and learners in five ESSPIN states. Broadly, the results show that learners are passive and that teaching is almost totally didactic. Teachers teach the curriculum and not the children.

In addition, low levels of teacher attendance and punctuality²⁷ were observed in case study work carried out in three ESSPIN-supported states (ESSPIN: 2009).

²⁴Schools that had just begun working through the program and might have completed Year 1 of the program at the time of the survey.

²⁵Report on Teacher Development Needs Assessment (ESSPIN, Johnson 2009)

²⁶Classroom Observation Baseline Study (ESSPIN, Davidson 2009)

²⁷School Management Research Project (ESSPIN-VSO, 2009)

Standards for the Delivery of an Effective Lesson

ESSPIN established a set of standards and criteria for the delivery of an effective lesson (*Appendix 1*). These simple criteria reflect teachers' current understanding and practice. However, each of the criteria can be "unpacked," so that for example a teacher operating at basic or approaching competence level (Years 1 and 2) might meet the standard for "organizing their pupils in different ways during lessons" if he or she attempts to use group or pair work as well as whole class teaching; whereas to meet the autonomous level standard the teacher would need to be able to explain the reasons why a particular form of classroom organization is appropriate.

The Training and Support Program

There are two mechanisms for the delivery of training to teachers:

- Through direct workshops delivered by SSOs to enable them to deliver literacy and numeracy lessons using the lesson plans. This has been fully described elsewhere (RTI 2014). These workshops are attended by between three and six teachers selected according to agreed upon criteria and accompanied by their head teacher, and their organization follows the same pattern as that described above under the section on SSOs. Not all teachers are able to attend the workshops, and the head teacher is charged with the responsibility of ensuring that all teachers who use the lesson plans work together to share the workshop learning and to plan the delivery of the lessons from the plans; and
- Through three, one-hour, professional development meetings for all teachers in the school led by the head teacher. These meetings address the areas of effective lesson delivery that are identified in the standards and criteria (*Appendix 1*). During the first two years in the program the head teachers are given, as part of their leadership training very explicit guidance and considerable support from the SSOs to hold the professional development meetings. A session from the Kano TSP Head Teacher Leadership Training that aims to help them with this when they return to their schools is attached as *Appendix 5*. As schools attain the basic quality standard and move into the Continuing School Improving phase, the same areas of effective lesson delivery are revisited in more depth, deepening teachers' understanding and practice.

Evaluation of Impact to Date

The first composite survey²⁸ evaluated teacher behavior (although not their content knowledge),²⁹ and reported that

Across five ESSPIN states, an estimated 67% of teachers demonstrate competence based on the criteria³⁰. Within this group of teachers, the proportion who met the overall standard is significantly higher in phase 1 schools³¹ (80%) compared with teachers in control schools (63%). The estimate for teachers in phase 2 schools is 72%. In Kwara 85% of teachers demonstrate competence..... Using the more rigorous teacher proficiency standard (as defined under the chart above), again across the five states, teachers in phase 1 significantly outperform teachers in control schools.)...it is clear that teachers in phase 1 are performing significantly better on all four criteria than teachers in control schools. On two of the criteria: knowledge of the curriculum and use of praise/reprimand, teachers in phase 2 schools also perform significantly better than the control group. (ESSPIN 2009)

Future Directions for Teacher Development

Future efforts in this area will concentrate on moving more teachers along the continuum from being competent towards “good” and “very good,” deepening and strengthening their understanding of pupil learning and core generic teaching skills.

To date, most of the literacy and numeracy work with teachers has focused on teachers from Primary 1 to 3. Work has already begun in Kwara State to extend this upwards to P 4 to 6 teachers, looking at P4 and 5 lesson plans.

As schools develop further, ESSPIN supports them as they target their work to meet their particular context. This phase of work is already beginning in Lagos State, where there is a relatively high proportion of schools that meet the basic quality standard. States where most schools are working at this level will take the lead on developing work on specific issues known (from the findings of the MLA part of the composite survey) to cause problems for teachers. One example is the development of independent writing, as opposed to copying, which is not well understood, and so is very badly taught.

²⁸ Overall findings and technical report of ESSPIN composite survey 1 (2012) ESSPIN, March 2013

²⁹ The second composite survey, currently underway, will include an assessment of teacher content knowledge.

³⁰ The composite survey used only four of the criteria taken from the standards given in Appendix 1:
Knowledge of English or mathematics curriculum (based on interview)

Use of at least one teaching aid during lesson observation

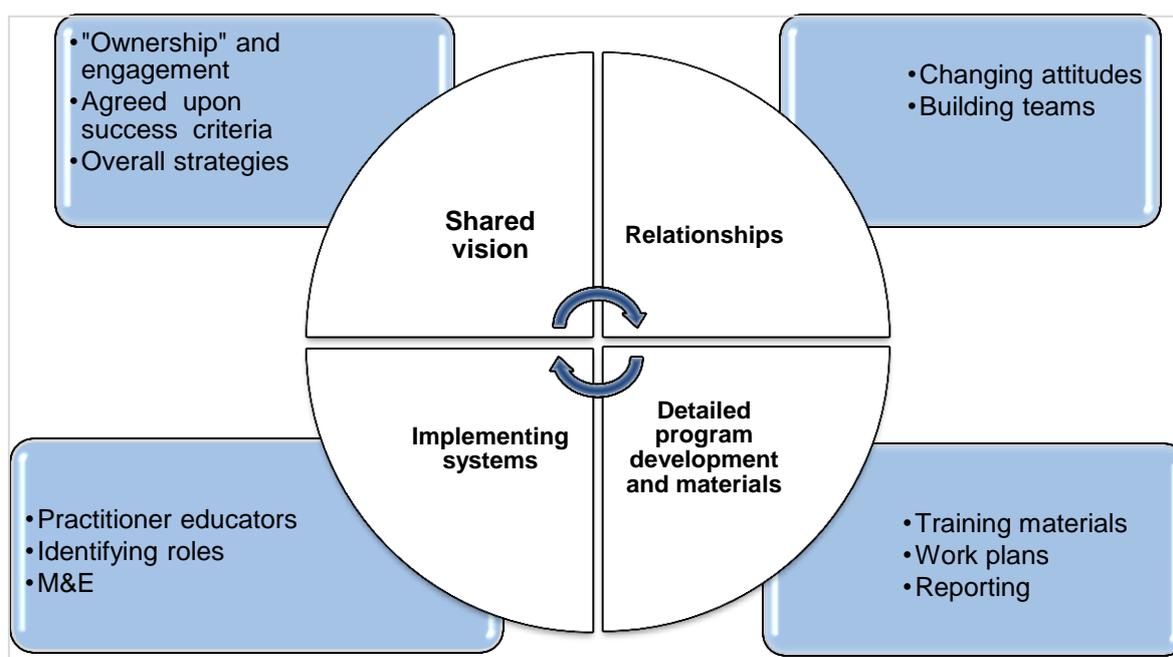
Greater use of praise than reprimand during lesson observation

