

Trainer's Guide



Instructional Leadership

Swaziland 1995

PNABX650

EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

INSTRUCTIONAL LEADERSHIP

**A Short Course for Head Teachers on How to provide Leadership for
Instructional Methods in Ones School**

REVISED EDITION

The Ministry of Education

Swaziland 1995

PREFACE

Introduction:

These modules on **Instructional Leadership** have been developed by the INSET Staff and the EPMT Management Training Team to meet a very specific need. Each module was researched and written to provide background information and suggested teaching methods for the MOE Regional Management Training Teams in the four regions of the country.

A National Training Needs Assessment (TNA) was conducted with Head Teachers in the country. This assessment determined specific training needs as perceived by Swaziland Head Teachers. The assessment resulted in the development of the **Syllabus** which was formally approved by the MOE for **Head Teachers Management Training**, and was used as a guide for the development of the Instructional Leadership Modules.

It should be noted that there is much more which could be taught to Head Teachers, but these modules tie specifically to the needs expressed in the TNA by Head Teachers in four areas: (POMI)

P	=	Personnel Management
O	=	Organizational Management
M	=	Money Management
I	=	Instructional Leadership

These modules will be used by the Management Training Teams in the training of all the Head Teachers in the country. On-going evaluations will be made about their use and effectiveness after each Cycle of training.

HOW TO USE THE MODULES:

- A. There are two types of Manuals. The first is a "Trainer's Guide". The modules in this guide are here to help Trainers present their lessons. The modules are there to guide trainers, that is, they are equipped with adequate **content** materials. These materials will enable trainers to satisfactorily present each lesson with minimum research on their part. Additional materials are attached in Appendices to supplement the Trainers Guide.

The modules will also suggest **training methods** which can be used by the trainer.

Please note, that the Procedure section of the modules is a Guide. It suggests methodologies. Trainers can use these suggestions and follow them exactly, or they can substitute their own training method if they desire. A guide only suggests. A guide does not force a trainer to use a given method.

Trainers are all experienced teachers in the field, and should evaluate how they can best present the lesson based on their own styles.

The procedures used in the modules emphasize a **Student-Centred Approach** rather than a **Teacher-Centred One**. We feel it is very important to make learning **practical and meaningful**.

This approach relates to an old Chinese proverb:

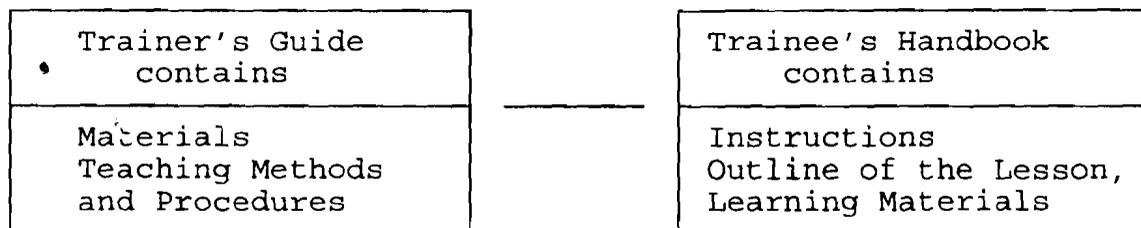
**" I hear, and I forget;
I see, and I remember
I do and I understand."**

Therefore, the traditional lecture method in which students are passive listeners is not emphasized in the training procedures. Instead, the procedures emphasized trainee involvement (i.e., problem solving, enquiry, group work, and individual study, to improve their skills and knowledge).

The modules for Trainers are self explanatory. These can be used by INSET Lecturers as materials for putting on Residential or Open Day workshops. These modules can be used by Head Teachers to provide In-Service workshops to their own staffs. They can also be used at the Teacher Centres (TIDC's) for short workshops.

- B. The Second Type of Manual accompanies the first. This is called a Trainee's Handbook. Modules in this handbook are used by trainees to help them keep on task and understand what is going on. It leads Trainees through the lessons, and provides them with all the necessary materials to do their work under the leadership of their trainer.

Summary:



The Trainer's Guide and the Trainee's Handbook go together. One is for the teacher, the other for the students. After the Trainee (Head Teachers) have completed the Instructional Leadership Management course, they will each be given a Trainer's Guide, so they in turn can teach the materials to their staffs. The Trainer's Guide will help them to infuse the concepts at their own schools. There was an old philosophy used in India for literacy training by a person called Mr Laubach. He coined the phrase,

"EACH ONE TEACH ONE"

It is our intention that each person who has been trained will in turn become a trainer and use these Modules to enhance In-Service education in Swaziland.

H. Bergsma
Management Training Advisor

ACKNOWLEDGEMENTS

This material was researched, written, edited, organised and prepared by a team of people from INSET (In-service Education and Training Unit) and the Head Teacher Management Training Team of EPMT.

In a very real sense this is an INSET production effort as can be noted below from those who worked to make this production a reality. We express our thanks for the extensive work performed to support Head Teacher Management Training.

Dr. Irma Allen
Director of INSET

Dr. Harold Bergsma
EPMT Mgmt. Training
Advisor

Production Workers:

Dr. Allen, Irma	Director of INSET
Dr. Bergsma, Harold	EPMT Mgmt. Training Advisor
Ms. Caines, Grace	EPMT/Peace Corps Volunteer
Ms. Deevy, Sheila	EPMT/Peace Corps Volunteer
Mr. Dlamini, Mathembi	EPMT Management Trainer
Mrs. Fakudze, Jabu	Lecturer INSET
Mrs. Ginindza, Tryphinah	Lecturer INSET
Ms. Gwebu, Nqobile	Lecturer INSET
Mrs. Masuku, Agnes	Lecturer INSET
Mr. Mlambo, David	Lecturer INSET
Mrs. Nkomo, Busi	Lecturer INSET
Mr. Sibiya, Reuben	Lecturer INSET
Mr. Simelane, Israel	Lecturer INSET
Mrs. Vilakati, Dumile	Lecturer INSET
Mrs. Zwane, Lindiwe	Lecturer INSET

INSTRUCTIONAL LEADERSHIP

INTRODUCTION

Head Teachers in Swaziland's Schools are responsible for maintaining and operating their schools efficiently and effectively. They perform this task by assigning staff to classes, designing time tables, providing guidance improving their teaching staff in curriculum implementation, helping staff to develop by improving their teaching methods and by supervising the instruction that occurs in their schools. To carry out all of these tasks effectively requires that they have the necessary skills and knowledge.

The term "instruction" is a familiar one to all educators since all are teachers and instructors, but the term implies a great deal. The innovations in educational technology, including Continuous Assessment and Remediation, are many and exciting.

This training program will deal with instructional methods. We hope that Head Teachers will receive training which models a variety of instructional strategies. It is the intent of this model to make the learning about Instructional Leadership experiential, that is, to involve Head Teachers in the learning process.

The Instructional Leadership component is practical in nature as a brief review of the Syllabus shows. The material for the Syllabus was derived in Swaziland from a needs assessment made with Swazi Head Teachers. They, identified the most important areas in which they considered they needed to receive training. This component is designed to help Head Teachers to reinforce already existing skills and knowledge in the areas of Instructional Leadership.

METHODOLOGY

Regional trainers who have gone through training as trainers will be the teachers to this component. These trainers will have had the opportunity to review up-to-date teaching methods and materials before they carry out the training of the Head Teachers. The material they will use is modular. That means that each lesson stands by itself, though it is part of a larger component, such as Instructional Leadership.

The training module is developed to satisfy a particular training need as set forth in the Syllabus. It can be tried out, modified and improved as needed. The modules relate to each other sequentially. Each module has an introductory section which lists its aims, objectives, materials, activities and procedures. This will help the trainers to teach. There is also a Trainee Handbook which is for the Head Teacher Trainees who will take this course. This Handbook helps the trainees to understand what is happening, what the objectives of the lesson are and what they should do.

DEFINITIONS

So what is **leadership**? What are some of the ideas that have emerged over the years about leadership in an instructional setting? For obvious reasons we will not be able to review these ideas about leadership in depth because hundreds of books have been written about the subject, but a very brief review may be in order to set the stage for this component and modules.

LEADERSHIP

Leadership is an elusive quality that has often defied definition. Some of those who have attempted, say that leadership is an activity of influencing people to cooperate toward some goal which they come to define as desirable. Another writer has said that leadership is an interpersonal influence exercised in a situation and directed through the communication process toward the attainment of specified goals. Still another has said that leadership is "the art of influencing people to work toward mutual acceptable goals through establishment of reward systems contingent on the performance of the people." It seems to follow then, that the leader must possess qualities that promote communication and exert some degree of influence.

THEORIES

Several theories have been espoused through history that have attempted to identify qualities necessary for effective leaders. The review of these includes:

1. **Great Man Theory** - This theory maintains that a leader is born and no amount of schooling or training will "make" a leader. (For obvious reasons we do not emphasize this theory).
2. **Charismatic Theory** - The charismatic leader is one who is able to elicit an emotional commitment. However, those advocating this theory have had great difficulty in identifying exactly what constitutes charisma.
3. **Trait Theory** - This was the first theory that attempted to isolate leadership qualities such as, enthusiasm, energy, loyalty, drive etc. We have derived some value from this theory because there appear to be some common traits found among very successful leaders.
4. **Situational Theory** - This theory holds that being a leader is dependent upon the situation. That is, a person may be a leader in one situation and a follower in another. We now recognize that each situation creates stresses on a leader, however, good leadership principles can be applied anywhere.
5. **Contingency Theory** - This theory is quite complex because performance is considered to be dependent upon leader-member relationships, on tasks set, on structure, on cultural norms etc. To a large extent this is true, but the theory does

not help much to set out which behaviour fits which situation.

6. ***Path-Goal Theory*** - This introduced subordinates as a variable. The leader was to establish a close working relationship with subordinates in order to achieve goals. This theory is sound, but simplistic since "close" relationships are difficult to categorize.
7. ***Life Cycle Theory*** - This theory predicts that the most appropriate leadership style comes from the maturity of the employees. In other words if the employees are mature and responsible, leadership will come out of it as an adaptation. We all recognize that any leader would welcome a mature and dedicated staff, and that leading them will be easier than leading a staff that is insecure and not mature.

These theories and others have laid the foundations for the three major leadership styles with which we are familiar:

- * Authoritarian,
- * Democratic
- * Laissez-faire

Additionally, studies have shown that there are some characteristics of effective leaders across the board that are worth noting. These are:

1. ***A desire to excel*** - Motivated and self starter.
2. ***A sense or responsibility*** - accepts obligations and responsibility.
3. ***Capacity for work*** - accepts the demands required of being a successful leader, such as long hours, hard work, getting the job done. "Do it now!"
4. ***A feel for good human relationships*** - probably the single most important characteristic of a leader. In other words the ability to understand human behaviour and use this to create good interactions and understanding.
5. ***A high sense of integrity*** - being honest, able to keep confidence, and respect for other people's human rights.

We are now in the process of starting training in Instructional Leadership. As you go through the modules you may note that the theories may have an effect on how we teach and how we help others to improve their teaching.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 1

Role of the Head Teachers in Curriculum Implementation

SUB-MODULE A

Staffing

TIME: 2 Hours

AIM: To assist the Head Teachers develop ability and use appropriate techniques to staff their schools.

OBJECTIVES: By the end of this training session the Head Teachers will be able to:

1. Present a clear meaning of the concept of "staffing" with a view to:
 - a. Designating suitable times for staffing work.
 - b. Delegating those who should be involved in decision making.
 - c. Providing necessary information to be able to assign classes to teachers, giving them their allocated responsibilities.
2. Prepare staffing of a school using supplied information and materials (assignment or activity).
3. Answer questions accurately on the evaluation of this module.

MATERIALS: Overhead Projector, Flip Chart Paper, Pens.

ACTIVITIES: Lecture Method, Group Discussion, Problem Solving, Listening, Summarization.

PROCEDURES:

1) **TRAINER** - Ask the class what they understand about the concept of "staffing." Write definitions on the chalk board as participants give them.

- Put up overhead with your own definition of staffing
(See Transparency 1).

2) **TRAINER** - Ask the questions below. Accept and review the various answers as given by the participants.

Questions:

* **Who designs and assigns classes and other responsibilities in a school situation?**

- Using the overhead transparency share your own ideas.
(See Transparency 2).

* **Who assigns the school staff?**

1. The ultimate responsibility for assigning staff is with the Head Teacher.

2. The Head Teacher will consult with the Deputy Head Teacher and Heads of Department, where this applies.

3. The Head Teacher assigns staff after he/she has reviewed school objectives with staff and discussed their proposed assignment for the year.

4. Staff should understand that their input is desirable but after all the information is known, it is the Head Teacher who will assign staff.

3) **TRAINER** - Discuss with the class how this staffing exercise can be conducted.

- Explain that staffing follows some basic steps:

a. Review last year's staffing with the staff to discuss any areas that need change of improvement.

b. Look at the school needs carefully. How many students have enrolled in each class? How large are the classes? Who has the best qualifications/capabilities for various classes?

c. Review the experiences and interests of the teachers regarding the classes to be taught.

d. Draw up a draft of the staff and present it to the staff for final discussion.

e. Put up the final version of the schedule and distribute it to each staff member.

f. Inform the parents/community, and committee members about the schedule of staffing for the year.

g. Write a note on the schedule that "staffing needs will be reviewed each school term and if staffing needs change alterations may be made by the Head after

conferring with teachers."

Question:

- * **What things should be considered when performing the task of staffing?**

4) TRAINER - Ask the Head Teachers to list five items to consider when staffing the school.

- Note: Write all suggestions on the flip chart. Discuss these and analyze them critically with the participants. Share your own suggestions on the overhead. (See Transparency 3).

- Elaborate and support all these qualities in order to bring full realization and awareness to the participants.

Question:

- * **Which grades/forms require the most competent, devoted and efficient teachers?**

5) TRAINER - Ask the participants to tell you the grades which they think require the most competent teachers who are able to best prepare students in these crucial grades.

- Write down all their suggestions on the flip chart and discuss them.

