

Tusome Pamoja Program School Leadership Training

Workshop 1, October 2017 (Mainland Version 2 22 August 2017)

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Day 1

Workshop outcomes

By the end of this workshop, school leaders and their supervisors will:

- Know the roles and responsibilities of the Head of School, Academic Teacher and Ward Education Officer.
- Understand how to lead the teachers in a school so that the quality of teaching and learning improve.
- Be able to prioritize key issues when supporting and monitoring the teaching of reading in the early grades.
- Be able to set up and manage an effective Community of Learning (COL) at school and ward levels.

Workshop Program

Day	Day 1 Theme: Leading the teachers	Day 2 Supporting and monitoring the teaching of Literacy	Day 3 Communities of Learning
8:30-10:30	1. Formal opening 2. Ground rules 3. Expectations 4. Rapporteurs 5. Course outline and support model	11. Recap from Day 1 12. Rapporteurs 13. Important features of Literacy teaching.	19. Recap from Day 2 20. Introduction to Communities of Learning. 21. School-based CoL. 22. Ward clusters and Management COL.
10:30-11:00	Mid-morning Break		
11:00-13:00	6. Introduction to school leadership and management 7. Roles and Responsibilities of HoS and Academic Teacher 8. Role of the WEO	14. Using classroom observations to promote improvement: clinical model. 15. The classroom observation checklist. 16. Prepare for classroom observation role-play	23. Setting up and managing school- and ward-based COL.
13:00-14:00	Lunch Break		
14:00-15:40	9. Building and maintaining a team to bring about better learning in your school.	17. Classroom observation role-plays and debriefing.	24. Consolidation 25. Take-home tasks 26. Planning next steps 27. Conclusion and departure.
15:40-16:00	Mid-afternoon break		
16:00-17:00	10. Staff meeting simulation	18. Other common areas for improvement.	

Overview of the Tusome Pamoja Program

Tusome Pamoja is a 3-year, USAID-funded program which is supporting the Government in 4 regions (Iringa, Morogoro, Mtwara and Ruvuma) and Zanzibar to implement improvements in the teaching of Literacy and Mathematics in the Early Grades. All the program activities are implemented by Government (MOEST and PO-RALG).

Schools can expect to receive training of Early Grade Teachers in Literacy and Mathematics content and pedagogy and additional teaching and learning materials to enhance their lessons.

In addition, school leadership will be strengthened so that it can better support the teaching in the Early Grades, and parents will be mobilised through Parent Teacher Partnerships to play a deeper and more constructive role in the life of the school. The School Information System will also be deployed in every school so that school performance information can be captured and used in good school level decision-making.

Schools will be expected to implement internal Continuing Professional Development strategies and other improvements to provide a fertile environment of the improvements in teaching.

Ward Education Coordinators will receive training on how to give effective support to the schools in their wards, which will help the schools to improve. They will also receive assistance with transport so that they can visit schools regularly to perform their functions.

School Leadership course outline and support model

The objective of the School Leadership component of the Tusome Pamoja Program is to strengthen school leadership and management so that:

- School leaders (Heads of School and Academic Teachers) can effectively lead and manage improvement in the teaching of early grade Literacy and Mathematics;
- Ward Education Officers can effectively support the work of school leadership, through school- and ward-based monitoring, supervision, training and mentoring.

Heads of School, Academic Teachers and WEOs will be invited to attend four 3-day workshops at district level between now and the end of 2018. It is expected that this group will train other School Management Team members such as deputy head teachers at school and/or ward levels.

In addition to the workshops, the program includes the following components:

- “Homework” tasks for Heads of School and Academic Teachers to carry out in their schools
 - Mentoring of school leaders by WEOs during school visits
 - Group meetings (“Communities of Learning”) for Head Teachers to be held at ward level.
- More information about these components will be shared and discussed with you on Day 3 of this workshop.

The topics to be covered in the four training workshops include:

1. General school leadership and management skills that one needs in order to lead the teachers and other stakeholders so that teaching and learning in the school steadily improve over time. (For example, how to improve communication and teamwork, how to plan for improvements)
2. Specific information about the teaching of Standard 1-4 Literacy and Mathematics, and what is needed to improve them.
3. A specific focus on how to promote teachers’ professional development at school and ward levels.

During this workshop – Workshop 1 - we focus on the following aspects of the three general topics:

General leadership skills (Day 1)	Specifics of Literacy and Maths (Day 2)	Continuing Professional Development (Day 3)
a) School leadership Competencies, Roles and responsibilities of HoS, Academic Teacher and WEO b) Building and maintaining a team for school improvement c) The regular performance management staff meeting	a) Important features of teaching reading b) Reading lesson classroom observation c) Other issues for monitoring: lesson plans, use of materials, and pupils' work and marking thereof	a) Communities of Learning b) Mentoring c) Planning CPD activities for your school and ward

Apart from the School Leadership component, school leaders and WEOs will also receive training on other aspects of the Tusome Pamoja Program such as Community Mobilization and the School Information System. This is because the role of leaders cuts across all aspects of the school's and ward's operations.

Introduction to school leadership

Activity 1: Brainstorm on school leadership (20 minutes)

Work in mixed groups of 5 people (i.e. a groups can have Heads of School, Academic Teachers and WEOs working together).

Write down at least 6 of the most important tasks that school leaders need to do regularly (daily, weekly, monthly, termly, etc.) Be sure to include a verb with each statement which describes exactly what the task entails e.g. "Check that teachers arrive at school on time every day." (5 minutes)

Now share your work with the other groups in plenary. (15 minutes)

The School Leadership Competency Framework

Tanzania has a draft National School Leadership Competency Framework, which has been developed jointly by the Ministry of Education and the EQUIP-T Program. Note that "school leadership" does not refer only to the Head of School, but also to the other members of the School Management Team (SMT).

This framework describes the main things that the school leadership must do, organized into the following four domains:

1. Leading the school community.
2. Improving learning outcomes.
3. Leading school improvement.
4. School-based management.

Activity 2: Review the list of management tasks using the competency framework domains (20 minutes)

In plenary, quickly work through the list that you generated during Activity 1, allocating each of the identified tasks to one of the four domains. (This can be done on the flipchart by allocating the number of the relevant domain to each task.)