Class organization: assigning individual or group tasks at least twice during lesson observation (or for two contiguous five-minute blocks)

³¹ For an explanation of the definition of phase 1 and 2 schools, see the section on head teachers.

Summary of Recommendations for Establishing and Operationalizing the School Support Team Model for Bauchi and Sokoto States

Figure 3. Areas Requiring Attention for the Establishment and Operationalizing of a School Support Team Model



ESSPIN’s recommendations for successfully implementing the school support team model are itemized below.

Shared Vision

Sharing responsibility for school improvement has been critical to ESSPIN’s success.

- Take a long term view, be ready to share your ideas but be prepared to adapt them, if necessary radically, to meet different contexts and expectations. An example is the Kano TSP. ESSPIN struggled for a couple of years to gain traction (including state funding) for the roll out of its model, until the SUBEB Chair approached ESSPIN with a request for a different model of support. Negotiations followed that satisfied both SUBEB’s agenda to reach all schools using a modified model, and ESSPIN’s logframe commitments.
- Agree upon and widely publicize success criteria, keeping them simple, but retain the capacity to raise the bar. Be realistic about the state of the schools now and the length of time required to improve. Make the links between the logframe, the success criteria, the training, and reporting and monitoring systems very explicit.

- Get SUBEB staff out into schools right from the beginning, helping them to see what they are looking for in terms of school, lesson, leadership, and teacher quality; make this part of the visioning process.
- Invest in strong baselines; again involve SUBEB at the design stage and suitably trained SUBEB or LGEA staff in data collection. Use the information—it will be powerful, and if people have been part of the process they will want to be part of the solution. Get SUBEB to get the teacher unions on board by stressing that the results will help design appropriate teacher development initiatives. Do not be afraid to say it like it is—respectfully but firmly. Encourage SUBEB to be involved in the dissemination of the results, after taking time to help them begin to develop strategies.
- Use evidence from baseline studies and other research to leverage support (including financial commitments).
- Do not underestimate the value of political engagement with senior staff in the MOE and SUBEB. ESSPIN has invested in periodic political engagement meetings. In ESSPIN’s case they are held in Abuja because of the geographic spread of the ESSPIN-supported states, but meetings for senior officers could alternate between states, with the host state taking responsibility for chairing the meeting (with program support before the meetings). States enjoy learning from each other, and the element of competition between states can also prove very useful. When these meetings were first introduced, protocol was extremely important—it was not possible to have Permanent Secretaries at the same meeting as SUBEB Chairs, or Honourable Commissioners. With time, this sensitivity has diminished and these meetings are lively and useful fora.
- Develop a nuanced understanding of decision makers, gatekeepers, etc., within each state and engage them as appropriate. In some states Permanent Members can be allies, in others not, for example.

Relationships

- Throughout this report, frequent mention has been made of changing the dominant paradigm away from “command and control” towards support. It can be useful to remember that as the aim is to make classrooms child centered; schools (and head teachers) must be teacher centered, LGEAs must be head teacher centered; and SUBEB must be LGEA centered—in other words, the principles of supportive teaching should be carried through into supportive management at all levels of the system.
- Think about the numbers of people that should be involved in order for things to work really well in the long term, as horizontal as well as vertical engagement makes work much more sustainable and impacts more deeply on schools and the school system. So, for example, staff at the LGEA level must be part of the vision and understand the success criteria, etc. Consider getting senior SUBEB staff to hold meetings with Education Secretaries, and Directors of School Services to consult and brief their LGEA-based Heads of Sections (who are the line managers of the SSOs, so their understanding and

engagement is crucial). SUBEBs have the authority and funding to do this; ESSPIN has worked through to an understanding of how to encourage this process, and sample agendas, etc., which it is happy to share. The school reporting process also ties the system together.

Implementing Systems

- Do not underestimate how weak every part of the system is, and how many issues and problems can impact on what appears to be the relatively simple technical challenge of improving classroom work. Teaching will not improve if we take a purely technical approach. This relates to the section on “helping people to do their jobs better.” It is important at the very least to understand what systems exist in theory and to help them try to function better, focused on classrooms and education quality. ESSPIN staff are constantly surprised and delighted by how much satisfaction staff at all levels, from class teachers to directors, have gained from beginning to do their jobs “properly.”
- When in doubt, use an existing system or existing staff (despite the caveat at the beginning of the previous paragraph). The trade-off might appear to be between, for example, using external “experts” or COE staff who might have a higher academic qualification, or graduate students who might be cheaper (for example for conducting surveys)—or the not-so-respected local staff who would need to be paid a proper allowance. In practice these reasons for choosing the external, non-local staff often turn out to be fallacious, particularly if value for money is a concern. Time, effort, and money spent on developing the system that will remain after the program has gone is never wasted, and in our experience delivers better quality in the long term.
- This particularly applies to the selection and training of a cadre of “master trainers” (as described above). You can develop them into so much more than this. All projects and programs leave behind skilled and dedicated education-practitioners. Embedding them in the state as an on-going resource will form part of the program’s lasting legacy.