- Use the flip chart to show which classes you feel require a more specially qualified teacher.

Suggested answers:

1) GRADE 1 3) GRADE 5 5) FORM 1

2) GRADE 3 4) GRADE 7 6) FORMS 3 & 5

- Support your suggestions with valid reasons, and give very clear examples. For instance, Grade 1 is a critical grade because here children learn to read and learn their numbers. A good reading teacher is important. Rather than put the least qualified or less competent teacher in Grade One, select a top teacher! In Form 1, the foundation of secondary education is laid. Continue to give examples of why each of your suggested grades/forms is important.

6) TRAINER - Some suggested types of staffing patterns:

- a. A very experienced teacher and a newly qualified teacher could be assigned to a class level together. (ie. if there is more than one stream you can 'team' these teachers to teach the same grade level so that the more experienced one can help the other. This is a Team approach).
- b. Teachers who have special skills (e.g. a MATH person could teach all MATH CLASSES).

- c. In the lower grades it may be possible to have teachers take most of a class responsibility and share some part of another class as well. (For example, teachers assigned to first and second grades could be assigned additional duties as well.)

Question

- * **Where could the non specialized or least qualified teachers be placed?**

7) **TRAINER** - Explain to the group that although all grades/forms are important and should be assigned competent teachers, if there are cases where the school has less qualified teachers they could be assigned to Grades 2, 4, and 6 or in the case of secondary schools, Form 2, and given support and supervision. It is understood that at these levels the basic and firm educational concepts would have been implemented previously.

- Note: These teachers must be involved in staff development in order to upgrade their areas of need.

8) **TRAINER** - Present the following situation to the class (**See Appendix A**)

- Ask them to complete the task at the bottom of the assignment.
- After presenting the Assignment to all participants ask them to choose one person from their group who will report how the problem on staff pattern was solved and reasons for their suggestions to the larger group.
- After 15 minutes each group must do their reporting.

Question:

- * **For what other responsibilities and duties can the teachers be allocated?**

9) **TRAINER** - Lecture and discuss using the chalk board, or flip chart. Write the names of different kinds of duties which are usually allocated to staff members.
(**See Transparency 4**).

10) **TRAINER** - You may want to use the lesson review questions for reviewing the objectives of this Module. This may be done orally.

LESSON REVIEW QUESTIONS:

Fill in the blanks. This can be done orally.

Questions:

1. Staffing means _____

2. The person responsible for staffing is _____

3. Name four steps to be taken when carrying out staffing exercises:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. Team Teaching means _____

5. Special skills teaching assignment is _____

TRANSPARENCY 1

Definition of Staffing -

- Staffing means assigning personnel in an organisation to carry out duties. This is based on:

1.
 - a. The qualifications and skills of the staff.
 - b. The needs of the organization based on its objectives.
 - c. The mutual agreement of the administration and staff that assignments to carry out responsibilities relate to the program objectives of the organisation.
2. In schools, staffing means that teacher and non-teaching staff are assigned to carry out duties and other school-related functions.

TRANSPARENCY 2

WHO ASSIGNS THE SCHOOL STAFF?

1. The Head Teacher has the ultimate responsibility for assigning staff.
2. The Head Teacher will consult the Deputy Head/Heads of Department, where this applies.
3. The Head Teacher assigns staff after he/she has reviewed school objectives with staff and discussed their proposed assignments for the year.
4. Staff should understand that their input is desirable, but that after all the information is known, it is the Head Teacher who will assign staff.

TRANSPARENCY 3

CONSIDERATION FOR STAFFING

1. The school size and the number of children to be served.
2. The age distribution of the children, and the class size.
3. The unique needs of certain classes such as: foundation-skill levels, top classes, external examination classes, special classes, etc.
4. The projected enrolment for each class and its implication
5. The choices made by the staff for their assignment. Staff should be allowed to select their choices for teaching listed at No.1 choice, No.2 choice, No.3 choice, understanding that the Head will have to decide on the final staff assignment.
6. The experience and the qualifications of the staff ie. (some are new, some are flexible, and other teachers are less qualified).
7. Qualities and skills needed for certain staff assignments such as MATH teachers, AGRICULTURE teachers, SPORTS masters, GRADE 1 teachers.

APPENDIX A

ASSIGNMENT SITUATION (SECONDARY)

You have just been appointed to the post of Head Teacher of a newly established school, known as Jordan Secondary. The Top Form is Form 3, and its enrolment is 600. The school double streams Forms 1, 2, and 3. Mr. Ndlovu, Mr Dlamini and Mr Zwane are the most highly qualified Teachers. Mr Dlamini has just graduated from a College, Mrs. Vilakati has been teaching Form 1 for more than 10 years, and is highly praised for being very good at teaching and laying a good foundation. Unfortunately Mr. Dlamini has never undergone any training on the job.

The fifteen other staff members Mr. Mlambo, Miss Nkomo, Miss Zwane and Mr Mvumbu, are all lowly qualified teachers.

Mr. Nkomo has been a class teacher for more than 20 years. The Head Teacher, Mr. Ntjangase, is also a class teacher, and Nyandzeni is the Deputy Head. Mr. Mavuso appears to be very lazy and drinks beer heavily.

TASK:

1. Read Appendix A.
2. Design a staffing pattern. Assign teachers to the grades/forms based on the background information you have read in Appendix A.
3. Report back to the larger group after your discussion in your group.

TRANSPARENCY 4

Duties and Responsibilities Allocated to Teachers

- * SPORTS
- * GIRL GUIDES/SCOUTS
- * SCHOOL CLEANLINESS
- * LATE COMERS
- * INDOOR GAMES
- * YONGE NAWE CLUB
- * UMMISO DANCING
- * INDLAMU DANCING
- * CAREER GUIDANCE
- * FEEDING SCHEME

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 1

Role of the Head Teachers in Curriculum Implementation

SUB-MODULE B

Curriculum Materials and Resources

TIME: 2 Hours

AIM: To acquaint Head Teachers with various choices for leadership action and with behaviours which can be expected from staff with regard to curriculum materials and resources.

OBJECTIVES: By the end of the training session trainees will be able to:

1. Discuss and answer questions on four critical incidents related to teacher reactions about curriculum materials.
2. Review an assignment, regarding specific challenges to Head Teachers in the area of curriculum materials and resources.

MATERIALS: Paper, Pen, Markers (Red & Blue), Printed Material for Enquiry, Chalk Board and Flip Chart.

ACTIVITIES: Listening, Reading, Problem Solving, Group Work, Evaluating.

PROCEDURE: PART ONE

1) **TRAINER** - Ask Trainees to turn to Mod 1B "Curriculum Materials and Resources." Explain that the school's most important resource is the teacher. We call this s "Human Resource". How the Head Teacher manages this resource will effect how well instruction will occur.

2) **TRAINER** - Ask the class to break into 4 groups of about six persons each. Assign each group. Assign each group one of the following Critical Incidents:

Which Guide to Use?

Siswati or English?

My Choice Not His

Is this Music or Maths Period?

- Ask each group to select a team leader or reporter. Have the reporter read the Critical Incident aloud to his group. Then have the leader lead a discussion and write the group's answers to the three questions in the Critical Incident (Allow 15 minutes for each of the groups to come up with answers to the questions).

- Now, each of the group leaders will go to a different group and repeat the process, recording the second group's answers (Again the process should take 15 minutes).

- Have each of the four group leaders report their findings to the class at large. You should put together the groups' responses into one summary on the flip chart. Allow for discussion during this process.

3) **TRAINER** - Write on a Flip Chart, "**WHAT IS THE SCHOOL'S MOST VALUABLE AND USEFUL RESOURCE?**" Use a red marker.

- Ask class members to answer the question orally.

- If a person in the class mentions the Teacher as the most valuable resource - write "**TEACHER**" using a Blue Marker

4) **TRAINER** - Ask the class what the Critical Incidents had to do with this question.

5) **TRAINER** - Explain that in some instances, the Head Teachers way of handling teachers (the school's most valuable resource) was unproductive, as shown by the critical incidents. The question, "What is the problem here?" pointed to ineffective management of the teaching staff. This module deals with two factors, materials and resources, related to improving the curriculum. Teachers need encouragement and development. They need the support of the Head Teacher. This means the Head Teacher will have different roles to enhance teacher development. Teachers will also have to learn to find other human resources to assist them in the classroom.

6) **TRAINER** - After the discussion ask the class to take out a blank piece of paper.

- Have the class write an answer to the following question:

What roles should the Head Teacher play in helping teachers with curriculum materials and resources?

- Collect the papers. Read these during a break because you will need to report what the major ideas were in the next session.

PROCEDURE: PART TWO

1) TRAINER - Review with the class their answers to the evaluation in the first session.

- Tell the class that in this part of the lesson, they will be expected to explore material given to them to find answers. Each person will work alone, at his or her own pace.

2) TRAINER - Tell the class, " **Appendix B attached to this module is a reading assignment, "Materials Development and Resource Utilization" taken from the United States Peace Corps Training Manual**".

- Before the lesson, be sure you have familiarized yourself with the content. Allow time for the trainees to go over the materials briefly.

- On the second page of **Appendix B**, there is a graph which shows how much people remember of things they see, hear etc. Briefly discuss this with the class, and ask them why they think people remember only 10% of what they read.

- Explain to them that the exercise they are going to do will require them to take all of the steps up to "Saying and Doing." Have them read the material quietly.

3) TRAINER - Tell the group to follow the written instructions below, and carry out this assignment.

a. Underline the section "What People Remember" in your reading assignment. **The amount of information a student remembers or retains is directly related to how the material is presented. The lecture discussion format has a limited use with young children. The use of learning materials enhances retention. Also, on the second page of Appendix B, a list of Materials is given. Tick those that are commonly used in Swaziland's schools.**

b. Find the sentence, "Developing a list of materials in the country for a particular content area can provide a good start for the teacher". Underline this sentence in the text.

c. What are three human resources available to the teacher?

Find the page which lists these, and name them.

Page _____

1. _____
2. _____
3. _____

d. Write the meaning of REALIA below.

Turn in your written answers to C and D to the trainer. Make sure your name is on the paper.

4) **TRAINER** - Next is a discussion and wrap up.

- Ask the class what they as Head Teachers could do with their staffs to improve how curriculum materials are planned and developed.

- Remember the critical incidents. What role should the Head Teacher have in curriculum development? What about being a facilitator, a planner, an organizer, a person who delegates responsibilities to staff, a listener to their problems, a problem-solver, a helper etc.

5) **TRAINER** - Highlight the main points of the lesson and ask for any questions and comments.

LESSONS REVIEW QUESTIONS:

Fill in the blanks orally.

1. What does Realia mean? _____
2. What is the school's most valuable resource?

3. Name four roles the Head Teacher should play in Curriculum Materials and Resources. _____

4. People remember _____% of what they say and do and only _____% of what they see.

APPENDIX A

CRITICAL INCIDENT 1

MY CHOICE NOT HIS CHOICE

I saw a new Maths book in the book shop in Manzini. I decided on my own to purchase it and adopt it as a supplementary Maths text. It seemed to me to be a very good text for this purpose. When I went back to the school and showed the Maths teacher he was not pleased with my choice. In fact he said that if used as a supplementary text it would add a burden to his planning for instruction which was already completed. In fact, he said he had used the same text for about five years successfully and did not see the need for change to another supplementary text.

I was really disappointed. First, I had spent the money uselessly, second my enthusiasm for the Maths book turned to ashes. Third, the teacher and I were cross with each other as a result of my well intentioned purchase.

Questions for discussion.

1. What was the problem/s here?
2. What alternative actions could have been used by the Head Teacher?
3. How could the Head Teacher have used the Maths teacher as a resource for improving curriculum and instruction?

CRITICAL INCIDENT 2

WHICH GUIDE TO USE?

It is my practice to go into the classes to assess the teachers teaching. On one occasion I visited a teacher who was conducting an English reading lesson that did not appear on the preparation book for that period. He was not following the teachers guide. I asked him why he was teaching English in the wrong time period and not using the Guide correctly. He told me that he did not always follow the Guide but used his own judgements about the time and methods of instruction for a given day. I advised him to conform to the Teacher's Guide for all lessons because the material was there to be used and followed.

Immediately he went to his desk and picked up all the official books including the Teacher's Guide and threw them at me on the floor. He left and the yelled that he would rather leave than take orders from me.

This issue is still pending with the REO where the teacher reported it.

Questions for discussion.

1. What was the management problem here?
2. Could the Head Teacher have used any other more effective leadership behaviour? Explain.
3. How would you have dealt with the teacher who takes the liberty to move around his times of instruction? Why?

CRITICAL INCIDENT 3

IS THIS MATHS OR MUSIC PERIOD?

As I was going by the classrooms I noticed that one teacher in Std 4 was not teaching Maths but was conducting music in her room. I went in and told the teacher to stop the music and get on with Maths! She became disturbed that I had interrupted her class and interfered with her music lesson which had been going well until then. In fact, she said she would continue with the music and do her Maths the last period. I got really fed up with her! I went over and hit her on the forehead with my fist. She then screamed and pleaded with me to stop beating her. She left the school crying and went directly to the police. I was later suspended for two years.

Questions for discussion.

1. What was the human relations management problem here? Who was to "blame"?
2. Was there a better way for the Head Teacher to handle the teacher who had switched classes around? What?
3. What result did the beating have on:
 - a. The teacher?
 - b. The students in the class who were having a music lesson and who then saw beating and screaming in their room?
 - c. The Head Teacher and his work?

CRITICAL INCIDENT 4

SISWATI OR ENGLISH

In one of our monthly staff meetings I resolved that since English Language is a real handicap for our students, that all teachers must teach in English and not in SiSwati in all subjects except SiSwati. We also agreed that those who are found to be un-cooperative in teaching only in English would be somehow punished! To my great surprise not a single teacher ever followed what had been agreed upon. They taught in SiSwati when they felt like it.

I called a meeting and asked the teachers why they had not followed the resolve to teach in English. They just sat there and stared at me and did not reply. Then I asked the school committee for advice on the teachers behaviour. They also remained silent. So, I took the matter to the REO.