Now discuss the following questions:

- a) Which domain received the most tasks, and which received the least? Why do you think this is?
- b) Were there any tasks that you could not allocate to any domain? Were these actually leadership tasks, or something else e.g. teaching tasks?

Handout 1 is an extract from the draft Competency Framework.

Roles and Responsibilities of Head of School

Activity 3: Core functions of the Head of School

Step 1: individually, read the passage below, paying special attention to the phrases that are printed in boldface:

The core function of the Head of school is to **provide professional leadership and management** to a school. This will promote a secure foundation from which to achieve high standards in all areas of school work.

For the school to succeed, a Head of School must **establish high quality education by effectively managing the teaching and learning process.**

She/he must **establish a culture** that promotes excellence, quality and high expectations of all pupils. Essentially he has to **provide vision, leadership and direction** for the school and **ensure that it is managed and organized** to meet its aims and targets.

The Head of school, also, working with and through others, **secures the commitment of the wider school community** by developing and maintaining effective partnerships with stakeholders. This partnership will create a productive learning environment which is engaging to the pupils.

Step 2: In small groups,

- a) Discuss the bold phrases. Write down some of the practical steps and activities that a Head of School actually needs to do to achieve them.
- b) Also discuss whether these are the things that Heads of School are really doing at present. If not, how can they begin to fulfil these roles?

Step 3: Plenary discussion.

How the Ward Education Officer supports school leadership

Ward Education Officers have many responsibilities, some of which lie beyond the school gates. However, in this section we focus on how the WEO can assist to make teaching and learning improve in your school.

Activity 4: Relating the WEO's roles to the School Leadership Competency Framework

Step 1: Work in mixed groups. Each group should include a WEO. Copy the following table onto a flipchart and complete it. (A few blank rows are provided in case you would like to make further additions.)

The WEO:	Leading the school Community	Improving learning outcomes	Leading school improvement	School-based management
Advises				
Ensures				
Liaises				
Mentors				
Monitors				
Organizes				
Participates				
Provides				
Represents				
Trains				

Step 2: Now display your flipchart and compare it with those of other groups. Make any changes or additions based on other groups' good ideas!

The WEOs should take the flipcharts back to their offices, for future reference.

Building and maintaining a team to improve learning and teaching in your school

School leaders cannot make the whole school improve on their own. For example, each teacher will need to teach excellent lessons, the School Committee will have to ensure that the school has the necessary infrastructure and resources, the pupils will have to attend regularly and work hard, and the parents will have to support and encourage their children.

Therefore, the school leaders need to make everyone feel inspired about and involved in being part of the school, and promote ongoing cooperation and teamwork. (This does not mean that people should not be reprimanded or disciplined when necessary – indeed addressing indiscipline and poor performance is a necessary part of leadership – but you should strive to ensure that the general atmosphere in the school from day to day is one of progress and cooperation.)

In this workshop, we will focus on how to build and sustain a team of Staff. Working with other stakeholders will be discussed in future workshops.

Activity 5: Building and maintaining a team in your school

Work in groups of 5.

Briefly discuss the following questions:

1. How would you like the teachers in your school to behave, if they are to be part of a team that continues over a long time period?
2. What do you think the school leadership needs to do in order for the teachers to behave this way?
3. How might you need to change your own beliefs, attitudes or behavior to enable you to lead the team?
4. What problems do you anticipate from your teachers as you build and sustain a team?
5. How can you address the problems while maintaining the team?

Your facilitator will lead a short plenary session to allow for consolidation and resolve controversies.

For your information, a very detailed list of ideas called “Tips to Teamwork” is provided for you – see Handout 2. Please study this overnight and bring your questions for discussion during tomorrow morning’s Recap session.

The fortnightly staff meeting, focusing on school performance

One routine that will definitely help your school to improve will be a fortnightly staff meeting to discuss progress and challenges with school performance, and agree on actions that will resolve the challenges and make improvements effective.

Keep the meeting short and businesslike – 1 hour should suffice – and remember that, since you will be meeting regularly you need not discuss and resolve every single issue on one day – prioritize and allocate issues to different dates.

The Head of School and other School Management Team members should always attend this meeting, and will need to coordinate whatever follow-up actions are necessary. The Deputy Head will generally take the Minutes of these meetings, but may request other teachers to assist if this becomes too burdensome.

Some issues may need the attention of the School Committee and/or the Parent Teacher Partnership. Matters that need to be referred to the School Committee can be presented there by the Head of School or the Staff representative. Communication between the teachers and the PTP can be either through the School Committee or directly through the teachers who serve on the PTP.

It is essential that up-to-date and relevant information should be presented at the meeting, which implies that information will need to be compiled beforehand. For example, if it was previously agreed that all teachers should be at school on time every day then it will be necessary for the SMT to monitor and report on the teachers’ punctuality. More information about this will be shared in Handout 3.

The items for discussion at each meeting must be determined by each school given its needs. However, there are AT LEAST 4 crucial areas that need to be covered:

1. Staff and student management (for example, attendance, punctuality and discipline)
2. Teacher professional development (This links to the Community of Learning or COL which will be discussed on Day 3.)
3. Teaching and learning and student performance.
4. Managing school premises.

Activity 6: Understanding the fortnightly staff meeting

Step 1: In small discussion groups, talk about your first reaction to the idea of a regular staff meeting. What is it for? Is it a good idea? Are there already structures in the school that do this work? What challenges can you see with this idea?

Step 2: In plenary, talk through the major issues emerging from the buzz groups. The aim is to reach a point where all participants understand what the meetings are for and agree to try them out on return to school. There will be an opportunity to reflect on these meetings in the next 3-day workshop.

Staff meeting simulation

To consolidate the idea of the weekly staff meeting, we are going to have a role-play based on a case study of an imaginary school, followed by some discussion.

Activity 7: the fortnightly staff meeting

Step 1: Individually, read through the case study below.

Step 2: In plenary, assign the issues facing Maendeleo Primary School to the following categories:

- Staff and student management
- Teacher professional development
- Teaching and learning and student performance
- Managing school premises.