Detailed Program, and Materials, Development

- As described above, think about how to use the existing structures when thinking about how the program will be delivered, and by whom.
- Aim for maximum flexibility of training program and materials. Spend time on trialing activities. Start working, fairly quickly, with something that will work and aim to review and refine it, using copied materials at first. Support practitioners rather than academics in developing materials, backed up by a skilled materials developer.
- Keep the training sessions to a simple, predictable pattern. Introduce simple training skills and slowly build on them (for example the use of simple, clearly written charts). At a very basic level, if the trainer only stands and reads the chart content, this at least can ensure that the main messages of a session are

presented to the participants. The next level of trainer competence would be to ensure that the trainer “presents” the chart (rather than merely reading it), making good eye contact with participants and checking for understanding. A further level would be using techniques, such as covering some or all of the chart and asking probing questions about the topic under discussion, gradually revealing the chart content. Such levels of competence can be steadily introduced for other trainer competencies.

- Be aware of limited literacy among the trainers (SSOs) as well as the participants. When writing the sessions take care to maximize the opportunities for oral discussion, as this will enable participants with weak reading skills to participate fully and learn more. Facilitators should model good class teaching skills in training sessions, using participatory learning approaches as much as possible.
- Limit the use of handouts as much as possible, as some people will find them hard to read, but also do not underestimate the problems of getting materials to multiple local venues. Consider instead developing head teacher and SSO guides that focus on their roles rather than on covering session content. These guides would be developed as State documents, and be distributed to schools (for headteachers) and LGEA offices (for SSOs). They would be reference documents for the post-holder, not resources tied to a specific training.
- Schools lack good models, and in some states even SSOs have little experience of good practice. Consider the use of audio-visual materials and experiment with different delivery systems for them, such as:
 - DVDs of good lessons, together with questions for discussion, that either head teachers or SSOs can use in professional development meetings; and
 - Sections of filmed lessons that can be sent to teachers’ mobile phones.

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Annex 1. Standards and Criteria for an Effective School, for Kano State's TSP

1. Teachers deliver competent lessons

- Teachers use praise throughout their lessons
- Teachers use teaching aids
- Teachers organise their pupils in different ways during lessons
- Teachers know what pupils should be achieving by the end of each lesson
- Teachers know what pupils should be achieving by the end of the year
- Teachers who encourage all pupils to take part in lessons
- Teachers who use more than one method to assess learning

2. Headteacher operates effectively

- The Headteacher carries out 10 or more lesson observations, including providing feedback, each term
- The Headteacher holds more than one professional development meeting each term
- The Headteacher has more than one strategy for promoting teacher attendance
- The Headteacher has more than one strategy for promoting the attendance of all pupils
- The school opens on time
- More than half of the lessons begin and end on time

Annex 2. School Report for Kano State TSP

Name of School _____	Name of HT _____
Name of SSO _____	Date this report was completed _____
1. Teachers delivering a competent lesson	
Comments _____ _____ _____	
1.1.1 Number of teachers observed using praise throughout the lesson	
1.1.2 Number of teachers observed using more than one teaching aid	
1.1.3 Number of teachers observed organising the learners in different ways	
1.1.4 Number of teachers who know what pupils should be achieving by the end of the lesson	
1.1.5 Number of teachers who know what pupils should be achieving by the end of the year	
1.1.6 Number of teachers who encourage all pupils to take part in lessons	
1.1.7 Number of teachers who use more than one method to assess learning	
Number of teachers delivering competent lessons (meeting 5 or more criteria in one lesson)	
Standard 1: Do more than half the teachers in the school deliver competent lessons?	
Number of teachers delivering very good lessons (meeting 6 or more criteria in one lesson)	
Do more than half of the teachers in the school deliver very good lessons?	
2. Professional leadership	
Comments _____ _____ _____	
2.1 Lesson observations	
2.1.1 Number of lessons observed by the Head Teacher this term	
2.2 Professional development meetings	
2.2.1 Did the HT hold more than one professional development meeting this term? Y / N	
2.3 Promotion of learning time	

2.3.1 Did the school open on time each visit this term? Y / N	
2.3.2 Does the HT have more than one strategy for promoting teacher attendance? Y / N	
2.3.3 Did more than half of the lessons begin and end on time? Y / N	
2.3.4 Does the HT have more than one strategy for promoting attendance by all pupils? Y / N	
Standard 2: Does the Head Teacher operate effectively? Y / N	
Measure	
Did the HT attend all relevant trainings this term? Y / N	
Total number of teachers attending all relevant training this term	
Total number of school visits by the SSO this term	
Total number of teachers in the school	
Were more than half the teachers observed and given feedback this term? Y / N	
How many standards did the school meet?	
What two things has the school done very well this term?	
What one area is the school aiming to improve on next term?	

Annex 3. Outline of Training for HeadTeachers (TSP: Kano State)

Term 1

	Session 1	Session 2	Session 3
1	<p>Introductory session – what is the current situation?</p> <ul style="list-style-type: none"> establish ground rules and a participatory ethos for this (and future) workshops) explain the need to improve learning outcomes in Kano schools describe the State's response to this need describe the timetable for this workshop, its place in this workshop and the Kano programme 	<p>Effective schools – where are we going?</p> <ul style="list-style-type: none"> describe the standards and criteria for an effective school that this programme is working towards identify the core purpose and main responsibilities of the Headteacher explain the role of the Headteacher in reporting on their school's effectiveness 	<p>Effective schools – how will we get there?</p> <ul style="list-style-type: none"> explain some basic ideas about change and managing change identify some changes that the programme will bring about, their role in this change process and what support they will receive
2	<p>Working with adults</p> <ul style="list-style-type: none"> describe the principles of adult learning identify strategies that help support adult learning explain why Headteachers and SSOs need to understand the importance of adult learning. 	<p>The role of the Headteacher as an academic leader</p> <ul style="list-style-type: none"> describe the role of a Head teacher as a professional leader of teaching and learning specifically in relation to the implementation of the new lesson plans; explain what steps the Head teacher will take after the workshop to strengthen the quality of teaching and learning in their school leading three x one hour professional development meetings with their teachers holding informal discussions with their teachers about how they are using the lesson plans. 	<p>Understanding the structure of the Lesson Plans</p> <ul style="list-style-type: none"> Explain the structure of the lesson plan booklet Find songs and stories for each lesson Support teachers to use the lesson plans