The REO personally came to the school. I called an impromptu meeting and summoned the staff. The matter was then addressed by me stating the case, then by the REO. Now most of teachers wanted to talk and told the REO their opinion. They said that they were concerned that I was turning the school into an English school.

The REO asked whether or not this had been discussed before with staff members. They replied that they had a discussion with me. The staff now strongly stated that English should not be made compulsory in the Kingdom. The REO stated that English is a failing language in all spheres of learning in the Kingdom. He asked how can the students be helped to improve. (Funny enough, out of twenty-one teachers on the staff, not one sent his/her child to the school). All sent their children to English medium schools. So the REO resolved the matter:

Questions for discussion:

1. What was the leadership style of his Headmaster? Was it effective? Why?
2. What way could the curriculum of the school have been improved to enhance the learning of English? How would you have gone about creating a change in the school?
3. Why did the staff not follow the "resolve", and why were they quiet when the Head Teacher confronted them about their non-compliance?

APPENDIX B

MATERIALS DEVELOPMENT AND RESOURCE UTILIZATION



During the course of a year, in just about any subject, the time comes when the teacher needs to use something other than his or her own voice and gestures to present course content. To most people educated in Western industrialized nations, this statement may seem all too obvious. In the context of many developing countries, however, audiovisual aids and materials are often unavailable and the teacher is left with two choices:

1. To rely on simple materials which may be produced either by the teacher or a local facility; or
2. To adapt materials which may have been produced for a different country or even a different, if related, subject.

For the most part, instructional materials in the classrooms of Third World countries are limited to blackboard, chalk, paper, pencil and, in the more fortunate cases, textbooks.

Even so, there is a great deal that the individual teacher can do in this context to enhance his/her delivery of instruction. This section discusses the ways in which teachers, with limited raw materials and supplies, can produce valuable instructional materials. This section will also address proper presentation procedures for the introduction of visual aids in the classroom and considerations about the appropriate use of certain teaching aids.

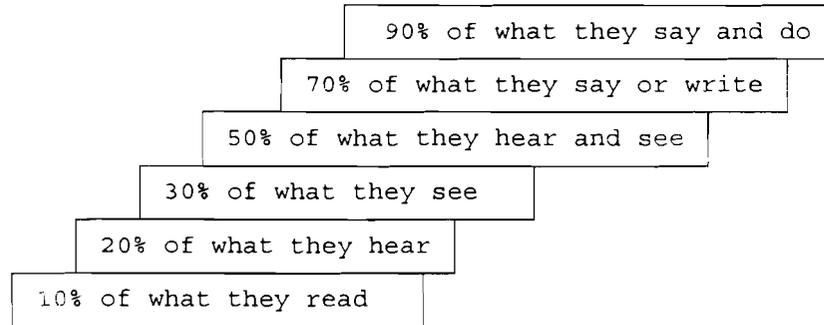
Instructional Materials and the Learning Process

Two basic principles should be considered when using instructional materials:

1. Teachers, whether poorly trained or highly competent, remain the most influential part of the learning process. (Materials merely assist in the instructional process; the teacher provides the primary source of direction in learning.)
2. The amount of information a student retains is directly related to how that material

is presented. This concept can be presented as a series of steps leading to the greatest retention of knowledge.

What People Remember



Materials used in education can be categorized by the type of information they contain and which of the senses are required to make use of that information.

Written materials (sight) such as texts or readers provide detailed information through the use of the written word.

Visual aids (sight) provide graphic and/or written information which usually supplements an oral presentation (hearing).

Audio tapes and records (hearing) provide information through the spoken word (and may or may not be used with other types of materials).

Film, slide/tape, and videotapes (sight and hearing) use visual, audible and written means to present information.

Real Objects and Models (touch/kinaesthetic) coordinates visual presentation with touch to present information.

It is the teacher's responsibility to decide which types of materials are appropriate for which types of learning activities. The table on the following page, based on a media selection model by William Allen at the University of Southern California, should help the teacher with this decision. It provides information as to how certain instructional media relate to specific learning objectives.

Instructional Media Type	Learning objectives					
	Learning Factual Information	Learning Visual Identifications	Learning Principles, Concepts, and Rules	Learning Procedures	Performing Skilled Perceptual Motor Acts	Developing Desirable Attitudes, Opinions and Motivations
Still pictures	Medium	HIGH	Medium	Medium	Low	Low
Motion pictures	Medium	HIGH	HIGH	HIGH	Medium	Medium
Television	Medium	Medium	HIGH	Medium	Low	Low
3-D objects	Low	HIGH	Low	Low	Low	Low
Audio recordings	Medium	Low	Low	Medium	Low	Medium
Programmed Instruction	Medium	Medium	Medium	HIGH	Low	Medium
Demonstration	Low	Medium	Low	HIGH	Medium	Medium
Printed textbooks	Medium	Low	Medium	Medium	Low	Medium
Oral presentation	Medium	Low	Medium	Medium	Low	Medium

Source: "Media Stimuli and Types of Learning." Audiovisual Instruction. Reprinted by permission of Association for Educational Communications and Technology. Copyright 1967.

Allen Media-Selection Model

Based on this information it is easy to see the advantages of using instructional materials in the classroom and how each type of material triggers certain senses and supports certain types of objectives and lessons more than others. The teacher must examine the content of the course and choose the appropriate way of presenting the information in order to maximize both instructional and learning processes (see *Child and Adolescent Learning*). The relative success that he/she has in doing this, of course, will depend on how available certain materials are. Teachers who believe that there are virtually no materials or supplies available should not despair. This section of the manual will help them to realize that many useful instructional materials can be located or, if necessary, produced using low cost materials and supplies in their immediate environment. The first step towards providing materials for the instructional setting is in determining what is and - probably most important - what is not available.

Using What is Available

Before deciding on which types of materials are appropriate for a given lesson, the teacher must locate which materials, if any, are at his/her disposal. Most often, and for just about all subjects, the only real materials present in the classroom will be a blackboard and possibly some chalk. In many cases these too may be unavailable. In each case the needs of the teacher must be weighed against what is available.

Needs: Reviewing unit and lesson plans will give the teacher some indication of the types of materials required. Whether based on a chapter, a section out of a text or a lab exercise, the teacher should review his/her plan and make a list of what materials are needed so that they can be located before the lesson(s) begin.

Availability: If the teacher is developing the curriculum, the design should either require materials which can be easily obtained or allow sufficient time to acquire the special materials and supplies needed. As acquiring materials from abroad is both time consuming and often too costly to consider, the teacher should consider using local materials to replicate instructional materials they might otherwise try to order.

The level of education being taught may affect the availability resources. The primary school teacher may have fewer instructional materials to work with than the secondary school teacher. Materials are often distributed from a central storehouse to schools or to individuals responsible for local distribution. The distribution route should be understood so that materials can be located and reviewed before the instructional process begins. Many cases exist where teachers have gone through one or two years of teaching with inadequate or no texts and materials only to find that better material was available in a government storehouse - only they did not know it.

Developing a list of materials already available in country for a particular content area can provide a good start for the teacher. Making such a list, categorized according to both type and location of materials, can help the teacher to take stock of his/her resources.

ACTIVITY BOX

Take a minute and think of all the materials you might need for a given unit. Stretch your imagination to include unconventional materials (buckets, batteries - etc.)

MATERIALS INVENTORY

Subject: _____

<u>Item:</u>	<u>Type:</u>	<u>Description</u>	<u>Source/Location:</u>
--------------	--------------	--------------------	-------------------------

1.

2.

3.

4.

Several types of instructional aids are traditionally associated with the classroom. Textbooks, other printed materials, radio programs, audio visual media, and human resources are all, to a greater or lesser extent, available to the creative teacher wishing to develop an interesting curriculum, spiced with variety. Each of these instructional aids has its own set of planning and use considerations for the teacher.

Textbooks

Some schools, particularly in urban areas, require students to buy texts from private suppliers who have an agreement with the education department. Teachers should be aware of which students are able to buy their own materials and which are not. In certain cases, the government provides some financial support to students in need of buying their own required books and other materials. Supplies such as pencils and paper, notebooks and erasers are generally not supplied by the educational system and are purchased individually by the student in the market, if available. Many countries supplement their textbooks needs, particularly in secondary education, with donated texts from European or American sources. These texts are usually donated by a school district, library or even a major publisher for various reasons (they are outdated, damaged in a warehouse fire or in shipping, or they do not meet market standards in quality). The teacher should ask library and/or administrative or ministry personnel about such supply schemes and contact suppliers directly for texts in their subject areas. For example, book distributors such as the Ranfurley Library Service in Great Britain collect withdrawn and discarded library and school books for shipment to developing countries in the British Commonwealth.

While many textbooks, originating in countries other than where they are being used, can be helpful to the teacher who is preparing a lesson or unit, he/she should be aware that they are often inappropriate or too culture bound to use as a direct guide. Science and maths texts, which can often be used as direct references, are more universally useful than texts from the humanities and the liberal arts. Cultural and geographic references found in donated books from England, France or the United States are often not appropriate in the teaching context of Africa, Asia or Latin America. If the teacher chooses to use the lesson format found in these materials they will need to adapt the specific content information presented to reflect the local situation.

Instructional Media

Print media include all texts, booklets, charts, maps and newspapers. Some countries have facilities for producing limited numbers of supplemental materials. Using these facilities and understanding their limitations and requirements are important skills for teachers. Some of these skills include:

- Being familiar with what the production facility is capable of doing and what they can not do.
- Knowing how long a job might take.
- Establishing a relationship with the production personnel.

- Determining the appropriate channels through which to work.

While locally and specifically designed materials can add a great deal to the presentation of a topic, production of materials takes a long time, so plan well in advance of need.

Radio education programs play an important part in many national education systems. The teacher should become familiar with existing programs and radio broadcasting facilities in their country. Radio broadcasts can supplement language courses, and science and math programs as well as other subject areas. Cooperation with the government ministry in pilot programs using radio is a good way to become familiar with this media.

Audiovisual media, including television, photography, film (both 8mm and 16mm), slide/tape, filmstrips and more recently, videocassettes, are all part of the audiovisual media which may be available to some teachers. These media and materials are more likely to be available in teacher training facilities than in schools or classrooms. Nevertheless, it is important to know some of the fundamental about how to present this type of educational media to its best advantage. These fundamental will be covered in a later part of this section.

Human Resources

In addition to the variety of audio and visual instructional materials that the teacher can locate or make and use, many other resources in the community are available to teachers.

People from the community are one resource which are often overlooked by the teacher. Lessons which stress conversation and dialogue in language classes, for example, can be made exciting by using native speakers. Many national curricula value the use of indigenous sources of local history and culture. Locating elders and community leaders to talk about historical and cultural events could provide a meaningful and novel experience for students inside a classroom environment or as part of a research project or field trip.

Students in the class, representing objects through role playing, can be used in a variety of ways to demonstrate concepts ranging from interactions between molecules to the planets revolving around the sun in the solar system. Students also have experience and knowledge that can be shared or used to bring home a point. The more students are involved in the presentation of a lesson, the greater the chance that the information will stay with them.

Subject Specialists may be available to lecture or provide question and answer sessions on topics from chemistry and biology to vocational practices. Many government personnel in education and other areas were once teachers, perhaps highly trained in their own specialty, and may make excellent role models for students.

Producing Educational Materials

After surveying existing materials and assessing which materials are required and available for unit and lesson plans, certain instructional aids may still be needed to adequately present the content of a lesson. For these, and perhaps for all materials used in the

classroom, the teacher must become a materials developer and producer. Many objects which are useful in the classroom can be made out of "found" material such as discarded bottles and cans, cloth, cardboard cartons, sticks and other such items. The next section will offer some ideas on the best ways to make use of local resources in the development of instructional aids.

Realia

Using real objects in the class, or **realia** as they are sometimes referred to, is a very effective way of aiding visual identification of leaves, minerals, parts of machinery etc. In using realia, there are several points that the teacher should consider:

- Use recognizable objects from the environment.
- Prepare the materials well in advance of presentation.
- Keep information simple and clear.

Cross-cultural considerations should be weighed before recommending and using these types of materials, however, as many objects may be used in ceremonies and carry special meaning for teachers and students. The use of bones, either real or replicas to teach biology, for example can often cause consternation among class members due to their cultural relevance. In general, the teacher needs to be careful when using cultural artifacts not to make them meaningless or insult the students by ignoring their cultural value.

Visual Aids

Teachers may wish to use some form of visual aids which they can make themselves. As indicated above, these might take a variety of forms including tables, charts or diagrams which display a process or identify objects. The Peace Corps Resource Packet P-8 listed at the end of this section contains numerous "recipes" for the do-it-yourself production of many different types of audio/visual aids as well as other types of materials. The chart which follows provides a sampling of the types of instructional materials which can be produced, their potential for classroom application and the types of materials you need to produce them.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 1

Role of the Head Teachers in Curriculum Implementation

SUB-MODULE C

Time Tables

TIME: 1 Hour & 15 minutes

AIM: To develop a Time Table which will support the educational needs of the school, eg., curriculum, teachers, facilities and equipment, in an effective working system.

OBJECTIVES: By the end of the training session the Head Teachers will be able to:

- 1.a. Design and draw a time table for their own schools.
- b. Give a clear meaning of the concept "Time Table"
- 2.a. State who designs and draws the time tables, and when they are to be drawn up.
- b. Name five kinds of time tables
- 3.a. Name and analyze the principles of good time tables.
- b. Make a clear distinction between a class time table and composite time table.

MATERIALS: Flip Chart, Chalk Board, Overhead Projector. Typically Draw Composite Time Table, Meter Stick.

ACTIVITIES: Lecture, Group Discussions, Problem Solving, Assignment, Listening.

PROCEDURES:

1) **TRAINER** - Tell the participants that in order to pave the way for effective instruction, one must do the following:

- (a) Research

- (b) Prepare lesson plans
- (c) Know the days for the lessons involved, and the time allocated for each.

- Explain to trainees that one of the main tools for effective preparation of lessons is a logically and sequentially designed Time Table.