Step 3: Prepare a role-play of a section from a fortnightly staff meeting. Some participants should volunteer to play the staff at Maendeleo School. The rest of the class will observe and advise the actors on how to make the meeting better.

Step 3: The “actors” must take time to prepare for the role play. Simultaneously, the audience members should read Read handout 3.

Step 4: The “actors” perform their role-play, while the audience observes.

Step 5: Discussion.

Case study: Maendeleo Primary School

School name:	Maendeleo Primary School
School size:	Preschool to Standard Seven
Head teacher:	Ms. Janet Simion
Teaching staff:	Nine teachers, 5 female, 4 male

Enrolment: 505 Pupils; 261 girls, 244 boys
School Committee: Revived in 2017. Meets 4 times a year
PTP: Established in 2017 - very enthusiastic but in early stages.

1) Maendeleo is a Government primary school located in Kwiboma District, Wanging'ombe Region. The school has 21 PTP members, 11 school committee members, 9 teachers, and 505 pupils.

2) The preschool is newly established, with 25 pupils this year. One of the early grade teachers has been reassigned to teach this class. The school does not have specialized furniture and other resources for small children, and the preschool teacher is coping by improvising what she needs.

3) Standard 1 and 2 are overcrowded with 110 and 99 students. Enrolment in the higher classes gets smaller with every class – there are only 49 pupils and Standard 6 and 43 in Standard 7.

4) A recent storm blew the roof off two classrooms and caused substantial damage to the chalkboards and furniture. Rain soaked the teaching materials and exercise books that were in that block at the time. The staff must juggle the remaining classrooms and resources in order to provide the pupils with quality education.

4) Both Standard 1 and 2 have received Literacy materials including decodable stories and levelled readers from the Tusome Pamoja Program. However, the teachers are uncertain about how to use them along with the prescribed TIE textbooks.

5) Standard 1 and 2 teachers meet three times a week under the leadership of the Literacy mentor to study Early Grade Literacy, using the Tusome Pamoja Literacy modules. (6 out of 13 literacy modules completed).

6) The head teacher has observed that quite a number of the pupils in Standards 1 and 2 cannot read out loud from the levelled readers, when asked to do so. On the other hand, many of the Standard 2 pupils read better than most of the children in Standards 3 and 4.

7) All teachers but one arrive at school on time; between 7:00 and 7:15 AM. One teacher arrives late at least 3 out of 5 working days, most weeks due to family problems. Last week, five teachers were not in class on time (on Monday two teachers arrived late and on Wednesday three). Also, two teachers were absent on Friday without notice or permission.

8) Pupils' behavior is generally quite good at this school. However, the PTP has complained repeatedly that the teachers frighten the children by speaking to them harshly. Parents say that some children do not want to come to school because of this.

9) The PTP has started to assist the Head of School and teachers in monitoring classroom attendance of pupils in school, and promised to follow-up on the Standard 5 girl who did not attend for four weeks. PTP members also help to keep the toilets clean.

Day 2

Teaching children to read

As part of the Tusome Pamoja Program, Early Grade teachers are receiving some training and materials and how to teach Literacy. However, they need your help to practically master the use of these in order to teach Literacy very effectively.

This section highlights some of the key ideas and principles that underpin effective Literacy teaching. Your knowledge of these will help you to emphasize them when you are supervising, monitoring, training and mentoring your teachers. (There will be a similar section on Mathematics in the next workshop.)

“Literacy” is usually broken down into four skills: listening, speaking, reading and writing. The Tusome Pamoja Program focuses mainly on reading and writing.

Activity 8: Some key beliefs about learning to read

Step 1: Work in pairs/ small groups. Discuss the true statements below. Complete each statement, by writing a new ending starting with the word provided:

1. Learning to read is difficult, therefore...
2. However, everyone can learn to read if ...
3. Literacy teaching is a complicated business, requiring many techniques, for example...
4. One learns to read by reading, therefore...
5. When learning to read, one needs to be surrounded by writing. Therefore...
6. Pupils can help each other to learn to read. For example...
7. Parents can help their children to learn to read. For example...
8. School leaders can help pupils learn to read, for example...

Step 2: Write your contributions on the prepared flipchart pages provided by the facilitator. Read other people’s contributions and discuss them with your colleagues.

If necessary, the facilitator will conduct a short plenary discussion to clear up any controversial points and consolidate the activity.

The components of learning to read

The table below gives more information about the components of learning to read:

Component and definition	Comment
<u>Phonemic Awareness</u> In phonemic awareness instruction, pupils hear, identify and work with the SOUNDS of the SPOKEN language.	Children who attend preschool have an advantage when learning phonemic awareness. However, it should be continued particularly in Standards 1 and 2. Teachers can use songs, rhymes and language games. It can be done as the first stage of lessons that go on to other components of Literacy. It should not be

Component and definition	Comment
<p>This component comes before reading and writing. Children begin learning it when they are learning to speak at home.</p>	<p>neglected as it is the doorway to Phonics. Phonemic Awareness activities should be short and fun!</p>
<p><u>Concepts of Print</u></p> <p>Knowing how written text works. In kiSwahili one reads from front to back, left to right, top to bottom. The front cover of a book carries the title and name of the author. Pictures are there to help the reader understand the story.</p>	<p>Basic print concepts are taught in preschool or early in Standard 1 when learners begin encountering picture books and stories. Advanced aspects follow in Standard 2 and higher.</p>
<p><u>Phonics</u></p> <p>Understanding the relationship between (oral) sounds and the letters and words of written language.</p>	<p>A very important component in Standards 1 and 2. Most common sounds in kiSwahili (vowels, followed by common consonants) are introduced early in Grade 1, followed by more complex sounds and skills such as blending. Decodable stories create a bridge between Phonics and other components.</p>
<p><u>Vocabulary</u></p> <p>Knowing the meaning of words and how to use them.</p>	<p>In any class, pupils may know different kiSwahili words and have different levels of vocabulary. Teaching the pupils the meaning and use of words is just as important as teaching them how to read and write them. The pupils' own vocabulary is also a wonderful resource for language teaching. For example, when teaching the sound "k", pupils can be asked to suggest words containing that sound.</p>
<p><u>Fluency</u></p> <p>The ability to read accurately, quickly and with expression. Pupils' comprehension depends on their fluency!</p>	<p>The development of fluency depends on pupils having many opportunities to read, starting with words and sentences in Standard 1 and moving on to paragraphs and whole stories. By the end of Standard 2, learners need to be able to read in kiSwahili at the correct grade reading level. Oral Reading Fluency (reading aloud) is an important way of assessing pupils' fluency. However, silent reading should also be emphasized. Each pupil needs opportunities to read with others and individually.</p> <p>Leveled stories can be used for developing fluency, as learners should be able to recognise most of the words in the story.</p>
<p><u>Comprehension</u></p> <p>Understanding the content of what you hear/read. Includes both listening and reading</p>	<p>Listening comprehension exercises should be used to help pupils develop fluency and confidence. However, <u>reading comprehension</u> is the basis of 'reading to learn', so pupils need to do many reading</p>