	Session 1	Session 2	Session 3
3	Key instructional language	School based tasks	
	<ul style="list-style-type: none"> Read and explain commonly occurring words and phrases contained in the lesson plans Locate teaching aids in the lesson plans Support teachers to use the lesson plans 	<ul style="list-style-type: none"> describe and be ready to carry out the school based tasks 	

Term 2

	Session 1	Session 2	Session 3
1	Building positive learning relationships 1	Understanding how children learn	Introducing group and paired work
	<ul style="list-style-type: none"> discuss progress in their schools over the last term describe what is meant by self esteem and how it is developed explain why it is important for teachers to understand the role of self esteem in learning explain how the teacher can promote or damage pupil self esteem among children 	<ul style="list-style-type: none"> describe how children learn; use knowledge of how children learn to describe child centred learning explain child centred learning using practical examples. 	<ul style="list-style-type: none"> describe different ways of grouping children during a lesson; apply and use different groupings appropriately; give reasons why children should work together; demonstrate the use of a simple adaptable game and explain how playing this in groups supports children's learning identify types of activities which are best for children to do together identify where this issue is captured in the standards and criteria for an effective school.
2	Using materials	Inclusive schools and classrooms	Assessing pupil learning
	<ul style="list-style-type: none"> explain the reasons for using materials to improve learning; demonstrate how to improvise simple and quick materials; demonstrate clarity and legibility in using the blackboard; explain and demonstrate how to use the 	<ul style="list-style-type: none"> understand that not all children learn in the same way describe what we mean by an inclusive school in terms of access, attendance, participation and achievement describe what Headteachers and class teachers can do to make their schools and 	<ul style="list-style-type: none"> identify where "Teachers who use more than one method to assess learning" is captured within the standards and criteria for an effective school, and the relationship of assessment to inclusion describe what is meant by assessment explain how they will use two simple assessment tools (questioning and weekly

	Session 1	Session 2	Session 3
	blackboard effectively to help learning <ul style="list-style-type: none"> identify where this issue is captured in the standards and criteria for an effective school.. 	classes more inclusive <ul style="list-style-type: none"> Identify where “meeting the needs of all pupils” is captured within the standards and criteria for an effective school 	assessments) <ul style="list-style-type: none">
3	Maximising learning time	School based tasks	
	<ul style="list-style-type: none"> explain the importance of learning time for pupil achievement; describe the Headteachers’ role in promoting learning time identify challenges to learning time; identify some strategies to promote learning time identify where this issue is captured in the standards and criteria for an effective school 	<ul style="list-style-type: none"> describe and be ready to implement the school based tasks attendance and access registers 	

Term 3

	Session 1	Session 2	Session 3
1	Maximising learning time 1 - attendance	Maximising learning time 2 – School policies	Learning outcomes and State benchmarks
	<ul style="list-style-type: none"> build on their learning from Leadership 2 on the importance of both time for learning and ensuring that all pupils are supported to learn explain why good pupil attendance is important describe patterns of poor attendance in their school and discuss strategies to overcome this. 	<ul style="list-style-type: none"> produce a simple school policy on learning time describe how to domesticate this with their teachers; explain how to work with the SBMC to monitor and promote learning time. 	<ul style="list-style-type: none"> Explain the meaning of the term learning outcome Identify where learning outcomes can be found Describe the learning outcome benchmarks for their State Describe the different uses of the Learning Outcome Benchmarks Mention ways in which the school measures progress of pupils
2	Lesson observation		Giving feedback
	<ul style="list-style-type: none"> Describe the two main purposes for conducting lesson plans 		<ul style="list-style-type: none"> give constructive feedback to teachers as

	Session 1	Session 2	Session 3
	<ul style="list-style-type: none"> - Explain how to carry out a lesson observation - Describe effective teaching - Prepare for and conduct a lesson observation 		<ul style="list-style-type: none"> part of the observation process • complete the two stars and a wish format
3	Establishing a school system for lesson observations	School based tasks – taking your learning back to school	
	<ul style="list-style-type: none"> • describe their role as Head teacher in establishing a school system for lesson observations • explain the records they will need to keep for lesson observations 	<ul style="list-style-type: none"> • reflect on their own further development needs as a Head Teacher and what happens next • identify actions to be taken in schools after the training <ul style="list-style-type: none"> - developing their school policy on learning time - establishing their school system for lesson observations - hold a professional development meeting on Learning Outcome Benchmarks • use the School Visit Record to review the school's progress, thinking about <ul style="list-style-type: none"> - the way you work - the way your teachers teach - the way your pupils learn 	