- Write the word Time Table on the board of flip chart.

2) **TRAINER** - Together with the Trainees, define Time Table, in the context of the school. Accept their suggestions and have them rather to **Appendix A**. With the use of and Overhead Projector, show your definition of "Time Tabling".

- Ask the participants to copy the meaning into their note pads.

3) **TRAINER** - Ask the participants who should design and draw up the Time Table in a school situation.

Some Possible Answers

- a) **The Head Teacher**
- b) **The Head Teacher assisted by Staff**

4) **TRAINER** - Ask individual Head Teachers to write down any three types of Time Tables they know of.

- With the use of a Transparency, print the names and kinds of Time Tables obtained during your research, show them on the Overhead Projector. (**See Appendix B**)

5) **TRAINER** - Explain differences one could observe or make amongst the following five examples of Time Tables.

1. **CLASS TIME TABLE**

- For the class teacher, drawn by him/her
- Copying from the main school Time Table.

2. **SPECIALIZATION TIME TABLE**

- It is drawn by that specializing teacher
- Can only show areas or columns where his/her subjects appear

3. **SEASONAL TIME TABLE**

- Only refers to the commencement and closing times of the school
- Dictated by the affecting circumstances, such as the seasons
- School may begin a bit later, and also closes later

- School may begin earlier and therefore closes earlier

4. INFANT TIME TABLE

- Only refers one for Grades I & II
- This Time Table shows largely, practical activities, games, story telling for the whole morning session
- Written exercises are usually conducted mid-day or in the afternoons

5. COMPOSITE TIME TABLE

- It is the combination of all classes, but drawn on one big chart
- This type becomes self-explanatory and sequences whole ranges of subjects
- Emphasize to the group that there is one thing common in all of these types of Time Tables:
 - a) The summary of periods or items per week
 - b) Totals per grade
 - c) Summary called "Time Analysis"
- Stress the correct positions on the Time Tables where each piece of information is written.

6) **TRAINER** - Conduct a discussion on The Principles of a Good Time Table

- Divide your class into four groups; each having a leader (Chairperson) and a Reporter (Secretary).
 - Instruct each group to write down any items, or principles they think should be considered and written on any Typical Class Time Table. Each statement should be clear and supported by valid reasons.
 - Write their findings on the Flip Chart as each group reports for discussion.
 - After discussing the findings, then show on the Overhead Projector your list of "Principles of a Good Time Table".
- (See Transparency 1)

- Discuss and explain

- Support by illustrating with examples

- Emphasize the importance of subjects which require greater concentration in the morning session, reasons for having intervals of breaks, etc.

7) When is the Time Table Designed and Drawn?

TRAINER - Explain to the class that Time Tables are designed and drawn:

- a) Preferably, a draft before schools open

- b) During the first two weeks after the schools have opened, a final Time Table is posted
- c) During unpredictable circumstances (eg. Transfers, Reshuffling) changes may be made on the Time Tables.

TRAINER - Refer your class to "A Guide to School Regulations and Procedures"; Pages 23 and 25.

- Issue pieces of paper to each Head Teacher for an assignment.
- Ask each Head Teacher to draw a Composite Time Table based on the information on **Transparency 2 or 3.**

8) **TRAINER** - Check the trainees work.

9) **TRAINER** - Review the Module Objectives.

APPENDIX A

"Time Tabling means the effective utilization of resources in a school within a given and specific period of time".

APPENDIX B

Types of Time Tables

- A) Class Time Table
- B) Specialization Time Table
- C) Infant Time Table
- D) Seasonal Time Table
- E) Composite Time Table

TRANSPARENCY 1

PRINCIPLES OF A GOOD TIME TABLE

Reference to: A Guide to School Regulations and Procedures.
Pages 23 and 24. Appendix B.

1. Provide teaching periods as prescribed per government regulations.
2. Set lengths of periods in accordance to age of children.
3. Allocate teaching times to each subject as directed by the authorities, and in accordance to its importance.
4. Distribute the teaching times in the manner that suits the needs of the school day.
5. Allocate, teachers with specializations accordingly.
6. Arrange for teaching to be conducted in the most suitable place, according to needs and resources.
7. Allow adequate number of breaks. (eg Recess and Lunch)
8. Subjects requiring high level of concentration should be placed in the morning session.
9. Practical subjects may fall towards or before the end of the day or after any break.
10. Physical education could be tabled in the morning session, if possible, when the sun is still not too hot.
11. Each Time Table should have time analysis.
12. A good time table will make provisions for a feeding scheme.
13. Provisions for roll call, and assembly columns, etc.

TRANSPARENCY 2

Drawing of a Composite Time Table

Name of School: Kuyehlela Primary School

Enrolment: 350 Students

Specializing Staff Members:

- a) Head Teacher - English in Grade VII ONLY
- b) Deputy Head - Agriculture in Grade VI and VII
- c) Home Economics Teacher - (eg. Cookery & Needlework) Grade VI & VII

Teaching Day: 5½hrs., but 5hrs. for G.I. & G.II

Operating Time: 7:45AM - 2:00PM

Other Staff Members: Are Class Teachers

N.B. Physical Education, Music and Sports are offered to all Grades, but Moral Education, Arts & Crafts, are only conducted in G.I. - G.IV.

NO FEEDING SCHEME IN THIS SCHOOL.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 1

Role of the Head Teachers in Curriculum Implementation

SUB-MODULE D

Extra Curricular Activities

TIME: 45 minutes

AIM: To understand the importance and value of Extra Curricular activities in the school and to understand the need for collaboration outside the school in order to enhance the Extra Mural Programme.

OBJECTIVES: By the end of the training session Head Teachers will be able to:

1. List some extra curricular activities for their schools.
2. Discuss ways to motivate the staff to take part in the implementation of the activities.
3. Explain the role played by extra curricular activities, eg., health, enjoyment and non-formal learning.

MATERIALS: Chart Paper, Flip Chart, Markers and Printed Materials.

ACTIVITIES: Listening, Reading, Problem Solving, Group Discussions, Brainstorming and Evaluation.

PROCEDURE:

1) **TRAINER** - Introduce the concept of extra curricular activities.

Explain that there are activities which are not taught in the classroom but are an essential part of the total curriculum of the school.

2) **TRAINER** - Brainstorm with trainees about Extra Curricular Activities and ask them to list a number of these which commonly take place in schools.

3) **TRAINER** - The next exercise will be concerned with the value of extra curricular work.

- Write "intramural" and "extra mural" on the flip chart
- Explain the meaning of each.

INTRA MURAL - activities that are done by students within the school.

EXTRA MURAL - activities that are done in addition to ordinary teaching. Some of them are for the purpose of competing against other schools.

* These two are both very important because they serve the same purpose (as shown below).

- Explain that they both have values which are as follows: (See Transparency 1)

- a. To promote health and fitness.
- b. To aid in social adjustment and personality characteristics development.
- c. To encourage enjoyable use of leisure time.
- d. To make going to school more enjoyable.

- Point out that usually Intra Mural Activities are usually cost effective and relatively easy to implement.

4) **TRAINER** - Using the notes below explain how the Head Teacher could enhance and promote Extra Curricular Activities in the school. (Transparency 2).

- a. Teachers need to be encouraged to volunteer for activities and Head Teachers need to budget appropriately for these activities.
- b. Staff should be able to select activities they enjoy and would like to share with the students.
- c. Sports are important, but other activities should be encouraged as well for students not included in sports.
- d. The Head Teacher should attend as many extra curricular activities as possible to show his/her support.
- e. Praise good work done. Post scores of teams, display art work and notices of activities.
- f. Give prizes to students for outstanding achievement.
- g. In secondary schools, involve the whole staff in the selection of the sports teacher.

5) **TRAINER** - Next discuss the possible limitations of the Extra Mural programme (**Transparency 3**).

- a. Lack of money for certain activities which require special equipment or uniforms.
- b. Lack of buildings or space for certain activities such as music, games, etc.
- c. Lack of staff interest or talent for some programs.
- d. Isolation of rural schools. Thus, the inability to use a variety of resource people, or visit interesting places for field trips.
- e. Lack of materials; such as cloth, sports, equipment.

6) **TRAINER** - Lecture on Informal Collaboration Activities.

Head teachers and teachers can be involved with informal collaboration to enhance extra curricular activities of the school. This means meeting and contacting people outside the school informally to establish links for new ideas, for materials, for resource persons and even funding.

Collaboration can occur between the Head and the business community, parents, organizations such as SNAT, HEAD TEACHERS ASSOCIATION, UNISWA, etc.

Collaboration means that efforts will be made to involve others about the school needs. For instance, the Head could collaborate with the local chief to put on a fete or school fair to raise money. Extra curricular activities need support, and the better linkages the school establishes the more successful the program will be.

TRAINER - Refer trainees to material in **Appendix A** on collaboration. Explain that the information is there for them as additional resource material to read on their own.

TRAINER - Review the lesson. Use the information in the lesson review questions to help clarify any questions trainees may have concerning the module.

LESSON REVIEW QUESTIONS:

Fill in the blanks.

1. Define Extra Mural/Intra Mural

Extra Mural _____

Intra Mural _____

2. Define collaboration _____

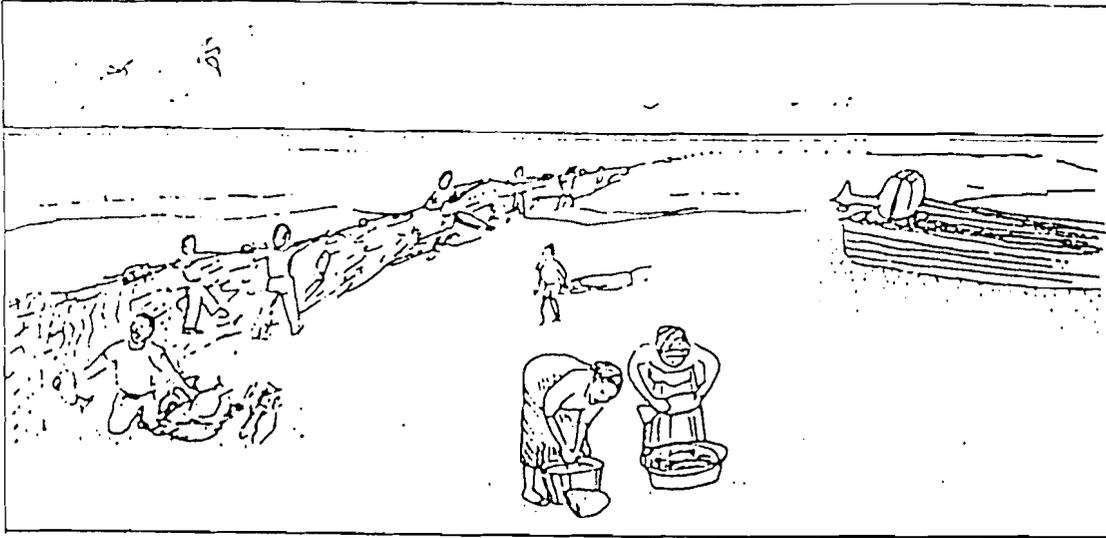
3. State 2 values of extra curricular activities

4. Write two of the laminations of extra curricular activities

5. List five extra curricular activities for schools
- i. _____
 - ii. _____
 - iii. _____
 - iv. _____
 - v. _____

APPENDIX A

COLLABORATION SKILLS



Collaboration does not just happen; it occurs as a result of much hard work, risk-taking, research, more hard work, and patience. Because of the many facets of collaboration, many skills must be learned in order to work successfully with others, especially in the areas of organization, communication, working in groups, feedback and leadership.

Organization

While the need for collaboration might be self-evident, the means by which it is achieved is not. An idea alone is not enough; to transform an idea into reality requires a coordinated effort which involves defining the objective, determining the availability of resources, formulating and monitoring a plan of action.

1. **Define the objective.** Identifying an area of need is easy: deciding what to do about it is more difficult. Say, for example, students at one level do not have workbooks to accompany in-class textbooks. The need might be thus stated: students need workbooks. The first question you should ask is: **Is this truly a need?** By checking with colleagues and students you can determine if others perceive this as a need that deserves attention. If the need is felt by others you will be ready to decide what to do about it. A statement of the problem above implies a base objective: workbooks must be made available to students who need them. But **what do you want to do about it?** Write your own book? Establish a book-writing team? Request books and/or funds from the government? Each idea suggests another question: **Why do you want to do it?** If the reason is because you feel a need for the standardization of learning materials, then a standardized workbook must be obtained. If, on the other hand, the reason is to help students understand their in-class textbook assignments, perhaps something other than a workbook might suffice, like special study sessions,

supplementary lessons, or tutoring. In other words, it is important to provide a rationale as a type of "litmus test" for all possible alternatives before the objective is finally defined.