Component and definition	Comment
comprehension. Learners' comprehension will improve as they read more fluently.	comprehension exercises where they read a passage silently and individually and answer questions orally and in writing. Levelled readers are a good source of reading material on which to base reading comprehension exercises.
<p>Writing</p> <p>Reading and writing are “2 sides of the same coin”, so they should be taught and practised in the same lesson. Writing includes basic skills like learning to hold a pencil and form letters, and also handwriting. However, this is not enough: pupils also need to “write for meaning” by writing words and sentences; and later paragraphs and longer passages.</p>	<p>Writing begins with “fine motor skills” such as learning how to hold a pencil and form letters. Handwriting is important but it is not sufficient – pupils need to “write for meaning.” By the end of Standard 1, they should be able to write a full sentence. By the end of Standard 2, they should be able to produce a short paragraph. Written classwork should be a regular routine.</p>

Note that most Reading lessons will comprise several stages and include several of these components!

Using classroom observations to help teachers improve their literacy lessons

Classroom observations may be done for several reasons, including monitoring, supervision and evaluation. However, in this workshop we are focusing on classroom observations as a tool for the teachers' Continuing Professional Development (CPD). Furthermore, our focus is on developing the teacher as an effective teacher of Literacy.

Some important issues to consider with this kind of observation are:

- ✓ The teacher should have confidence that the observer is there to help him or her.
- ✓ The observer should have a good understanding about how to teach literacy, in order to give the teacher good advice.
- ✓ The observer should also approach the lesson with an open mind, understanding that he or she will also benefit and learn from the experience.
- ✓ During the observation, the observer should behave professionally so that the lesson can proceed normally. For example, the observer should arrive on time, stay for the whole lesson (unless a different agreement has been made in advance), not use a cell phone or allow other disturbances, sit at the back of the class (where possible) and not interrupt the teacher.
- ✓ The job of the observer during the lesson is to accurately and fairly observe what is happening, and to record the observations to be used later during feedback.
- ✓ Feedback is the most important part of the process! It needs to be constructive and focus on a few major issues. The teacher should have an opportunity to respond. Observer and teacher should agree on a few points for improvement, and these should be recorded for future reference.

A 3-stage process

The classroom observation process should consist of 3 stages, which are summarized in the table below:

Stage	Purpose	Outcomes
<p>1. Pre-observation meeting</p> <p>(Should preferably happen a day or two before the observation.)</p>	<p>Build the teacher's confidence in the process.</p> <p>Clarify the purpose of the observation and agree on details (e.g. the observation will be during the second period on Tuesday. Please arrange a seat at the back. The lesson will be about the sound "k")</p> <p>If possible, review the lesson plan in advance – the teacher will need the plan during the lesson!</p>	<p>Teacher comfortable with observation, and details arranged.</p> <p>(After the first visit, you can also agree on what will be observed based on the areas of improvement from the previous lesson.)</p>
<p>2. Lesson observation</p>	<p>To observe a lesson using the lesson observation checklist and collect information for feedback.</p>	<p>Lesson observation completed.</p> <p>Issues identified for feedback.</p>
<p>3. Feedback session</p> <p>(Should preferably happen on the same day as the observation, but should not interfere with teaching time.)</p>	<p>To give the teacher feedback both on strengths of the lesson and on areas for improvement.</p> <p>To listen to the teacher's own views about the lesson.</p> <p>To agree and plan for areas for improvement.</p> <p>Remember to keep the feedback positive and constructive!</p>	<p>Feedback given and areas for improvement identified and agreed to.</p> <p>Plan for improvement agreed and signed by both observer and teacher.</p>

Additional information about this process is provided in the manual on Communities of Learning, which has already been provided to your school.

The Reading Lesson Classroom Observation checklist

The Tusome Pamoja Reading Lesson Observation Checklist will be handed out to you (Handout 4) Each school and ward will need many copies. It fulfils two purposes:

- It guides the observer on what issues to look out for during the lesson
- It is documentation to show that the observation took place and to remind the teacher and observer about the plans for improvement that were made during the feedback session.

Teachers can use the feedback as the basis to write reflection notes on the lesson in their lesson planning books. Teachers and observers need to refer back to the completed checklists when preparing for future observations.

Activity 9: Overview of the Literacy Lesson Observation Checklist

Step 1: Work on your own. Read the section headings from the Literacy lesson observation that appear in the table below, and write down some of the issues that you expect to find in each section.

No	Section	Issues/ Examples /Definition
1.	Good Teaching	
2.	Reaching all pupils	
3.	Classroom and behavior management	
4.	Phonemic Awareness Instruction	
5.	Phonics Instruction	
6.	Vocabulary Instruction	
7.	Fluency Instruction	
8.	Reading Comprehension Instruction	

Step 2: Work with a partner. Study the lesson observation checklist (Handout 4) and make any changes to what you predicted.

You will see that the checklist does not include some very basic questions such as, “Is the teacher neatly attired?” “Is the teacher’s voice audible?” “Does the lesson have an introduction/ conclusion?” “Does the teacher write on the chalkboard neatly?” While these issues are important, the Literacy Lesson Observation needs to focus on the specialized aspects of Literacy teaching. Observers may bring other issues to the teacher’s attention where appropriate.