Annex 4. SSIT Competency Framework

Area	Education in Nigeria	Classroom practice	School leadership	Training skills	Mentoring skills
	<ul style="list-style-type: none"> identify some specific challenges for Nigerian public schools explain basic structures and process of education suggest ways of improving education in their State 	<ul style="list-style-type: none"> explain common classroom practice in Nigeria, identify some issues with it 	<ul style="list-style-type: none"> explain the role of a Head Teacher and the value of training Head Teachers identify why schools should plan for their own improvement 	<ul style="list-style-type: none"> plan and prepare for a basic task speak clearly in English travel across State and into rural schools 	<ul style="list-style-type: none"> explain ideas clearly work with other people as equals
	<ul style="list-style-type: none"> describe the 2010 baseline results and explain the relevance of these measures explain how training and support could improve schools collect basic evidence about how well a school is performing 	<ul style="list-style-type: none"> identify good and bad practice in classrooms understand the importance of, and be able to demonstrate the teaching of, basic literacy and numeracy using phonics and number lines 	<ul style="list-style-type: none"> identify different roles in an effective school explain actions a HT can take to enable teachers to improve 	<ul style="list-style-type: none"> identify basic workshop and session structures explain how particular objectives have been achieved in sessions 	<ul style="list-style-type: none"> explain the purpose of mentoring in the school improvement process identify basic features of effective mentoring explain good practice in adult learning
	<ul style="list-style-type: none"> describe key curriculum targets in Literacy/Numeracy for P1-6 identify different levels and departments in State and Local Government and explain their functions in improving schools explain the value and demonstrate effective use of the State's reporting system on SI 	<ul style="list-style-type: none"> explain the value of using baselines identify different methods of assessing pupils' learning with some support, use lesson plans for P1-3 in Literacy and Numeracy plan and deliver activities in a child centred way 	<ul style="list-style-type: none"> describe the SSE / SDP process and explain its importance in school improvement explain the role of the community in managing the school with the HT 	<ul style="list-style-type: none"> deliver workshops sessions to an acceptable standard, including making charts work with team members to plan, prepare for, and deliver sessions 	<ul style="list-style-type: none"> build relationships and use them for school improvement work with SSOs as equal participants in school improvement

Area	Education in Nigeria	Classroom practice	School leadership	Training skills	Mentoring skills
	<ul style="list-style-type: none"> conduct research into impact of different approaches to improving schools identify other stakeholders in education, and how they could be enabled to improve schools 	<ul style="list-style-type: none"> design classroom activities to meet learning objectives support schools in developing classroom practices which meet the needs of all learners 	<ul style="list-style-type: none"> Able to suggest strategies a HT can use to lead teaching and learning Can identify challenges in LGEA structures and take appropriate actions to address them 	<ul style="list-style-type: none"> with support, write sessions for own and others' use deliver sessions to a range of audiences to an excellent standard 	<ul style="list-style-type: none"> support SSIT members in own or other States build effective relationships with key stakeholders, e.g. ESs, SUBEB officers

Annex 5. Sample Session from Leadership 2 of the Kano TSP (Head Teachers)

School Leadership 2 Thinking about learning

Session 8 Taking our learning back to school – school based tasks

For Headteachers and School Support Officers. NB This is a double session. You will need to choose a suitable point to have a 15 minute break.

Learning outcomes

By the end of the session **all** participants will be able to:

- explain what they as Headteachers are going to do upon their return to school

Materials

Chart 8.1	Learning outcomes	Introduction
Chart 8.2	‘What we need to do when we go back to school’	Introduction
Chart 8.3	Planning a good meeting	Introduction
Chart 8.4	Main themes of the sessions on how children learn	Activity 1

Handouts 8.1-8.3 Session outlines for the three meetings Activity 2

Activity outline

Introduction	20 minutes
Activity 1 Key messages for the professional development meetings	30 minutes
Activity 2 Working on the content of the meetings	45 minutes
Activity 3 Delivering a Professional Development Meeting	60 minutes
Summary	20 minutes

Background for facilitators

This is the final session of the workshop. It is crucial that by the end of the session Headteachers are ready to return to their schools clear on the next steps and what they will be expected to do, and what support they can expect from SSOs.

Also the SSOs need to know how to access help from the SSIT if they need it.

Before beginning this session you, as SSOs, need to have a clear idea of the outline of the term so that you can agree a date for your visit. You might only be able to visit once a term (for a complete day) so you need to make the most of your time in school. Make sure you still have the phone numbers for your Headteachers before you leave this workshop, and make it clear to them that you will not be coming to “inspect” them – you are coming to help them. Your success is measured by their success (any failure on their part would be your failure – but they will not fail!).

Try also to help them see that as they undertake their work they will need to support stakeholders – especially the teachers - in their school, just as you will be supporting them.

In this session you are going to help the Headteachers to carry out one of their school based tasks, to lead three one hour Professional Development Meetings.

It is **your** role to help them by giving them this initial training which will help them with the content. You will support them further back in schools by helping them plan their sessions and sometimes – where this is possible - by joining them for the training. You might help them by co-facilitating part of one of the meetings, and by giving them feedback after the sessions. But your role is to support them to do this themselves – not to do it for them.

After they have led the sessions you will need to discuss with the Headteachers how the session went and how the two of you can follow up with the teachers. Remember we are looking for change in the classrooms as a result of these meetings – not just successfully delivered meetings.

During the Leadership 1 Headteachers were asked to lead two short meetings to help teachers use the lesson plans. Some did well, and some had problems. We will briefly review how this went, and try to learn from some of the successes. Some teachers will resist these meetings, and there is no point dwelling on this. But we can hear about what went well and learn from this.

Introduction

20 minutes

1. Show the participants the one learning outcome for this session. Agree that although this session has only one outcome – it is perhaps the most important outcome of all, as it prepares the participants to return to their schools make more improvements.
2. Show **Chart 8.2** ‘What we need to do when we go back to school’ with the bullets covered.
3. Ask the participants if they can think what actions are required of them; and uncover the points as they are called out.
4. Remind the participants that after the last workshop Headteachers were asked to go back to school and hold two short professional development meetings with their teachers, on understanding the structure of the lesson plans and using key instructional language.
5. In groups, ask them to discuss for a few minutes whether they were able to complete this meeting, and if so, what went well. What did the Headteachers do to make the session a success. Ask them if they think they followed the principles of adult learning.
6. Brainstorm what these are, and agree that adults are more likely to be interested if they feel:
 - they have some degree of choice or control over the meetings (when they are held for example)
 - have the opportunity to share their experiences and actively participate (although time for lots of discussion rather than talking all the time yourself)
 - are treated with respect (listen carefully to their contributions, give them opportunities to lead part of the meeting)
7. Review **Chart 8.4**, to remind the participants about how to plan a successful meeting.

Activity 1. Key messages for the professional development meetings

30 minutes

1. Explain that in this session we are going to look at conducting the three one hour professional development meetings for their teachers. These will be based on the sessions in child centred learning that they have taken part in during this workshop.
2. Display **Chart 8.4 Main themes of the sessions on how children learn**, with the three points covered. Explain that the three meetings will cover the work we have done during this workshop.