2. **Determine what your resources are.** The best litmus test in any collaborative effort will always be the opinions of other people. By asking involving colleagues in the process of defining problems and possible solutions, the chances of addressing a clearly felt need are greater; participation will also increase a hundred fold, as will the project's chance of success. Hence, instead of asking: How can I do this, the question should be recast: **Who can help me do this?** In order to be sure that all potential collaborators have been considered, it is wise to **brainstorm a list of potential resource people**. The key here is to defer judgement: some names might not seem immediately relevant, but in the process of generating such lists, one name might suggest another, or the objective might change altogether. After generating a list of potential collaborators, it is time to **determine who can do what**. A merchant probably will not want to talk about the Weimer Republic, but he would probably wax eloquent on the subject of buying and selling produce -- an excellent application of basic mathematics. It is also all too easy to assume that the local carpenter probably knows nothing about eastern religions. This may be true, but until he is asked, who knows? It is better to flatter someone by assuming they know a lot than to lose the benefit of their expertise by assuming they know nothing. Once potential collaborators and duties have been determined, it is necessary to **discover what material and financial resources are available**. This is the beginning of the research stage, at which all relevant power structures and potential funding agents are identified and analyzed from the local to the national level. The overriding assumption should be that all persons, groups and official agencies have access to some material and financial resources, so it is important that all relevant parties be included in the research process: colleagues, school administrators, ministry officials, parents' groups, civic groups, subject committees, educational institutes, etc. (See the section on **Comparing Educational Systems** for more information on this approach).
3. **Develop a plan of action.** Now that you have a list of human, material and financial resources, a plan of action must be devised to **identify the whos, whats, whens, and wheres**. This can be done most easily on a step-by-step basis. For example, Step 1 for the workbook project cited above might be "soliciting help": Over the next month (**when**), John and I (**who**) will ask 10 people from our school (**where**) if they are interested in co-authoring a workbook (**what**). While developing a plan of action, it is advisable to **identify a key resource person who is knowledgeable in the field**. This can help not only to keep the process moving forward, but also to avoid some of the difficulties that inevitably arise for sheer lack of experience. Finally, once a plan of action has been drafted, **create a detailed timeline of activities**. This will serve not only as a criterion against which you measure your progress, but also will help in additional planning (for examples, when certain materials should arrive, when to arrange for meetings, etc.).
4. **Monitor the implementation.** The biggest enemy of successful collaboration is low morale. It is quite common to get discouraged when plans get scuttled, when people

do not respond favourably, or when nothing seems to be working. If you **keep lots of written notes**, it is possible to take a break, then return to the task of assessing who is appropriate for what. Keeping written notes also provides a means by which you can **build in an evaluation system**. Using your plan of action as a reference, decide what criteria you will use to determine the success of your project. Should it be accomplished in a month? A year? Should it result in improved student responsiveness, in class? In improved grades? Specific indicators should be established so your progress can be evaluated both during and after the project. If some criteria are not met, a decision must be made either to change the way in which the project is being pursued, or change the criteria. In other words, you might want to **revise** the project and/or the project criteria **as needed**. If original plans prove to be unrealistic, it is better to revise expectations than to become discouraged that all problems were not foreseeable or that the project turned out to be bigger or more difficult than planned.

ACTIVITY BOX

1. Ask the teachers in your school: "If you could do anything to improve educational standards at your school, what would it be? What efforts have been made in the past to make this happen? Who would know?"
2. Make a list of five colleagues, five administrators, and five community members who might be able to and/or interested in working for the improvement mentioned in activity 1.

TRANSPARENCY 1

VALUE OF EXTRA-CURRICULAR ACTIVITIES

- A) TO PROMOTE HEALTH AND FITNESS
- B) TO AID IN SOCIAL ADJUSTMENT AND DEVELOPMENT OF CHARACTER
- C) TO ENCOURAGE ENJOYABLE USE OF LEISURE TIME
- D) TO MAKE GOING TO SCHOOL MORE ENJOYABLE

TRANSPARENCY 2

ROLE OF HEAD TEACHER

IN THE PROMOTION OF EXTRA-CURRICULAR ACTIVITIES

- A. Teachers need to be encouraged to volunteer for activities and Head Teachers need to budget appropriately for these activities.
- B. Staff should be able to select activities they enjoy and would like to share with the students.
- C. Sports are important, but other activities should be encouraged as well for students not included in sports.
- D. The Head Teacher should attend as many extra curricular activities as possible to show his/her support.
- E. Praise good work done. Post scores of teams, display art work and notices of activities.
- F. Give prizes to students for outstanding achievement.
- G. In secondary schools, involve the whole staff in the selection of the sports teacher.

INSTRUCTIONAL LEADERSHIP

TRAINEE'S HANDBOOK

MODULE 1

Role of the Head Teacher in Curriculum Implementation

SUB-MODULE E

Record Keeping

TIME: 1 Hour

AIM: To understand the need for record keeping in Schools for Curriculum Implementation.

OBJECTIVES: At the end of the lesson, the Trainees will be able to:

1. Design progress report cards for the pupils
2. Discuss and design a systematic method of checking schemes, preparation books and progress record cards.
3. State how each record book is to be used.
4. State the role of Head Teachers in Continuous Assessment record keeping.

MATERIALS: Flip Charts, Markers, Projector, Transparencies, Sheets of Scheme Books, Preparation Books and Transparency Markers.

ACTIVITIES: Lecture, and Group Discussions.

PROCEDURE:

1) **TRAINER** - Pass out the Module, and begin by sharing with the group the following information.

Much of the efficiency of the Head Teacher's decision-making depends on the quality of the information about the school that is available to him. Information about the school can often be retrieved from records. Some of these records are required by law and some

are not. Some can be designed by the Head Teacher himself to easily and efficiently facilitate his work.

Some of these records are not necessarily kept by the Head Teacher but have been entrusted to the teachers in the school. Examples to these records are: that Farrant J.S., 1964, considers to be most important are as follows:

- * Records need to be complete because they are filled in regularly.
- * Records need to be available at all times for reference purposes.
- * Records need to be truthful as they record the good and the bad without exaggeration.
- * They also need to be used in taking appropriate action on the basis of the information they supply.

2) **TRAINER** - Enquire from Trainees how they keep curriculum records in their schools, and allow time to discuss better ways of improving record keeping.

- For this activity, first ask the Head Teachers to tell you how they keep records of each pupil's performance from the time he/she enters school to when he/she leaves.

- Explain the need for keeping such records in the school and what the advantages could be. Write these on a flip chart for positive reinforcement. **NOTE: With the introduction of Continuous Assessment in the school, grade and score record keeping have become even greater importance.**

- Put **Transparency 1** Some Helpful Hints to good record keeping and share these with trainees.

SOME HELPFUL HINTS TO GOOD RECORD KEEPING

- * USE A WORKING FILING SYSTEM
- * CATEGORIZE THE INFORMATION IN ALPHABETICAL ORDER, OR
- * PUT IN A NUMERICAL ORDER
- * MAKE SURE YOU HAVE A DATE AND A FILE NAME FOR EACH
- * PUT FILES AWAY SAFELY UNDER LOCK AND KEY (FILES SHOULD BE CONFIDENTIAL)
- * FILE BY GRADE/FORM LEVEL

- Ask for additional examples of good record keeping habits.

3) **TRAINER** - Divide the class into small groups. Ask each group to design a progress report card that could be used by schools. (Accumulated Progress Record Card). Show an example of a CA Pupil Progress Record demonstrating the necessary features of such a card. **Please note TRAINER you will need to prepare this ahead of time. See Appendix A for a SAMPLE.**

- Whatever progress card is designed, it should give a clear picture of the child's performance throughout his/her school life. After the groups have designed the cards, they should share their design with the rest of the class using the flip chart. The progress record

cards should be used to record final scores in percentages at the end of each school term.

TRAINER - Summarize the discussion and refer trainees to the example in **Appendix A**.

4) **TRAINER** - Read aloud the "Critical Incident" marked **Appendix B** to the class.

NOTE: There was a management problem with the Head Teacher. Why didn't he follow up and make sure the teacher was keeping records? He was also passive. Management requires monitoring and enforcement.

5) **TRAINER** - After discussing the Critical Incident, conduct a lecture using the following notes below.

Lecture Information

Teachers by law are required to keep an up to date scheme of work for the term or for the year; daily preparation book and record of tests and class work.

A scheme of work is the teacher's plan of operation for the year or for the term, and must be made available on the school premises for inspection by the Head teacher or Government Official.

The guide to School Regulations and Procedures clearly states that an effective scheme should include;

- topics or activities to be done
- amount of time to be spent on each topic or activity
- a brief account of the teaching methods
- details of the books, materials and visual aids

A scheme of work must show a plan of operation for the term for the year. This is essential because it acquaints the new teacher who may take over the class for the first time, with what has been done and what has not been done. It also provides an important and balanced time allocation of the subject matter.

Head Teachers have a management responsibility to check on all the teachers records from time to time. They can meet with staff and discuss the record keeping system and agree on procedures.

Another important record book used in curriculum implementation is the daily preparation book. The daily preparation book consists of four key steps and these are: (Write these **FOUR KEY STEPS** on flip chart to reinforce them).

1. **PURPOSE:** This may begin with a brief general statement describing what the lesson or unit is about. From this, we develop lesson and unit objectives.

2. **ASSESSMENT:** (Finding out where the students are.) If teachers are working with the group for the first time, it may be necessary to conduct a pre-test to find out what they know.
3. **DEVISING INSTRUCTIONAL PROCEDURE:** The teacher needs to think of teaching strategies to be employed in teaching the lesson. This stage could also consist of a series of planned activities which allow students to learn and practice the lesson content.
4. **EVALUATION:** Every plan should include provisions for measuring the extent to which the stated objectives were achieved, whether formally through tests or informally.

The daily preparation book must be checked and signed either by the Departmental Head or by the Head Teacher to show that the content in it is approved. Certain information should be recorded in the daily preparation book and this should include:

- date of the lesson, the period and the name of the class.
 - topic or activity to be used.
 - books and other materials to be used.
 - work to be done by the teacher.
 - work to be done by the pupils.
- For pupil record Card. Refer trainees to **Appendix A**. Go over the essential parts to be filled out and checked.
- 6) **TRAINER** - Carry out a group activity: (Twenty minutes) - Divide the class into small groups and have each group work and design a method they would recommend for checking schemes, daily preparation books and progress record books of teachers. Allow group leaders to report their findings and designs.
 - Ask the rest of the class to comment on the design and findings. Try and agree on a reasonable method of checking schemes, preparation books and progress record books. Encourage Head Teachers to use these methods in their schools to efficiently execute their duties.
 - 7) **TRAINER** - The following exercise is a lecture and discussion concerning the role of Head Teachers in record keeping for the Continuous Assessment Programme currently only in Primary Schools.
 - Read and discuss the following information.

For Head Teachers to manage and also keep Continuous Assessment records, they need to be conversant with Criterion Referenced Testing. They also need to be acquainted with Remediation Strategies and how they can be used in schools.

In almost all cases, record keeping is most important because it should provide accurate information on which decisions are to be based.

The role of Head Teacher in a school should, therefore, be that of a manager who has to monitor progress and make decisions based on proper record keeping. In Continuous Assessment, the Head Teacher has the responsibility of ensuring that tests are properly stored in a safe place (office or storeroom).

Lesson tests and remediation materials should be designed and administered by classroom teachers. The Head Teacher has to ensure that these tests take place and that scores are properly recorded for reference and diagnostic purposes.

End of term tests for English and Mathematics should be kept by the Head Teacher in a safe place. As these tests scores are of great use, the Head Teacher, as information communicator, should when requested to do so, send the results to the Ministry of Education for storage in the computer system established by the Management Information System.

Annual tests developed by the N.C.C. should be safely kept by the Head Teacher before being administered. Also, the Head Teacher is responsible for sending tests already taken back to the testing centre for scoring.

There are 3 record/report forms used by CA:

- 1) Student achievement record
- 2) Parent/student report form
- 3) Student progress record (show examples)

Stop and ask for comments or questions.

8) **TRAINER** - Summarize the lesson as follows:

This module has touched on a number of important record books used by schools for curriculum implementation. In the introduction, we stated four conditions for keeping records. Further on, we went into groups where we designed record cards which could be used in the school system. We also looked at the importance of keeping records. This was preceded by a "CRITICAL INCIDENT" which made us focus on the importance of keeping records and the manager's role. Participants were also asked to design a method of checking schemes, preparation books and also record books. Lastly, participants went through a list of records they need to keep for Continuous Assessment.

LESSON REVIEW QUESTIONS:

Fill in the blanks.

1. Give at least **TWO** reasons why we should keep progress record cards.

i. _____

ii. _____

2. Why do you think Head Teachers should keep a systematic method of checking schemes of work, preparation books and progress record cards?

3. Give at least **THREE** sub-headings that should appear in a properly prepared lesson plan.

i. _____

ii. _____

iii. _____

4. Briefly explain the role Head Teachers are expected to play in record keeping for Continuous Assessment.

**GRADE 2
PUPIL'S PROGRESS RECORD**

I. ENGLISH

<u>TERM 1</u>					<u>TERM 2</u>					<u>TERM 3</u>				
<u>Objective</u>	<u>Max</u>	<u>M</u>	<u>B</u>	<u>NM</u>	<u>Objective</u>	<u>Max</u>	<u>M</u>	<u>B</u>	<u>NM</u>	<u>Objective</u>	<u>Max</u>	<u>M</u>	<u>B</u>	<u>NM</u>
1.	S1	-	-	--	1.	S2	-	-	--	1.	R5	-	-	--
2.	L1	-	-	--	2.	L2	-	-	--	2.	W10	-	-	--
3.	R1	-	-	--	3.	R4	-	-	--	3.	R6	-	-	--
4.	R2	-	-	--	4.	W4	-	-	--	4.	R7	-	-	--
5.	R3	-	-	--	5.	W5	-	-	--	5.	W11	-	-	--
6.	W1	-	-	--	6.	W6	-	-	--	6.	W12	-	-	--
7.	W2	-	-	--	7.	W7	-	-	--	7.	S3	-	-	--
8.	W3	-	-	--	8.	W8	-	-	--	8.		-	-	--
9.	--	-	-	--	9.	W9	-	-	--	9.		-	-	--
10.	--	-	-	--	10.	--	-	-	--	10.		-	-	--

GENERAL COMMENTS:

Term 1: _____
 Term 2: _____
 Term 3: _____

II. MATHEMATICS

<u>TERM 1</u>					<u>TERM 2</u>					<u>TERM 3</u>				
<u>Objective</u>	<u>Max</u>	<u>M</u>	<u>B</u>	<u>NM</u>	<u>Objective</u>	<u>Max</u>	<u>M</u>	<u>B</u>	<u>NM</u>	<u>Objective</u>	<u>Max</u>	<u>M</u>	<u>B</u>	<u>NM</u>
1.	2.E.1	-	-	--	1.	2.N.1	-	-	--	1.	2.A.1	-	-	--
2.	2.N.1	-	-	--	2.	2.A.1	-	-	--	2.	2.S.1	-	-	--
3.	2.N.2	-	-	--	3.	2.S.2	-	-	--	3.	2.N.1	-	-	--
4.	2.N.1	-	-	--	4.	2.F.1	-	-	--	4.	2.N.2	-	-	--
5.	2.T.1	-	-	--	5.	2.O.1	-	-	--	5.	2.X.1	-	-	--
6.	2.A.1	-	-	--	6.	2.X.1	-	-	--	6.	2.D.1	-	-	--
7.	2.A.2	-	-	--	7.	2.M.1	-	-	--	7.	2.M.1	-	-	--
8.	2.H.1	-	-	--	8.		-	-	--	8.		-	-	--
9.	2.M.1	-	-	--	9.		-	-	--	9.		-	-	--
10.	2.O.2	-	-	--	10.		-	-	--			-	-	--

GENERAL COMMENTS:

Term 1: _____
 Term 2: _____
 Term 3: _____

Max - Maximum
 M - Master
 B - Borderline
 NM - Non-Master

GRADE 1 ENGLISH STUDENT-PARENT REPORT

Student Name: _____ **Teacher:** _____
Class: _____ **School:** _____ **Region:** _____
Term 1 (Date: _____)

Objective	Total Score	Pupil Score	Decision	Specific Remarks
W. 14 Can copy a diagram	3	2	M	
L.8 Can tell different prepositions	5	4	M	
S.3 Names different objects	5	3	B	
R.12 Identifies different colours	6	4	B	
S.1 Responds to greetings	2	2	M	
S.4 Can tell different members of the family	5	1	NM	
L.7 Responds to oral commands	8	7	M	

General Comments: _____

Teacher's Signature: _____ **Head Teacher's Signature:** _____

APPENDIX B

Critical Incident

"I once had a teacher. The teacher was very good in class work, and her results were excellent at the end of the year. She was teaching Grade 7.