Using the lesson observation checklist

You will see that inside each section, there are several issues to consider and for each issue there is space to indicate “Yes” or “No”, Then at the end of each section there is space to write a detailed comment. Note that you should apply “Yes” and “No” quite strictly in order to capture an accurate and objective picture of the lesson. There is no space for “Maybe”.

The first three general headings apply to the whole lesson, whereas the different aspects of reading refer to phases of the lesson. While you are doing a lesson observation, it won’t be possible to start at the beginning and work straight through to the end, but you might need to go backwards and forwards as the lesson progresses. Furthermore, you will not see every single section being covered in every single 40-minute lesson since 40 minutes is too short to accommodate every aspect of Literacy on the same day.

Try to identify points where the teacher is doing well as well as those where improvement is needed, and to note them down. Positive feedback is a very important aspect of building teachers’ confidence and abilities.

The last section of the checklist provides space to record the agreement between the teacher and observer about what needs to be done for the teacher to improve. This needs to be filled in at the end of the feedback meeting. We have only left space for 3 issues, as it

is overwhelming if teachers need to make many changes at once. You may need to prioritize the most important issues and leave others for another day.

Activity 10: Practice with the classroom observation checklist

This is a major activity, which will take several hours.

The class should be divided into 6 groups – one each for Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension and Writing.

Each group should prepare and deliver a short (5-10 minute) section of a lesson, during which they present a relevant classroom activity. The rest of the class will act as observers. After each presentation, the class will give brief feedback with the aim of agreeing on one good point that the teacher should be congratulated on, and one point for improvement.

Some copies of the Tusome Pamoja Literacy Modules will be made available to you in case you need inspiration (Handout 5)

Time: 20 minutes for preparation, plus 10 minutes for each mini-lesson and 10 minutes for each discussion – Total: 140 minutes.

Other common areas for improvement

Apart from teaching skills and methods, there are many other aspects of the teaching of Literacy that supervisors should consider when helping teachers to develop professionally. In this brief section, we shall consider four such issues: lesson planning, use of materials (both materials provided by TIE/ Tusome Pamoja and teacher-made), pupils' written work and the teacher's marking.

Note that it is necessary to go beyond just checking that these tasks are done – what is needed is to go into the quality of what the teachers are doing and give them feedback that leads to improvement.

Each school's ability to help with these issues will depend on its capacity. For example, in a big school the academic teacher alone may not have the time to deeply study all the teachers' work on a regular basis.

Activity 11: Practicalities of good supervision

Good supervision is unfortunately very time-consuming! In plenary, share ideas on how to make time available for supervision to be done carefully and thoroughly. For example, can other teachers be delegated to assist the Academic Teacher? How can the Head Teacher and WEO help? Can the monthly routine be staggered so that not all the work comes in at the same time?

Activity 12: Lesson planning, use of materials, written work and marking

Step 1: Work in small groups of two or three people. Complete the following table. Remember that we are concerned about giving feedback to the teacher to assist with improvement. Suggested answers to the column on teachers' marking are given as an example.

	Lesson plans	Use of books and other materials	Pupils' written work	Teacher's marking
Why should supervisors look at this aspect?				Teachers should keep their marking up to date. Feedback to learners should be helpful and encouraging.
What are the main questions that the supervisor should be asking him/herself?				Is there evidence that the teacher is marking the pupils' books regularly? Is the marking and feedback encouraging (i.e. marking is neat, encouraging comments are provided, some work is corrected to show pupil what to do) How are corrections being handled?
How often/when should the supervisor look at this aspect?				Can be looked at when looking at pupils' written work. Sample at least monthly. Could also be done informally during a classroom observation.
Suggest some ways of helping the teacher to improve if weaknesses are found.				Supervisor and teacher to mark a set of books together so supervisor can show teacher what is required.

Step 2: Compare your answers with the model answers given in Handout 6. If necessary, the facilitator can allow a short plenary discussion to clear up any controversial issues.

Day 3

School and Ward Communities of Learning

How do serving teachers learn and change their practice?

Activity 13: Personal reflection on professional learning

Work individually.

Think back to a time when you had to learn a new teaching approach e.g. the Competency-Based Curriculum.

Try to recall and write down:

1. What was the approach, and when did you undergo orientation/ training?
2. How much of the new approach were you able to implement at first?
3. What experiences did you go through on the journey to fully implementing the new approach?
4. How long did it take you to master the new approach?
5. What advice can you offer to your teachers as they go about implementing the new approach to Literacy? (3Rs/KKK)

If you wish, you can present your story in the form of diagram, map or graph, showing the many stops along the way as you progressed from little understanding to mastery.

Your facilitator will invite a few participants to present their stories in plenary.

As educators, and life-long learners, we know that learning is a time-consuming process including listening, thinking, experimentation, observation, discussion, writing, adaptation and practice. This is just as true for us as it is for our pupils. We know that workshops and lectures on their own are insufficient for us to master new teaching and leadership skills, and that steps need to be taken in the workplace to help us become proficient practitioners. We also know that we need not depend on experts to guide us every step of the way, but can learn by doing and by collaborating with peers.

The basic concept of Communities of Learning is to create regular opportunities for teachers and school leaders to make the learning journey from orientation to mastery, by collaborating with peers, as part of the school's and ward's routine.

For teachers, there can be two "local" levels of COL in addition to district level training:

- At school level
- At ward level.

For school leaders, learning is already shared regularly within the School Management Team, so the school-level COL is already functioning as part of the school's routine. However, a ward level COL for Head Teachers would be a powerful way to promote learning between schools.

Activity 14: Clarifying the concept of Communities of Learning

Work in groups of three or four.

Discuss the information that has just been presented to you, and answer the following questions:

1. What 2 advantages do you see in using Communities of Learning to promote Continuing Professional Development?
2. What 2 challenges do you expect to face with this approach, and how could they be resolved?
3. Which of the activities above is already practiced in your school/ ward?
4. Which of the activities above would you like to introduce in your school/ ward?

The facilitator will solicit some of your answers and discuss them in a brief plenary.

(Note: some information on COL has already been shared with teachers during the last cycle of Literacy training, a COL Handbook has been distributed to schools, and detailed information about how the COL should tackle different areas of Literacy are contained in the Literacy Modules that teachers received during their district level literacy training.)