3. Ask the groups to discuss for a few minutes what was the main theme (in a few words only) of sessions 2, 3 and 4. Take their suggestions and as they mention a theme, uncover it on the **Chart**. Agree that these were the main themes, and that they will try to address these themes in their meetings.
4. Point out that the training sessions that they received lasted a lot longer than an hour. So they will not be able to cover everything during their professional development meetings, – **and that they should not try. The professional development meeting will focus on one or two key messages** and will introduce one or two key things that you would like your teachers to think about or try.
5. Suggest that they can always add other things in informal chats with the teachers or through demonstration teaching.
6. Ask the groups to spend about 15 minutes thinking about what the key messages for each of the meetings should be. Ask the groups to think of two key messages for each of the sessions (six in all). Give each group six pieces of A4 and ask them to write one on each (large enough for everyone to see).
7. Market place them briefly, and try and harmonise them. (If you feel they are way off message you may need to make some suggestions yourself).

Activity 3. Working on the content of the meetings

45 minutes

1. Divide the participants into groups and tell them they are going to work on preparing activities for part of one of the meetings that they will hold with their teachers. Later they will have the chance to share what they have prepared with the other participants.
2. Give each group a different session outline to read (**Handouts 8.1, 8.2 or 8.3**). Make sure you draw to their attention the final point on **each** of the handouts that relates to what the teachers should do after the meeting.
3. Remind everyone that the purpose of these meetings is to try to bring about change in the classroom. The Headteachers should then prepare to deliver the content that relates to their key message.
 - They should think how they will introduce the meeting’s topic (They will be delivering this only to their own teachers, so there is no need for Charts with objectives etc – they can explain this.)
 - They should make one chart that summarises the key messages (They should each do this so they have something to take back to school and they can choose the best one to present during the next Activity.)
 - They should practice delivering the activity.
4. Tell them they have thirty minutes to prepare and practice. Keep reminding them how the time is progressing as you go round and help them with their planning.

Activity 4. Delivering a Professional Development Meeting 60 minutes

1. Ask each group to come and demonstrate their work, leading the session as if it was a professional development meeting.
2. At the end, ask for positive and helpful feedback, using ‘Two Stars and a Wish’. If they are not yet familiar with this idea, tell them that when they are observing they must think of two things that were done well and one thing that could be done better. Make sure that you give some positive and helpful feedback yourself.
3. Finally, ask the participants to market place all their charts. Praise everyone’s efforts (you could select a couple of really good ones for special commendation). Make sure the participants roll up their charts carefully for use back in their schools/clusters.
4. Make sure the participants all have copies of all three handouts. SSOs should have enough to give each of their Headteachers a copy of all three handouts, and need to detach them from their notes and give them out.

Summary

20 minutes

1. Review the tasks again, and agree that in addition to supporting the teachers through professional development meetings and discussions about using the lesson plans. They also need to be talking to their SBMC about developing ways to increase pupil learning time and improve attendance. We will look at these issues again in the next workshop.
2. Explain that SSOs will support Headteachers to facilitate the professional development meetings. Ask the Headteachers to work in groups and share the ways in which their SSOs supported them last time. Each group should come up with a list of Two Stars and a Wish for the kind of support they would like this time. (Do not be personal – Headteachers should say something like “I liked it when the SSO helped me plan my meeting on key instructional language because she explained something I had not understood” or “I wish the SSOs would go through tricky lesson plan activities with my staff”).
3. The SSOs should listen carefully to the feedback so they are able to provide more useful support during visits this term.
4. Make sure you have arranged the date for the first visit. Try also to agree the main purpose of this visit – make sure they understand that you are coming to help, not inspect, but that you want to see that they have at least made a start.
5. Ask the participants to briefly discuss in pairs what they have enjoyed the most during this workshop, and what they have found most challenging.
6. Stand in a circle (if possible) and throw the same roll of masking tape around the room as you used in the first activity of this workshop. Start with yourself, and

share what you have found most enjoyable and most challenging during this week. Ask each participant in turn to share their comments.

7. Congratulate and thank everyone. Make sure you end on a very positive note, to show them that they will be the key agents of change in their school.

Materials

Chart 8.1 Learning outcomes

Chart 8.2 'What we need to do when we go back to school'

- hold three professional development meetings
- discuss with your teachers and SBMC ideas to improve attendance and learning time
- continue to support your Literacy and Numeracy teachers with the Lesson Plans.

Chart 8.3: Planning a good meeting

1. Have you agreed with your teachers a time that is convenient for them, and made sure they have all been invited?
2. Welcome participants and explain the purpose of the meeting
3. What key information do you want to share? How will you do this?
4. What happens next? (what change do you want to see?)