The teacher could not do a thing about official books: scheming, preparation and registers. I then confronted her about these. The reply was: 'What is the use if I can teach, you only observe the results at the end of the year.'

At the end the teacher decided to leave the school without telling anybody. The next teacher who took over my class found that there were no record books. I had a problem in telling the teacher where to start teaching. In fact I looked stupid and inefficient to this new teacher. My image to this new teacher was already damaged. How can one handle such a 'good teacher'?"

Questions:

What was the problem here?

How could he/she have solved the problem?

How could you have avoided the problem?

TRANSPARENCY 1

SOME HELPFUL HINTS TO GOOD RECORD KEEPING

- USE A WORKING FILING SYSTEM.
- CATEGORIZE THE INFORMATION IN ALPHABETICAL ORDER, OR
- PUT IN A NUMERICAL ORDER.
- MAKE SURE YOU HAVE A DATE AND A FILE NAME FOR EACH,
- PUT FILES AWAY SAFELY UNDER LOCK AND KEY
(FILES SHOULD BE CONFIDENTIAL),
- FILE BY GRADE LEVEL

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 1

Role of the Head Teacher in Curriculum Development

SUB MODULE F

Developing and Updating Curriculum

TIME: 1 Hour 30 Minutes

AIM: To assist Head Teachers to provide guidance and supervision to instructional staff in curriculum implementation through In-service activities and by modelling.

OBJECTIVES: By the end of this training session Head Teachers will be able to:

1. List a minimum of five ways to help their staff improve curriculum design and development.
2. Share verbally and record on the flip chart at least five ways in which teachers can develop and improve curriculum.

MATERIALS: Paper, Pens, Markers, Flip Charts

ACTIVITIES: Listening, Reading, Problem Solving, Summarizing Orally and Evaluating.

PROCEDURE:

1) **TRAINER** - Have a class member read the **Critical Incident (Appendix A)** "Case of the Preparation Books". Discuss the questions together.

- Ask for answers to the questions.

2) **TRAINER** - Ask the trainees to read the section: "What is Curriculum?" (See **Appendix B**)

3) **TRAINER** - Use the information which follows as review.

Curriculum is everything that is taught and learn in a planned school setting.

Development of Curriculum is an activity which shows that teachers, because content of subjects change and concepts need to be presented in new ways, are constantly working to improve the materials they teach, and how they present these.

Content of the Curriculum is usually determined by set syllabi, and by the textbooks used in the classroom, but this can be expanded by the teacher, by using additional relevant materials.

Objectives which enlarge and enhance those presented in the text books, can be set in the planning process. Lesson planning is what the teacher does each day to prepare to teach. This activity allows each teacher to personalize the material.

Teaching Techniques are those special ways a teacher can present a lesson. Because the subject matter differs, the techniques will differ. For instance, if a subject is practical in nature, the teachers will use practical teaching methods or demonstrations, using appropriate materials.

Materials and Resources are the tools such as paper and pencil, charts, maps, objects for demonstration, etc., used during teaching.

4) **TRAINER** - Ask the trainees to make a list of ways in which teachers can develop and improve the curriculum.

- Ask them to raise their hands and share their ideas with the class.
- Write these ideas on a flip chart or chalk board. (List at least five.)
- Explain that **Curriculum** is the "right hand," and **Instruction** is the "left hand." They work together.

5) **TRAINER** - Discuss with the trainees how many of the strategies they listed are commonly practised by teachers.

- Remind the trainees to think to **Daily Lessons Plans** when doing this exercise, and ask themselves...

- * **"What are some of the most common teaching techniques used by teachers." How often are these varied or modified to suit special needs? How often are new and different teaching/learning aids and resources used?**

6) **TRAINER** - Discuss how Teachers can help teachers and their staff to use other teaching methods. Write their responses on flip chart and compare with overhead transparency.

TRAINER - Show **Transparency 1**, "Ways Head Teachers can help staffs to develop and improve Curriculum."

- Discuss each of the nine main points.
- Ask for other examples.

7) **TRAINER** - Highlight the main points of the lesson. You may want to use the Lesson review question to help with the review.

LESSON REVIEW QUESTIONS:

Fill in the blanks. Do this orally.

Five ways Head teachers can help their staffs develop and update curriculum are:

1. Plan _____

2. Reward _____

3. Appoint _____

4. Meet _____

5. Read _____

APPENDIX A

CRITICAL INCIDENT

"CASE OF THE PREPARATION BOOKS"

The Inspector came to visit our school. After talking with me about how the school was doing he said he wanted to see a couple of classrooms. While he was doing that he asked me to get all the teachers prep books together so he could look them over. After he read these prep books he showed me that in a number of them nothing was written. I was really amazed since I had taken the trouble to buy these books for my teachers. I was sure I had done the right thing; they had failed to do their part. The Inspector talked to the teachers who had written nothing in their prep books about doing better planning for instruction.

Questions:

1. What was the problem/s here?
2. Was there something the Head Teacher could have done he did not do? If so, what?
3. How does the concept "Instructional Leadership" fit in this case?

APPENDIX B

WHAT IS CURRICULUM?

Curriculum means all that is taught in a school including the time tabled subjects and all aspects of life that influence children and their learning. Curriculum is the center of the school's activities and influences them all.

What does it mean to design or develop curriculum? It means that teachers are constantly working to improve the materials they teach and how they present these. Because changes occur in the various disciplines, such as mathematics and science, teachers must incorporate these new ideas into their course materials. In many instances the content for what teachers teach is developed for them by the N.C.C. in the form of text books which they are to use in their classrooms. In other words teachers have limited control over the content of subject areas. What teachers should realize is that they do have control over how the content is designed and presented. In other words, the teacher can set objectives which augment those in the lessons presented in the text. Lesson Planning is of great importance because it is here that the teacher uses his/her own unique training and background to personalize the material and present it in a interesting manner.

This refers to his/her Teaching Techniques. But teachers need more than techniques; such as using the question and answer methods, or the lecture and demonstration methods, or the inquiry self study approach.

Obviously teachers need to develop Materials and gather Resources to do a good job of teachers teaching. There are such things as prepared and printed resources from books, magazines and charts and also materials for demonstrations which may be objects found around them daily like plants, animals, stones, pots and artifacts. We should encourage teachers to use human resources as well; such as elders, people with special skills and knowledge found in most communities.

Curriculum is all of this; all the activities for teaching.

TRANSPARENCY 1

WAYS HEAD TEACHERS CAN HELP THEIR STAFF

TO DESIGN AND DEVELOP CURRICULUM

1. Read every teachers lesson plans at least once a week and write helpful comments about how to improve the lessons.

EXAMPLE: YOUR LESSON COULD BE IMPROVED BY INVOLVING THE CHILDREN IN AN ACTIVITY WHERE THEY BECOME ACTIVE LEARNERS.

2. Meet the teachers as a group and discuss the text they are teaching, sharing ideas about how to make the lessons more effective and enjoyable.

EXAMPLE: BRING TOGETHER ALL THE TEACHERS IN GRADES 5, 6 AND 7 FOR A MEETING TO REVIEW THE SOCIAL STUDIES TEXT BOOK (OR THE FORM 1 AND FORM 2 TEACHERS TO REVIEW THE DEVELOPMENT STUDIES TEXT BOOK). SHARE WHAT APPROACHES CAN BE USED IN TEACHING IN ADDITION TO THOSE SUGGESTED BY NCC. ARE THERE COMPLEMENTARY OR SUPPLEMENTARY MATERIALS WHICH WOULD UPDATE THE CONTENT OR LINK IT TO THE IMMEDIATE ENVIRONMENT?

3. Appoint people to be subject department heads who will coordinate innovative ways of developing materials.
4. Hold In-service workshops and use resource persons, e.g INSET lecturers, for guidance and assistance.
5. Attend residential and open days at TIDC's with your teachers and gather new methods and materials.
6. Reward teachers who do outstanding teaching by providing incentives such as displaying his/her class work, by sending him/her to a workshop and by praising good work.
7. Plan carefully and cooperatively before each school year to purchase supplies and materials that teachers request in advance.
8. Budget school monies to support instruction and use the monies for items specified.
9. Support ideas teachers give for improving the curriculum. This means you will need to listen to them, remember their needs and actively work with them.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 2

Role of the Head Teacher in Helping to Improve Teaching

SUB-MODULE A

Teaching Methods

TIME: 2 Hours

AIM: To review various instructional techniques which can be used in schools with a view to creating higher student motivation and achievement.

OBJECTIVES: By the end of the training session trainees will be able to:

1. Use the "ASSURE" model as a tool for planning instruction.
2. List ten instructional techniques.
3. Discuss and explain the major purposes and drawbacks for at least ten teaching techniques.

MATERIALS: Flip Charts, Paper, Overhead Projector and Prepare Printed Materials.

ACTIVITIES: Lecture, Discussion, Group Activity, Panel Discussion, Brainstorming, Reading.

PROCEDURE:

1) **TRAINER** - Introduce the subject of Teaching Methods by stating: "The methods used by teachers are those employed within a total or systematic framework for instruction. The "ASSURE" model is such a framework."

2) **TRAINER** - Put the **ASSURE** model (Transparency 1) on the overhead projector. Explain that the selection of a particular teaching method must take into consideration all the aspects of **ASSURE**.

- Read each part of the Transparency 1 aloud and explain the words.

3) **TRAINER** - Ask the class as a whole for an example of ONE teaching method. Chose one from among those they suggest (e.g. "LECTURE"). Write **LECTURE** on the flip chart

paper. Ask whether they think this method would be appropriate for Grade One students who are learning to read. Why?

- Explain that, "Learner Characteristics" must be taken into account when planning for instruction. Small children do not learn well just by listening to a long lecture. Therefore, all decisions about instruction should begin with the first A of ASSURE.

4) TRAINER - Brainstorm teaching methods/strategies. Make a list of them on the flip chart, and compare with the following list. Review these:

- | | |
|---------------------------------|-----------------------------|
| a. Lecture | g. Questioning: Memorizing, |
| b. Discussion | Convergent, Divergent, |
| c. Group Work: Simulation, | Evaluation. |
| Problem Solving, Role Play, | h. Games |
| Brainstorming, Researching. | i. Using Multi Media |
| d. Clarifying/Explaining | j. Reading: Aloud/Silently |
| e. Demonstrating/Practical Work | k. Reciting/Memorizing |
| f. Project Method | l. Experimenting. |

5) TRAINER - Explain that the instructional approach selected by a teacher should match the learner's needs and the objectives. For instance, if the objectives are to have children learn to plant seeds and care for the plants; to lecture about it would be inappropriate. Practical work and demonstrating the techniques would be more appropriate.

- Explain: "What children hear they forget, What children see they remember, What children do they understand". This is an old Chinese proverb. When children can actively involve their senses of feeling, seeing, hearing, etc. they learn and understand the lesson best.

6) TRAINER - "Good instruction requires the used of a variety of approaches." Write this on the flip chart.

Review a Few Instructional Methods

7) TRAINER - Before the lesson write on the flip chart the following:

Teaching Methods

Lecture Method
Question and Answer Method
Recitation and Drill
Small Group Work
Brainstorming
Games and Simulation
Role Play
Drama and Music
Field Trips
Projects

- Show this to the class.

8) **TRAINER** - Divide the class into 10 groups of 3 to 4 persons. Each group will be assigned one of the Teaching Methods.

Group one: The Lecture Method

Group two: Question and Answer Method

Group three: Recitation and Drill

* And so on *

- Their group task is as follows:

1. Read the assigned section in the Appendix carefully
2. Answer the questions about the section.
 - A. What is the major purpose of this method?
Where would it be useful?
 - B. What drawback or caution exists in the use of this method?
 - C. What role does the teacher play when using this method? Explain: by coming up with ideas through group discussion.
 - D. What kind of activity/action occurs among the children when this method is used? (Generate these through discussion and reading)

- Allow 30 minutes for group work.

9) **TRAINER** - Place a table and three chairs at the front of the class. Each group will form an expert panel who will sit together and make their presentation (ie. Answering questions addressed to them). Each group will ask for questions from the class and respond to them.

- Allotted time for this activity is 1 hour.

10) **TRAINER** - Take this time to summarize and review the lesson. Open the flip chart to the list of Instructional Activities. Read them aloud.

LESSON REVIEW QUESTIONS:

Complete the following questions.