Understanding the school-level “3Rs” COL

As mentioned above, the idea of COL is to systematically offer professional development to teachers in the workplace, as part of their work routine. The ultimate aim of a COL is to benefit the learners by improving the quality of teaching, which should result in acceleration of the learners’ progress.

The 3Rs COL should be guided by the following overarching guiding questions, which appear in the COL Handbook:

- What do we want the pupils to learn?
- How will we teach to help them learn it?
- How will we know if they have learned it?
- What will we do now if they have learned it?

The COL Handbook also gives detailed guidance on 6 different types of activity that can be done in the 3Rs COL. These are captured, with brief explanations, in the table below. Training on how teachers should do these activities is taking place during district level 3Rs training workshops.

Activity	Explanation
1. Planning for learning	3Rs teachers meet and follow a structured approach to lesson planning, which is laid out in the COL Handbook
2. Analyzing pupils’ work.	3Rs teachers collect examples of good, average and weak written work from pupils, then meet to identify the weaknesses that the pupils are experiencing and develop strategies for helping the pupils to overcome these weaknesses.
3. Lesson Study	All the 3Rs teachers collaborate to plan one lesson. One teacher delivers the lesson while others observe it. Then the whole group comes together to critique that lesson and design a better one based on their observations

Activity	Explanation
4. Peer support	Teachers work in pairs to mentor each other and observe each other's teaching.
5. Reflective practice	Individual teachers reflect on their own work, and/or do action research projects.
6. Family and community engagement	The COL meets parents (possibly through the PTP) to get their feedback and to teach and encourage them to play a strong role in their children's learning.

The 3Rs COL should work in a cyclical way, starting with a meeting, followed by the other activities, followed by the next meeting at which progress is reviewed and a plan for the next activity cycle is drawn up. We recommend that the meetings take place every second week, alternating with the staff meetings that were discussed on Day 1.

Activity 15: Browsing through one of the Literacy Modules

Work in pairs

The facilitator will hand out an example of one of the Literacy Modules (Re-use Handout 5). Browse through it and take note of the instructions and guiding questions to be used in the 3Rs COL. Briefly discuss how school leaders and WEOs can support the use of these modules by the 3Rs COL.

Initiating a 3Rs COL in a school

“Every journey starts with a first step”, and the first step for the COL in your school will be to announce its formation and discuss and agree on practicalities such as when it will meet, who will attend, what the topic of the first meeting will be, who will facilitate the meeting and who will take minutes.

You can introduce the concept of COL during one of the fortnightly staff meetings that we discussed on Day 1.

The 3Rs Coordinator

We recommend that each school should task one teacher with overall responsibility for convening and leading the 3Rs COL. This teacher should be a serving Early Grade teacher who is attending the Tusome Pamoja 3Rs teaching. It can be the Academic Teacher if he or she fits this description, but if not then it can be another teacher, identified by the Academic Teacher and formally delegated to perform this role by the Head Teacher. The 3Rs mentor should perform the following functions:

The 3Rs Coordinator

The 3Rs Coordinator is an experienced and serving teacher of Standard 1, 2, 3, or 4; who is formally appointed by the Head of School to coordinate the 3Rs COL, and support the other Standard 1-4 teachers as they learn more about how to teach Reading, Writing and Mathematics and improve their teaching of these subjects.

In choosing a teacher for this role, the Head of School should consider factors such as whether the teacher has a special interest in teaching Early Grade Reading, Writing and

Maths, is known to be an effective Early Grade teacher, is trusted by the other teachers and has time available to assist colleagues.

If the Academic Teacher has the required profile, he or she can serve as the 3Rs Mentor. However, where this is not the case, the most suitable Standard 1-4 teacher should be selected.

The 3Rs Coordinator will sometimes need to leave his or her classes unattended in order to support colleagues. Heads of School are advised to make suitable arrangements so that other teachers can substitute for the 3Rs Coordinator.

Duties of the 3Rs Coordinator

The 3Rs Coordinator reports to the Academic Teacher

The 3Rs Coordinator will:

- Attend all 3Rs training workshops and meetings at district and ward levels.
- In liaison with the Academic teacher, plan and coordinate COL meetings for 3Rs teachers
- Guide the 3Rs teachers regarding lesson planning and preparation
- Manage the 3Rs materials and resources given to the school, and ensure their availability, distribution and use by teachers.
- Guide the 3R teachers regarding use of resources such as the decodable stories and leveled reading books.
- Give guidance on improvisation and strategies of teaching 3Rs using locally available materials.
- Encourage 3Rs teacher to engage in peer teaching.
- Regularly conduct 3Rs lesson observations and give teachers constructive feedback on their teaching.
- Report to the Academic Teacher and Head of School on progress and problems with improving the teaching of the 3Rs in the school.

[Documenting the work of the 3Rs COL](#)

It is important to keep a brief record of the 3Rs COL's work, both in order to track progress and for reporting and accountability. This should not be too time-consuming or burdensome. Each school should keep a "3Rs COL Book" (preferably a hard-cover notebook) which should be controlled by the Academic Teacher. Whenever a COL activity takes place, a brief entry should be made in the book, containing at least the following information:

- Date
- People involved in the activity
- Nature of the activity (Meeting, Lesson Study, Peer Observation, etc.)
- Outcomes
- Next steps.

An example of a page from a 3Rs COL Book appears below:

Date	Present	Activity	Observations/Outcomes	Next Steps
3 August 17	Std 1- Irene and Patience Std 2 – Kate and Fred Std 3 – Hassan Std 4 – Rehema	COL Meeting	COL reviewed the Tusome Pamoja module on how to teach Phonics. Teachers to pay attention to correct pronunciation of letter sounds.	Std 1 teachers to prepare demonstration lesson on the sound “k” linking it to a decodable story. Lesson to be presented at next meeting. Hassan will work with Fred on pronouncing letter sounds
12 August 17	Fred and Hassan	Peer meeting on letter sounds	Hassan explained and demonstrated to Fred how to pronounce some letter sounds, and how to blend sounds into syllables.	Hassan to observe Fred presenting a lesson on blending sounds
17 Aug 17	Std 1- Irene and Patience Std 2 – Kate and Fred Std 3 – Hassan Std 4 – Rehema	COL meeting	Std 2 teachers demonstrated lesson on sound “k” using a decodable story.	All teachers to prepare and teach a lesson containing phonics and a decodable story and report back at next meeting. Next meeting will also discuss how to teach vocabulary. Rehema will present.