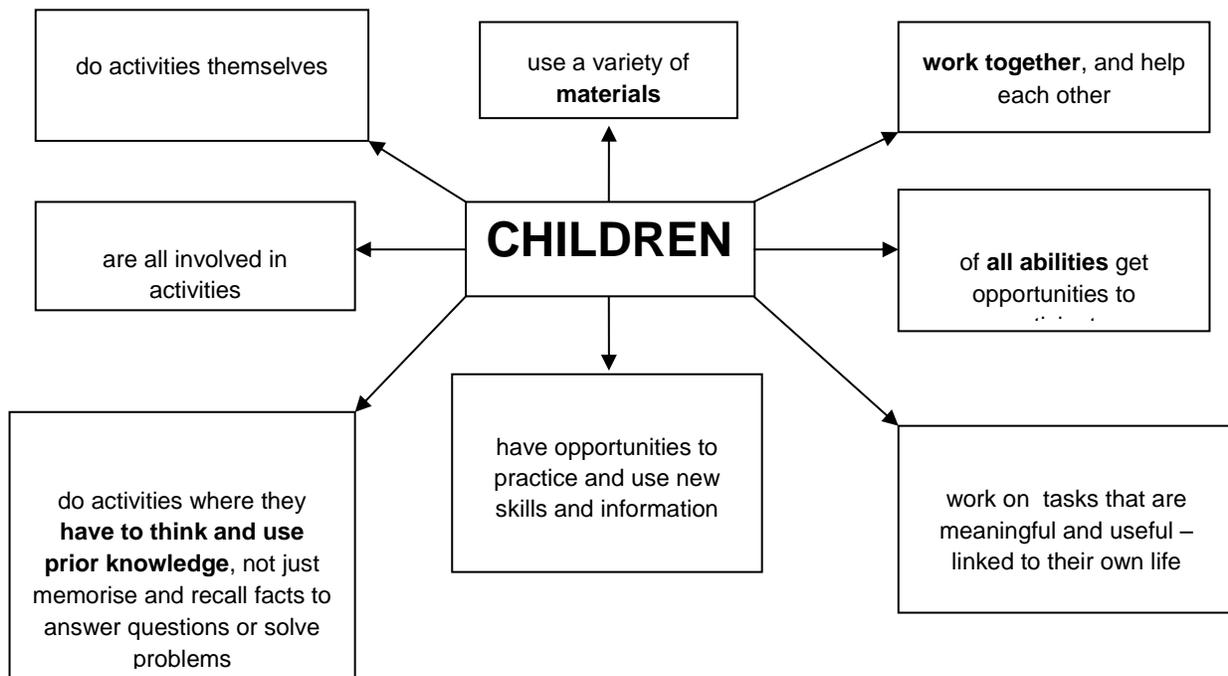
Chart 8.4 Main themes of the sessions on how children learn

- | | |
|-----------|---|
| Session 2 | What is child centred learning and why is it important? |
| Session 3 | Getting children to work in pairs or groups. |
| Session 4 | Using learning materials to help children learn. |

Handout 8.1 Session outline for a one hour meeting to promote child centred learning

1. Introduce the topic of the meeting – what is child centred learning and why is it important? (*no more than 5 minutes*)
2. Ask the teachers what they already know and extend their knowledge using the Chart (you can cover the boxes). (*15 minutes*)

Child centred learning



3. **Main activity.** Demonstrate a lesson (you can use the lesson from **Chart 2.3**). Ask them what is good about the lesson? How can it be made even better, more child centred? Lead a discussion. (*30 minutes total*).
4. **Summarise using your key messages.** Here are two possible messages but you may use your own instead:
 - children learn best when they are actively involved in their lessons (when they do things themselves)
 - all lessons can be made more child-centred.
5. Finally ask your teachers to try to make one lesson that they teach tomorrow (apart from the literacy and numeracy lessons) more child centred. Discuss what they did and what the result was next time you meet.

Handout 8.2

Session outline for a one hour meeting to encourage pair and group work

Introduce the topic of the meeting – different ways of grouping children within lessons and why is this important?(*no more than 5 minutes*)

Ask the teachers what they think about group and pair work and extend their knowledge using the Chart (you can cover the points).(*10 minutes*)

Chart: Benefits of working together. Pupils

- learn from each other
- develop oral (speaking) skills
- understand concepts better as a result of talking them through with each other
- develop social skills (e.g. listening to others, taking turns)
- develop self esteem, develop confidence
- feel more relaxed, happier and so learn better
- have more control over their learning
- can help each other (good for both the more able and less able children)

Main activity. Demonstrate how to play ‘Bingo’ using the addition version on the handout from session 3. Ask why this is a good activity to do in groups. (*35 minutes*)

Summarise using your key messages. (*10 minutes*) Here are three possible messages but you may use your own instead:

- a good lesson uses a couple of different ways of grouping pupils (whole class, group, pair and individual work)
- pair and group work encourages children to think things through – discussing things helps you understand
- games are very good for giving pupils the opportunity to practice new skills.

Finally ask your teachers to try to think of another topic that could be practiced using ‘Bingo’ (be ready to give some suggestions yourself). Offer to help any teacher who wants to try ‘Bingo’ out in their classroom.

Handout 8.3

Session outline for a one hour meeting to use resources

Introduce the topic of the meeting. (10 minutes)

Use your key messages on a chart (you can cover each point). Here are four sample key messages, but you may use your own instead:

- young children, especially young children need to be able to see, and preferably handle, materials if they are going to learn basic concepts
- schools do not have many resources, and they are not always easy to make, but some things are fairly easily available, e.g. stones for counting etc. The pupils themselves can be a good resource
- resources, including the blackboard, are there to help pupils **learn**
- the blackboard can be very useful – but it must be properly used. A study in Nigerian schools showed 30% of what was on the board could not be read. What will the children learn? Teachers must try to model good handwriting.

Activity 1. (20 minutes) Good presentation. Show your handwriting chart and explain this is the standard expected from teachers. Do the handwriting competition. Make sure you praise those whose handwriting is a good model.

Activity 2. (15 minutes) Using the blackboard to help learning. Show the sums (from **Handout 3.6.1** Chalkboard case study– have them ready written) and explain this exercise was given to the pupils written on the board just like this. Ask them what the pupils would learn? Then change the sums and tell the story of the forgetful teacher. Ask what the pupils would learn **now**. Show a couple of other examples from the handout.

Finally ask your teachers if they all have pots of stones (one pot for every group); a number line, number cards and a 100 square (whatever is best for their grade). Spend the last few minutes collecting or making these resources. Tell your teachers you are looking forward to seeing them being used. (Make sure that you praise those that are trying to use them.)

Annex 6. Focus Group Discussions with Lagos SSIT Members

What difference has having a SSIT made to schools in your State (rather than having a CoE to train teachers?) Why?