1. Select five out of the list of teaching methods, and write what the major purpose of each is.

i. _____

ii. _____

iii. _____

iv. _____

2. What is the role of the teacher in activities like Role Play, Games, and Simulation.

APPENDIX A

Teacher-Centered Techniques

The Lecture Method

The purpose of the lecture method is to present basic facts or concepts to a relatively large group of students. It is useful in explaining difficult or complex concepts before students engage in an activity (such as an experiment) or read a text. The lecture may also be effective after an introductory activity or demonstration has captured students' attention and sparked their curiosity. Ideally, the lecture is illustrated with visual aids, a model, or a demonstration and includes student participation in some way. With younger students especially, the teacher should avoid talking for a long period without involving students actively.

Teachers should be careful not to confuse the classroom lecture method discussed here with what they may have experienced in their college studies. The lecture as a teaching tool should be more than a talk about the subject matter or a reading or restatement of a portion of the text. The teacher should plan the presentation well to maximize student interest and learning, practice good delivery skills, and use questions and discussion to reinforce the key concepts. Here are some suggestions for more effective presentations:

1. Preparation

- Outline main points and organize in orderly way.
- Plan examples and illustrations.
- List key questions or other ways to involve students.
- Prepare handouts that assist students in listening or note-taking.
- Prepare visual aids.
- Plan timing to allow for questions and discussion.
- Keep presentation as brief as possible.
- Prepare notes for reference, but not to be read.

2. Introduction

- Outline main points on blackboard (especially if students are expected to take notes).
- Generate interest from the beginning: use an attention-getter or thought-provoker (picture, question, story, simple puzzle, exercise).

3. Delivery

- Maintain eye contact with different students.
- Vary voice, facial expressions, gestures, and positions.
- Use humour and surprise.
- Illustrate main points with concrete examples, analogies, and stories.

- Use non-verbal stimuli and illustrations: pictures, models, props, symbols, and gestures.
- Involve students by soliciting questions, examples, and responses.
- Weave in provocative questions and rhetorical questions.
- Check on student comprehension at intervals during talk.
- Repeat and reinforce key words and main points.
- Use silence and pauses for emphasis and to stimulate thought.
- Try using the indirect method by giving false statements or by using faulty reasoning to allow student correction (but use this strategy sparingly and keep it at a simple level).

4. Summary

- End before students' attention is lost.
- Repeat main points.
- or-
- Guide students to summarize main points.
- Leave some unanswered questions for students to ponder or discuss.

5. Question/Answer Period and Discussion

- Solicit and respond positively to student questions.
- Redirect questions for other students to answer.
- Structure small group discussion with problem to solve or questions to answer.

Question and Answer

Almost any teaching model requires the use of questioning. Questions are powerful teaching tools for stimulating thought and checking student comprehension. They also can be used to encourage quiet students to participate, to promote interest in a topic, and to spark discussion. As in recitation, students' responses will also tell the teacher much about the success of the teaching plan in meeting the objectives. Finally, a question and answer activity can increase motivation and provide variation from more passive forms of learning such as listening, reading, and written exercises.

The teacher should have a repertoire of various kinds of questions which can elicit different kinds and levels of thinking. Although there are many ways to categorize questions, we shall use four major groups:

Direct: Asks for recall of facts and description from memory.
(Convergent)

Probing: Follow-up question for clarification, expansion, justification, or to redirect response.

Hard Order: Asks for analysis, evaluation, problem-solving, comparison, cause and effect, or inference.

Divergent: Asks for opinion, judgment, or interpretations.

Direct questions are questions which require factual recall. Most teacher-posed questions are of this type. Here are some examples:

Is the English word for "livre" <u>student</u> ?	(yes/no form)
Did Faraday or Edison discover electricity?	(either/or form)
What is the formula for the area of a circle?	(wh-word form)
Where are the kidneys located?	(wh-word form)

While these questions may indicate student recall from the reading or class activity, little independent thinking is required, and the student may or may not understand the answer she/he is giving. Direct questions are "closed" - usually there is only one correct response. Direct questions are useful, but they should be combined with other types of questions.

In the examples above, you may have noticed three forms which questions can take: **yes/no**, **either/or** and **wh-word**. The teacher should note that yes/no and either/or questions are highly structured and usually have only one possible correct response. While they may be useful to check student comprehension and learning (especially on a written quiz), they do not allow much opportunity for the student to express what he or she is thinking. Teachers should try to mix these forms of questions with the more open wh-word form.

Probing questions are used to follow up an unsatisfactory or incomplete student response by asking the same student or others to think more deeply and improve the response. Some examples are:

What do you mean by _____?	(clarification)
Could you say that in another way?	(restatement)
Yes, but why?	(justification)
Could you say more about that?	(expansion)
Jose, what do <u>you</u> think about that?	(redirection)

Non-verbal probes such as a nod, a smile, or a gesture and short verbal probes such as "Yes", "I see", "Uh-huh", can also encourage students to say more or rethink their responses.

Higher order questions are analysis questions which require more abstract or conceptual thinking. They challenge the student and are more open-ended than direct questions. While based on factual knowledge, the responses involve critical thinking and analysis. Here are some examples of different types of higher order questions:

What do you like about this poem and why?	(evaluation)
What evidence can you give that the earth is round?	(inductive inference)
What conclusion can you draw from your observations?	(deductive inference)
How would you find the area of this figure?	(problem solving)
What makes a balloon expand?	(cause-effect)

Notice that the **wh-word** form is common in higher order questions because these questions often ask **why, what, and how**.

Divergent questions ask students to express opinions, make judgments, and offer interpretations. Because they are open-ended questions with many possible answers and no right or wrong, they can stimulate the imagination. Divergent questions are especially useful in language classes learning creative writing and discussing literature.

What is your reaction to _____?

What is your opinion, Mohammed?

What would the earth be like without trees?

Mastering the skill of questioning, as with other skills, requires practice. Here are some suggestions for effective questioning techniques:

- Organize students in U-shape or circle if possible.
 - Scatter questions widely around the class with alternating response patterns: (individual, row, whole class, etc)
 - Encourage responses by giving some positive reinforcement for all responses, including incorrect ones. Use verbal and non-verbal means to show degree of approval (nod, smile, writing answer on board...).
 - If a student gives an incorrect or incomplete response, restate the question or give a hint and allow him/her to try again.
 - Model listening behaviour - listen attentively to all responses.
 - Maintain eye contact during question and answer.
 - Allow time for thought and response. Pause after the question.
 - Keep questions short, clear, and focused.
 - Base questions on experiences, inferences, and other sources in addition to text.
 - Use questions that require thought, mixing provocative higher-order questions with factual ones.
 - Mix questions requiring objective and subjective responses.
 - Ask for several responses to open-ended questions.
 - If necessary, restate correct responses so that other students hear clearly.
 - Offer prompts or hints or rephrase your question if students have trouble giving a good response.
 - Redirect and probe to involve more students and stimulate peer learning.
 - Use probing questions to encourage deeper thinking and improved responses.
 - Try asking questions for which you do not have the answer.
 - In language classes, have whole class repeat the student response for practice. Model questions and allow students to ask each other.
-

Recitation and Drill

Recitation is a traditional technique in which the teacher or student reading of question from the text and the students recite answers which they find in the textbook or have memorized. Because recitation involves rote answers and repetition of answers from the text, overuse can produce monotony and boredom in the classroom.

Drill is a technique to aid in memorization and pattern learning in which the teacher asks short questions or gives cues and students respond. It is frequently used in language

classes for pattern and vocabulary practice. Most language textbooks include pattern drills which range from simple repetition to transformation and translation drills. Drills are usually structured so that students are mostly able to give the correct response quickly. While the teacher usually provides cues and indicates whether the response is correct, students can drill each other in pairs or small groups. Visual or taped cues can be used to add variety to drill exercises.

The chart below shows eight major types of drill commonly used in language teaching

Type of Drill	Examples
repetition	cue: She told me about the book. response: She told me about the book.
substitution	cue: She told me a story. <u>him</u> response: She told him a story.
correlation	cue: He is going home. <u>they</u> response: They are going home.
transformation	cue: We saw the movie. <u>negative</u> response: We didn't see the movie.
joining sentences	cue: They're happy. She's coming home. response: They're happy that she's coming home.
rejoinder	cue: I have a brother. What's his name? <u>I have a sister.</u> response: What's her name?
expansion	cue: She told me about a book. <u>good</u> response: She told me about a good book.
translation	cue: J'ai lu un livre. response: I read a book.

Although drilling is most widely used in language classes, it has other applications where memory is required. For example, mathematics teachers might use a drill for aiding student memory of multiplication tables. Since drilling also involves much repetition and structured response, it should be alternated with other techniques. Generally, recitation and drilling should not exceed five minutes.

Student-Centered Techniques

The seven student-centered classroom techniques which follow are discussed in greater detail in Chapter 1, **Training Techniques**. What follows here is a short description of each technique and some examples of possible classroom and subject-specific applications.

Small Group Formation

As was discussed in the section on **Child and Adolescent Learning**, breaking up a class into groups immediately multiplies the amount of student activity and participation. The advantages in using small group formations are numerous and, though they may require a special management style, group work can be used to the benefit of both student and teacher alike.

Considerations in Forming Groups

Groups need not always engage in the same activity. The teacher can structure groups according to ability, needs, specific skills, or interests. Groups can be assigned special activities and the teachers can devote time to specific student needs and interest which would be impossible to address with the whole class. While the teacher is working with one group, other groups might be working on a group project, playing a game, solving a problem, or working on individual projects. For debates and contests, the class can split into two groups. If these groups are still too large for student interaction, try four or more groups. For discussion and projects, five or six students per group usually is an ideal number, but this depends on both the activity and the students.

Subject-Specific Applications

In science classes, groups might conduct experiments or make observations; in language classes groups might write and act out a skit, play a word game, or have a structured discussion. Math students might play number of games or work out problems individually, in pairs or in small groups.

After a presentation by the teacher or a text reading, the class can form small discussion groups to address questions chosen by the class or the teacher. One way of organizing these groups is to give each student a role in the group: discussion leader, recorder, timekeeper, reporter, and process observer. Following discussion the class re-groups, and the reporter from each group makes a short summary of his/her group's conclusions.

Pairs (also called "diads") are especially suitable for language practice, mini-debates in social studies, and peer quizzing in any subject area (see the **Training Techniques** section for a more detailed discussion of diads and triads).

General Suggestions for Small Group Interaction:

- If possible, move chairs into small circles (if chairs cannot be moved, use the floor, outdoors, squat, or stand).
- Make activity clear before class breaks into groups.
- Teacher can travel from group to group as facilitator.
- Mix up groups for different activities.
- Discuss small group process with students. Encourage participation, listening, cooperation, and helping.
- Alternate small group with whole class activities.

In certain cases, small group activities may be difficult to implement because of the

physical limitations of the classroom and expectations of more traditional teaching methods. The teacher should, as with all new methods, introduce the use of small groups gradually and with care.

Brainstorm

Brainstorming is an excellent way to stimulate children's imagination and creativity. As an activity to generate ideas and suggestions from students with maximum participation and minimum risk, it might be used to generate possible topics for writing, a list of random numbers, situations for a role play, ideas for independent projects or words for a language lesson.

Role Play

Role playing is not only a powerful tool for adult education and teacher training, but also is effective in the classroom. Role playing is especially suitable for language and social studies classes. Role playing is a highly motivating activity because students can learn through experience and apply their learning in a relevant, yet relaxed, low-risk situation. It can help to promote student-student interaction, encourage empathy for others, and develop social skills and values.

In language classes, the teacher can use the role play to reinforce patterns and vocabulary, to place language in cultural contexts, and to encourage students to use the language creatively. The teacher should first prepare the class with the basic vocabulary and patterns which the role play will require.

In sciences and math, abstract, dry concepts can be given personality, humour and life through role plays (interaction of atoms and molecules, variations in geometric forms, etc) and historical figures can bring scientific and mathematical debates to life in the classroom.

Games and Simulations

Games and simulations have much in common with role playing in terms of increasing motivation, student participation, and interaction.

A game is any learning activity with rules, competition, winners and losers. The players learn while playing the game, and may use their knowledge in some way to win the game. Games can be adapted to reduce competition and encourage cooperation by having rotating teams or changing the game's objective. Games are frequently used for language and mathematics practice, but can be adapted for any subject.

A simulation is a learning activity that is designed to reflect a real situation or system. Simplified simulations can be designed by teachers to help students understand other cultures, societies, and historical periods.

Although many learning games and simulations are produced commercially, for use in non-Western settings, they are best produced by the teacher to suit the particular students, the culture, and curriculum at hand. Look for games that are played in the community where you are teaching and try to adapt them to the learning goals. In this way the students will be

familiar with the rules and method of play. Games are best suited for introducing a new unit to capture interest or as a final experience to put learning in perspective.

Games should be structured to maximize participation and learning. If competition becomes too important losers may lose interest and the learning goals may be lost. In cultures where competition is not valued, the teacher should look for ways to decrease competition (use of teams, rotation of members among teams, etc.) or eliminate it altogether. It is important to plan time after the game or simulation for discussion of the key concepts and students' experiences and questions. (For more step by step information on how to develop and use games and simulations, see David R. Evans' book: Games and Simulations).

Drama and Music

Drama and music are highly motivating activities for students of all ages. They also provide variety in lesson plans for teacher and student alike.

Dramatic activities include skits, structured improvisation, free improvisation and full scale plays. They are most useful in language classes. Students unaccustomed to improvisation should first be given more highly structured roles and situations such as those previously discussed under role play. Written skits are also a good way to begin using drama in the classroom. After students have become comfortable with their roles in the skits, they can be encouraged to make changes in their lines, which will lead to freer improvisation. (For some excellent suggestions on using drama in the language classroom, see Maley and Duff in the reference section.)

Music and songs are excellent methods to involve students and introduce cultural aspects. New words to popular songs can be written by the language teacher to reinforce patterns and vocabulary. Folk and popular songs can be taught in social studies and language classes to add a cultural dimension.