Managers’ Responsibilities regarding school-level COL

The Head of School, Academic Teacher and WEO each have a unique role to play in the life of the 3Rs COL, based on their positions, levels of authority, vantage points and functions:

Head of School	Academic Teacher	Ward Education Officer
<ul style="list-style-type: none"> Has the authority to establish the COL and instruct teachers to take part. Helps the COL to find time for its activities assumes oversight of the COL, i.e. to takes an interest in its work, and satisfies him/herself that it is progressing and benefiting the learners. appoints a teacher as Early Grade Literacy Mentor (see above) Gives feedback from lesson observations to the COL for the COL to work on. 	<ul style="list-style-type: none"> Chair of the Academic Committee, which coordinates teacher professional development in the school. If she he fits the criteria above, directly guides and mentors the other teachers. If not, selects and supports the most suitable teacher in the school to become the 3Rs mentor meets the 3Rs Coordinator each month, to review the previous month’s activities and 	<ul style="list-style-type: none"> Liaises between the school and the LGA/ district office. Monitors the activities of the COL both by checking the 3Rs COL Book and by occasionally attending and taking part in COL activities. Observes lessons and gives feedback to the individual teachers and the COL. documents and shares good ideas and practices between schools.

Head of School	Academic Teacher	Ward Education Officer
<ul style="list-style-type: none"> • Motivates and rewards teachers to take part in the COL. • May take part in the COL • Must attend COL from time to time, to find out what support the structure needs to prosper. 	<p>draw up a plan for the next month.</p> <ul style="list-style-type: none"> • Regularly observes/ takes part in COL activities, • Ensures that brief records of COL activities and kept in a “3Rs COL Book” • Observes lessons and gives feedback on these to the COL. 	<ul style="list-style-type: none"> • feed issues from schools into the agenda of the the ward-level COL. • Will report on progress of COL to the LGA/DEO and to the Tusome Pamoja team.

Activity 16: Managers’ Responsibilities

Form separate groups for Heads of School, Academic Teachers and WEOs. Discuss the relevant column of the table above. Ensure that you are clear about the contents of the paragraph and say how you will implement it. (For example, we will appoint the Literacy Coordinators by giving them a letter setting out their responsibilities.) Is there anything left out? Is there any function allocated to you that should actually belong to someone else?

The facilitator will allow a brief plenary to consolidate this and help to resolve any controversies/ uncertainties.

Understanding the ward-level CoLs – “Ward Clusters”

As mentioned above, there should be two COL groups that meet from time to time at ward level:

- The 3Rs Cluster, comprising all the teachers who are implementing the Tusome Pamoja 3Rs program in all the schools in the ward. This should definitely include the 3Rs mentors.
- The School Leadership Cluster, comprising the Head Teachers of all the primary schools in the ward.

The main value of the Cluster is to exchange ideas between schools. The WEO will obviously convene the Cluster and work out the agenda. However, the WEO need not lead the meetings or make all the presentations him or herself. Since the WEO visits schools regularly, he or she will know the successes and challenges that different schools are experiencing, and be able to invite the staff of different schools to make presentations and demonstrations. The 3Rs modules can also be used at this level.

We recommend that both the 3Rs Cluster and the School Leadership Cluster should meet at least once per semester.

Documentation of the Clusters should follow the same approach as the school level – the WEO should keep a “Cluster Book” and make an entry every time one of the Clusters meet, including the date, the names of participants and the schools that they represent, a brief summary of what was discussed and a record of the decisions taken.

In addition to meetings, Clusters should arrange other activities such as visits between schools, designing common lesson plans and assessments; and ward level competitions and exhibitions.

Understanding the School Leadership COL

Experience elsewhere shows that it is extremely valuable for Heads of School to have their own unique professional development opportunities, because the role of the head teacher is also unique in the school, and most Heads are promoted into the post undergoing any training for this role.

One challenge is that there is only one Head in each school, so the head has no local peer group to work with.

Tusome Pamoja proposes that this challenge be addressed in two ways:

- The Head of School will receive mentoring from the WEO, at least once per month.
- Heads of School will meet quarterly as a School Leadership Cluster.

We need to separate the WEO's mentoring role from the many other roles that the WEO plays in the school. Similarly, we need to differentiate between the School Leadership Cluster and other ward level meetings that Heads of School attend from time to time. Please have separate the WEO's mentoring visit from other visits, and have a separate Cluster meeting that does not contain any routine administrative business.

The content of the WEO's mentoring visits will be determined by the Take Home Tasks (see below). In other words, The WEO will assist the Head of School to complete and reflect on the Take Home Tasks during the mentoring visits; and observations from these Tasks will be discussed between the Heads of School in the ward and the WEO during the School Leadership Cluster. The WEO will have to report on mentorship and School Leadership Cluster Meetings on a regular basis. Templates for this will be shared during this workshop.

Handouts 7,8,9.

Initiating 3Rs and School Leadership Clusters

As it will be difficult to plan these activities once participants have gone back to school, time is set aside at the end of this workshop to plan for them (see below).

Mentoring

We have identified mentoring as a key strategy for promoting Continuing Professional Development, both for teachers by the 3Rs Mentor/Academic Teacher and for Head Teachers by the WEO.

Activity 17: What is mentoring?

Work in pairs. Read the case study on mentoring at Ukombozi Primary School, and then answer these questions:

1. What makes Mr Mwakalinga a successful mentor?
2. What is his main technique for mentoring teachers? What other mentoring techniques can you suggest?
3. Apart from keeping minutes of subject club meetings, what other documentation do you think Mr Mwakalinga should keep about mentoring in the school?
4. How do you suppose the teachers came to trust Mr Mwakalinga as a mentor?
5. What challenges might other Heads of School in different circumstances face with implementing mentoring? How can these be overcome?
6. The two teachers who we spoke to were both experienced female teachers with 10 years of experience or more. Do you think that different kinds of person (e.g. beginner teachers, teachers approaching retirement, male teachers) might need a different approach?
7. What practical steps do you think WEOs can take to encourage other heads of Schools to mentor their staff?