- Trainings in clusters with few participants allow all participants to get involved in every activity
- Follow up support visits: CoEs do not have the capacity to visit schools as many times as SSIT.
- SSIT trainings are based on school needs as identified in TDNA, Classroom Observation Study, MLA, HT shadowing, Composite Survey and reporting system.
- Training of SSIT focuses on classroom processes
- Learning outcomes inform inputs
- Core population of SSIT has primary school teaching experience and thus is familiar to the schools and staff sees the SSIT as part of them.
- SSIT is a professional group that is continuously trained and supported for over for years in the area of managing schools for improved achievements
- SSIT takes the job of training, supporting and reporting as its primary assignment which CoEs could take as secondary
- School Improvement Officers³² are willing to work and learn and take corrections
- Good relationships exist among the SIOs, SSIT and Schools.
- Available school visit documents help a great deal in making the visits a success
- SSIT enjoys adequate support from EQS and ASU. SUBEB has been very supportive in handling issues with SIOs promptly
- LGEA is taking a leading role in ensuring visits are done.

³²Lagos State term for an SSO

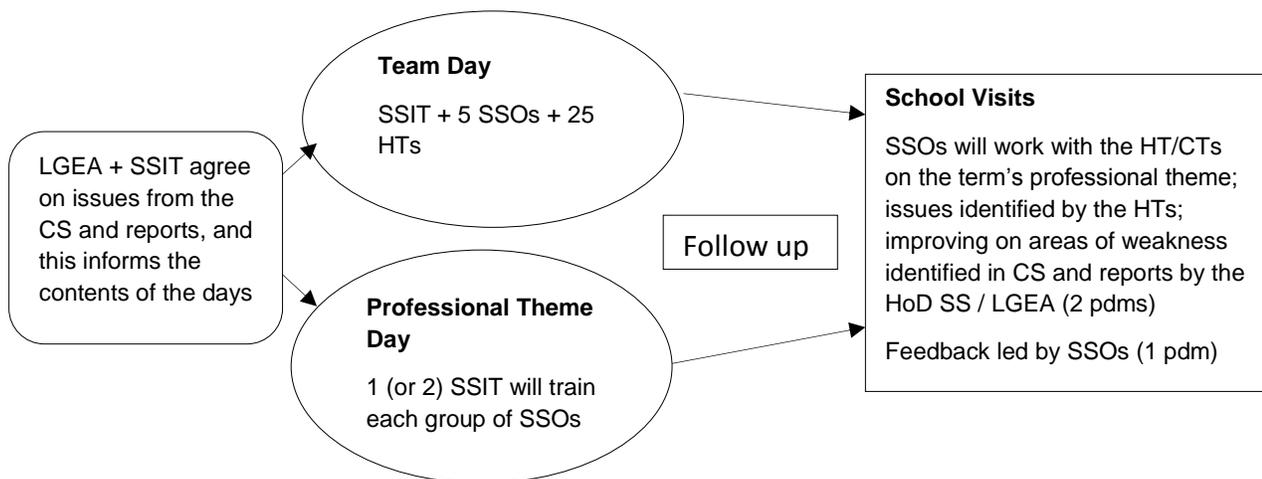
Annex 7. Discussion Paper on Continuous School Improvement

After the leadership programme completion, there is a need for schools to be positioned in a way that they can address their needs themselves and thus the need for continuous support to deepen their understanding of problem solving process.

A post leadership 6 programme designed for school based support to strengthen schools to be competent; differentiate needs and solutions; and eventually become autonomous is a termly Continuous School Improvement. The length of this is 3 days a term (1 team day; 1 professional day and 1 feedback day). The team and professional days could be done initially in either order.

Below is the initial structure / idea of the CSImp

Content for the Professional Theme Day will be drawn from the Continuum Work for each of the Teacher Competencies (one per term)



Team Day Structure

The Team Day

The day is organized by the SSOs in collaboration with their SSIT. The LGEA/SSIT would have met at the beginning of the term to identify issues as identified by the CS and LGEA reports. These issues are to inform the contents of the team and professional days but HTs must agree with those issues before they are included in the agenda. The outcomes of each meeting will or may be different as needs are different.

Participants

1 SSIT member + 5 SSOs + 25 HTs + LGEA rep + LGA rep

Venue

An identified and agreed central school that is easy to reach by most participants especially the HTs

Team Day Agenda

(Generic – but could be modified by the secretary from the agenda box where suggestions from HTs are dropped)

participants think in advance about:

- the structure of the meeting
- the findings of the Composite Survey and LGEA report, which could feed into discussion
- interactive session on the school improvement programme experience (to recap and recall in details the inputs and the contents)
- success stories by the participants especially the HTs (what positive evidence or traces of change are visible due to the experiences and are we clear of next steps?)
- one issue from CS or report as identified by LGEA HoDSS/ES (a representative presents this)
- challenges by participants especially the HTs and 2 issues or major challenges agreed upon to be addressed
- draft action plan drawn up by all participants to address the 2 issues raised (see format below)
- aob (other items could be added)

Roles of participants

SSIT

1. meets with the LGEA to plan, discuss and identify major issue of the cluster, looking at the reports (CS and LGEA) together
2. sits with his/her SSOs to prepare for the day
3. calls the SSOs to remind them of the day
4. sits in meeting as a guide and a participant
5. provides feedback to the SSOs on the organization of the day
6. shares experience with other SSIT members at SSIT meeting
7. writes a report of how successful the meeting went and highlights areas that need improvements

8. identifies what the HTs think they need help with so as to help the SSOs support them effectively

SSO

1. meets with the LGEA to plan and discuss the reports (CS and LGEA) as relating to his/her cluster
2. collects information from HTs and puts in the agenda box
3. sits with the SSIT to plan for the meeting
4. reminds the HTs of the meeting date
5. works with the secretary to modify the agenda
6. informs the LGEA and the LGA of the meeting and invite relevant persons
7. sits at meeting as a participant and guide
8. reports on the activity and follows up on the actions to take
9. identifies what the HTs think they need help with

HT

1. identifies pressing issues in school and submit to SSO as part of the agenda
2. makes a list of success stories and challenges to share
3. thinks of possible solutions to the issues
4. takes a leading role in the discussion

LGEA

1. sits with SSIT and SSOs to discuss issues in the CS and LGEA reports
2. attends meeting as participant and observer/monitor
3. reports to ES for actions

LGA

1. attends the meeting as a participant or observer/monitor
2. reports to the Executive Chairman for relevant actions to support the programme