Mentoring at Ukombozi Primary School:

School profile: Ukombozi Primary School is located in Mkimbizi Ward in Iringa Municipal Authority. It has 712 pupils, 19 teachers and 6 classrooms.

Head of School Profile: Mr Martin Mwakalinga, has a Diploma in Education. He has been head of this school for 10 years and has worked in the education for 27 years. He teaches Grade 7 Mathematics.



Photo- Mr. Mwakalinga and Ms. Grace Haule working in Standard 1 class

Interview with Mr Mwakalinga

TP (Tusome Pamoja Interviewer): Why did you decide to begin with mentoring?

MM (Mr Mwakalinga): Differences in teachers' performance within the same school forced me to look for a way to standardize the performances of all teachers in my

school. I decided to form teacher subject teams/ communities/clubs, where teachers (led by me) meet and review the curricula and lesson plans, identifying all gaps and difficult areas for mentoring

TP: What qualities do you feel you have that enable you to be a good mentor?

MM: *Together with my personal efforts and qualifications, the support I always get from the local government leaders especially my WEO, enable me to be a good mentor*

TP: Given that Heads of School have many other duties and functions, how do you manage your time so that you have time available for mentoring?

MM: *Mentoring and coaching has been one of my duties, hence I very well organize my time well.*

TP: What notes or documents do you and the teachers keep to record progress?

MM: *The minutes of the informal mentoring meetings are incorporated into school management meetings.*

TP: Tell us some success stories about how some of your teachers have improved following being mentored?

MM: *Two teachers; one teaching Kiswahili in Standard 3 and another teaching English are now very good and competent to teach any other subjects.*

TP: What advice do you have for other Heads of School who might be interested in using mentoring in their schools?

MM: *I would like to urge my fellow heads of schools to involve themselves into coaching and mentoring their teachers*

To the educational officials, when appointing teachers to be heads of schools, they should not consider only academic qualifications but also teacher's personal experience, as some of the academically qualified teachers have been proved to be ineffective head teachers.

Comments from teachers who have received mentoring

We spoke to Ms Grace Haule, who has been at Ukombozi Primary for 12 years and teaches English, History and Vocational Skills; and Lona Mbilinvi, who has been at the school for 10 years and also teaches English and History.

TP: In what areas have you received mentoring from Mr Mwakalinga?

Teachers: *Teaching, school environmental cleanliness and pupils' discipline*

TP: How do you think you have changed as a result of mentoring?

Teachers: *As a result of mentoring I am now competent to teach any class and any subject. We use the participatory approach in teaching the subjects in the classrooms.*

TP: How did you find it to be mentored by your boss? Is it easy to receive support and advice from him?

Teachers: *At first, we felt scared, but later we considered him a very normal and good mentor.*

Comments from Ward Education Officer

We also spoke to the WEO, Ms Christabela Alfán

TP: Do you feel that mentoring is bearing fruit at this school?

WEO: *Yes; this school has been performing better than other schools in my ward: teachers of this school are competent enough, and the school performance is at par for some years now.*

TP: Do you recommend mentoring to other Heads of Schools?

WEO: *Yes, I do, as Head teachers should help their teachers to improve and provide models of good practice.*

Take-Home Tasks

Workshop participants should undertake the following tasks after returning to school after this workshop:

Who?	Head of School, Academic Teacher AND WEO		
1. Lesson observation	<p>This is a peer learning exercise, to be done by the HoS, AT and WEO TOGETHER, during one of the WEO's mentoring visits.</p> <p>a) Observe one lesson together, using the Literacy Lesson Observation Checklist. Each person should fill in his/her own checklist during the observation.</p> <p>b) After the lesson, sit together and compare what you have written on the classroom observation checklist. Debate and agree on what feedback to give the teacher.</p> <p>c) Choose one person to give feedback to the teacher. The others should observe the feedback session.</p> <p>d) After giving feedback, also discuss whether the feedback was done in a constructive and encouraging way, whether you feel that the teacher will be able to implement the feedback and what follow-up should be done with the teacher.</p>		
Who?	Head of School	Academic Teacher	WEO
2. Communities of Learning	<p>Take the necessary steps to establish a 3Rs COL in your school.</p> <p>Appoint a suitable teacher as the Literacy Mentor in your school</p> <p>Report on progress with the COL at your school to the School Leadership COL.</p>	<p>Begin a monthly routine of planning and reflecting on COL with the teachers involved.</p> <p>Also, begin keeping records in the COL Book.</p>	<p>a) Monitor the establishment and progress of COL in all the schools in your ward, and prepare a summary report to bring to the next training workshop.</p> <p>b) Arrange one ward cluster for 3Rs and one for school leadership.</p>

Who?	Head of School, Academic Teacher AND WEO		
3. The fortnightly staff meeting	Take the necessary steps to institute the fortnightly staff meetings, following the guidance given in Handout 3.	Take responsibility for leading the discussion at the fortnightly staff meeting on Areas 2 and 3 – Teacher Professional Development and Teaching & Learning and Student Performance.	During the course of the term, attend one fortnightly staff meeting at each school. Note the issues raised and whether the staff meeting is making clear decisions about improvement strategies, and successfully implementing the strategies. Give feedback to each SMT and also prepare feedback to share at the next workshop.

Planning (by ward)

Activity 18: Planning for CPD activities in your ward (45 minutes)

Sit in groups according to ward (i.e. each WEO should work with all the participants in his/her ward.)

Draw a plan for all the school-and ward-based Leadership CPD activities (e.g. training of Deputy Heads, coaching of the SMT by the WEO, Leadership CoL meetings at ward level) that you wish to undertake between now and the end of the school year. Be realistic in terms of other events such as external examinations that may prevent these activities from taking place. Use the template provided.

If time permits, the facilitator will request some groups to present their plans for discussion.

Please ensure that each school has a copy of the agreed plan before departure.

Use the template provided (Handout 10)