Field Trips

Field trips help link the real world to the classroom, show how studies can be applied and bridge the gap between classroom and community. Appropriate field trips can be planned for any subject. Science classes can conduct observations of nature and collect specimens, social studies classes can engage in local community investigations and interview members of the community, and mathematics classes can measure and time any number of objects or events. For the foreign teacher, a field trip may be a way for the teacher to learn from his/her own students. Such mutual learning is an excellent way to develop a positive relationship between students and teacher.

Individual Learning and Student Projects

Individualized learning is an approach which can help to solve the problems of teaching a mixed-ability group, students with individual learning difficulties, or students with special interests. By setting up self-contained units for individuals to follow. The teacher allows individual students to learn at their own pace and to pursue their own interests.

Individualized learning can take many forms, but most involve packages or short activities for students to follow. Each activity has directions and objectives. Often a self-test

or self-check is included. Some packages may be a series of sequential activities with problems, solutions, and multiple-choice tests at each stage. This is sometimes referred to as "programmed learning" and is also being developed for computer-assisted instruction. Remedial units can be developed for students with special learning problems and advanced units for those who are learning at a higher level than others in the class. The advantage of individualized learning is that these students do not need to be labelled or taken away from the class. Remedial learning can also benefit from their pair group formation, using peer instruction.

Individual projects designed by students with the guidance of the teacher is another form of individual learning. In science classes, this may be an excellent way for students to learn research and lab skills. Interrelated units can be studied by groups of students who, in the process, learn library, writing, presentation and even testing skills. Independent projects allow students to pursue their own interest and share them with other students during class presentations. An additional benefit is that projects often bridge several disciplines, for example, a project on Louis Pasteur might combine information from the sciences, French, and social studies.

Activity Box

1. Design an idea for a learning game. Consider your topic and describe the number of players, object of the game, learning goals, materials needed, etc.
2. Write three questions of each type (direct, probing, higher order and divergent) for a specific lesson and topic of your choice.
3. Think of a lesson for which a role might be appropriate. Write each role description on a note card and two to three different settings/situations for the roles to be enacted.

TRANSPARENCY 1

A Analyze Learner Characteristics

S State Objectives

S Select, Modify, or Design Materials

U Utilize Materials

R Require Learner Response

E Evaluate

Adapted from Instructional Media, R. Heinich, et. al.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 2

Role of the Head Teacher in Helping to Improve Teaching

SUB-MODULE B

Developing and Writing Objectives

TIME: 2 Hours

AIM: To provide Head Teachers with knowledge and skills in writing Instructional Objectives, and to help them define their role in helping teachers to write appropriate objectives for instruction.

OBJECTIVES: By the end of this training session the Head Teachers will be able to:

1. Discuss and state the "ABCD's" of well-stated objectives.
2. List the useful functions of well stated objectives.
3. Practice writing well-defined objectives.
4. Discuss the role of the Head Teacher in writing objectives.

MATERIALS: Flip chart, markers, overhead transparency, overhead projector, transparency pens, worksheet.

ACTIVITIES: Brainstorm activity, lecture, listening, small groups, individual exercise, discussion, problem solving.

PROCEDURE:

1) **TRAINER** - Introduce the topic "Writing Instructional Objectives" and go over the objectives for the session.

- Ask trainees to turn to their handbook and find **Work Sheet 1**, "Characteristics of Your Favourite Teacher".

- Ask them to think back for a moment about what teachers do. Now think of one teacher in your school-life experience who has had an influence on you. Write in the space provided in your Handbook the characteristics of that teacher. Allow 5 minutes to complete the written exercise. Have them verbally share their responses. The purpose of this exercise

is to demonstrate that effective teachers are those who plan appropriately.

2) TRAINER - Read/Explain this information below.

THINGS THAT OCCUR WITH CLEARLY DEFINED INSTRUCTIONAL OBJECTIVES

If teachers are to make a significant difference in the lives of their students, they need to know exactly what they hope their students will accomplish. They have to be able to formulate goals for the students, and share this with the students so that they will be able to know where they are heading and what will be expected of them.

Studies have shown that when teachers have clearly defined Instructional Objectives and they share these appropriately, the following things occur. (Put on Transparency 1).

THINGS THAT OCCUR

1. Better instruction takes place.
2. Learning among students is more efficient.
3. Teachers are better able to evaluate their students.
4. Students are better able to evaluate themselves.

Since these things occur, it is safe to say that successful instruction relies heavily on well designed objectives.

- Stop and ask for questions and comments.
- Ask trainees what they think is meant by the ABCD's of well stated objectives. Elicit responses and write this on the flip chart.

3) TRAINER - Present this short statement on well stated objectives.

Well-Stated Objectives

A well-stated objective starts by naming the learners for whom the learning is intended, the **audience**. It then specifies the **behaviour** to be learned and the **conditions** under which the capacity would be observed. Finally, it specifies the **degree** to which the new skill must be mastered - and the standard by which the capacity can be judged. Thus, it is said that writing useful objectives can be as easy as ABCD.

4) TRAINER - Put Transparency 2 on the overhead projector "The ABCD's of Well- Stated Objectives". Explain and reinforce what is meant by the ABCD of a well written objective. Pointing to each letter on the overhead, elaborate using the information provided below.

- Ask trainees to turn to their manual **Work Sheet 2**. "ABCD of well stated objectives." Have them write in the information in the space provided as it is being explained.

AUDIENCE: When writing objectives, begin by stating the target audience whose capabilities you are planning to change. For example, in the case of teachers who are developing objectives for instruction, their audience will obviously be the students. The objective will state that "The student will be able to..."

A teacher does not have to be very formal when defining the audience; since as teacher you know you are writing the objectives for your students and what class you are teaching, you can simply address your audience by being very informal and use "the student or "you" instead of "The fifth grade/form class".

BEHAVIOUR: The "B" in the ABCD stands for behaviour. It is the specific action or performance that is expected of the student. It is usually described by an action verb. It must be stated as an **observable behaviour**. The teacher must state in the objective what he/she expects the learner will be able to do after completing instruction. Note of caution, avoid vague terms such as **know, understand, appreciate etc.** These verbs do not communicate your aim clearly (See list of verbs to guide you in **Appendix A**).

5) **TRAINER** - Ask trainees to turn to Work Sheet 3 in the handbook. Do the exercise with them. Check for appropriate responses. Note that the behaviour must be observable.

CHECK YOURSELF - BEHAVIOUR

Note if the following statements are written in the behavioral terms. Complete work sheet and check your answers with the trainer.

YES	NO	STATEMENT
_____	_____	1. The Primary School Students in Hluti will demonstrate a desire for a clean environment by picking up litter in the school grounds during recess.
_____	_____	2. The fifth grade class will locate nutrition information on food labels.
_____	_____	3. The form 4 class will learn the common tools in the wood working shop.
_____	_____	4. The high school students at Manzini High will develop a sense of their cultural heritage.

* Stop and ask for questions.

6) **TRAINER** - Point to the "C" of the "ABCD" on the Transparency and continue on:

CONDITIONS: The "C" stands for the condition under which the performance is to be observed. For example, if you are addressing wood work in your aim, you will want to state what tools or equipment students will use to be able to demonstrate mastery of the objective. What resources will the student be allowed or not be allowed to use? (For example: **When shown several types of carpentry tools**, students will be able to select the ones suitable for wood work in the shop.) It states the circumstances under which the behaviour must be demonstrated.

TRAINER - Ask trainees to turn to **Work Sheet 4** in the handbook and complete the exercise. Check their responses.

CHECK YOURSELF - CONDITIONS

Underline the stated condition or write the implied condition.

STATEMENT

1. Give an outline of Africa, students in grade 5 will be able to identify all the countries in Southern Africa.

2. The students in Form 1 Science class will be able to demonstrate the principle of sympathetic vibration
3. Students will determine which items are attracted to magnets and which are not.
4. Students will solve word problems involving multiplication and division.

7) **TRAINER** - After correcting responses ask for questions and comments then go to the final requirement to writing objectives.

DEGREE: The final requirement of well objective is for the teacher to indicate the standard by which acceptable performance will be judged. One will need to state what degree of accuracy or proficiency the learner must demonstrate in order that the behaviour be acceptable. (For example: The students will be able to write a one paragraph composition in SiSwati with fewer than 5 mistakes.) In this objective the degree is with fewer than 5 mistakes. Note, it will not always be possible to state the degree of accuracy or proficiency in every objective, but if it is helpful then it should be done.

8) **TRAINER** - Ask trainees to go to the **Work Sheet 5** and complete the exercise as before. Check their responses for accuracy.

CHECK YOURSELF - DEGREE

Do the following statements, include a properly stated degree or criterion of acceptable performance? Complete the exercise and check your answers with the trainer.

YES	NO	STATEMENT
_____	_____	1. Give a list of authors, the J.C. students will match the names of each with titles of their work.
_____	_____	2. Students will associate planets with their characteristics.
_____	_____	3. Students will conduct three experiments which show how water evaporates.
_____	_____	4. Students will describe how animals find or make their homes.

9) **TRAINER** - After sharing responses summarise the information presented.

Instructional Objectives must address these components:

Audience - The expected learners

Behaviour - The capability to be achieved by the learner

Conditions - State how the capability will be observed

Degree - The degree to which the skill will be mastered.

- These parts can be stated in any order as long as they are included and a complete and accurate picture of the expected outcome is drawn.

10) **TRAINER** - Divide the class into small Groups. Ask them to work together and come up with some useful functions of well stated objectives. Have them write their answers on the space provided in their handbook **Work Sheet 6**.

- Allow ten minutes to complete the exercise. Ask them to share their responses with the rest of the class.

- Trainer put on **Transparency 3** Useful Functions of well stated objectives and share these with them and compare their responses.

- Ask them to write functions in the space provided in their handbook.

Functions of well-written instructional objectives

Well-written objectives are useful in:

- * **identifying the success and failure of the student.**
- * **lesson planning**
- * **selecting learning aids**
- * **determining appropriate assignments for individual students**
- * **selecting and constructing class room tests.**
- * **summarizing and reporting evaluation.**

TRAINER - As you compare the trainees useful functions give positive reinforcement for their answers.

- Stop and ask for questions and comments.

11) **TRAINER** - Small Group activity. Ask trainees to turn to **Work Sheet 7** in handbook. Have them stay in the already formed groups from previous activity. They must work together to develop some well-stated objectives from the aims provided below.

- Refer them to the hand out in the **Appendix A**, a list of helpful verbs to use in writing objectives. Give them 2 minutes to go over these verbs.

- Assign the following Task:

Task: Using the ABCD method to writing objectives break down each of the following general aims into more specific observance objectives.

- Allow 15 minutes to complete the exercise, and ask each group to share and compare the objectives they have written the rest of the class.
- Each group will have this set of aims to break down into more specific objectives.

AIM: To learn about the water cycle. Write 2 well stated objectives for this.

Possible answers:

- i. Given a diagram on the water cycle, students will be able to label this diagram to show the path of water in the natural environment.
- ii. After listening to a lecture on water cycle, students will be able to write a one-page paper explaining the water cycle.

AIM: To be able to identify each of several types of wood properly.

Possible answers:

- i. When shown several samples of wood, students will be able to identify at least half of the types of wood discussed in the class.
- ii. Students will be able to describe each type of wood discussed in the class and list 3 uses for each type.

AIM: To understand negative numbers.

Possible answers:

- i. Presented with one number line of numbers, students will be able to locate negative numbers on the number line.
- ii. Students will be able to add negative numbers with 95% accuracy.
- iii. Students will be able to subtract negative numbers with 95% accuracy.

AIM: To understand the metric system.

Possible answers:

- i. When presented with the choice of using the metric system and another system, students will be able to explain in writing why the use of the metric system would be more appropriate than the other system for solving problems.

- ii. The students will be able to list three advantages and three disadvantages of the metric system.

- Write a well-stated objective for this general aim.

AIM: To know what motivates people to act.

Possible answer:

- i. When given a list of several motivators and a description of a particular human behaviour, students will be able to select the motivator which would most likely stimulate that behaviour.

TRAINER - Please note: This exercise should take 25 minutes all together. Fifteen minutes to work on the objectives and 10 minutes to share.

12) **TRAINER** - Ask trainees what they think the role of the Head Teacher should be in writing objectives. Elicit responses for discussion.

- Put on **Transparency 4**: "Role of Head Teacher in objective writing". Compare trainees responses and share these with them.

- After you have finished looking at **Transparency 4**, stop and ask for questions and comments.

13) **TRAINER** - Review the objectives covered in the lesson:

1. ABCD's of well stated objectives
2. Functions of well stated objectives
3. Role of the Head Teacher in writing objectives.

LESSON REVIEW QUESTIONS

Use these questions to review the lessons. Answers are to be taken orally if time permits.

A _____ specifies the learners for whom the objective is intended.

B _____ describes the capability of the learner. It is stated as an observable behaviour.

C _____ describes the conditions under which the performance is to be demonstrated.

D _____ states the standard for acceptable performance where applicable. (time limit, accuracy).

2. Three functions of a well stated objective are:

1. _____

2. _____

3. _____

APPENDIX A

KEY VERBS TO WRITING OBJECTIVES

A look at key verbs can be used to form objectives at each level of the three domains may help to clarify the differences between them. The chart on the next two pages is meant to supply the teacher with a series of verbs that are both observable and measurable. Finding these verbs is often the most difficult part of writing a clear and complete objective. If the teacher can refer to these lists on a regular basis, the writing of objectives should be that much easier.

Verbs to Use in Writing Objectives

The Cognitive Domain

1. KNOWLEDGE

Defines, Describes, Identifies

Labels, Lists, Matches, Names,
Outlines, Reproduces, Selects,

States

3. APPLICATION

Changes, Computes, Demonstrates
Discovers, Manipulates, Modifies,

Operates, Predicts, Prepares,

Produces, Relates, Shows, Solves,

Uses

2. COMPREHENSION

Converts, Defends,

Distinguishes,

Estimates, Explains, Extends,
Generalizes, Gives examples,
Infers

paraphrases, Predicts, Rewrites,
Summarizes

4. ANALYSIS

Breaks down, Diagrams,
Differentiates,

Discriminates, Distinguishes,
Identifies,

Illustrates, Infers, Outlines,
Points out,

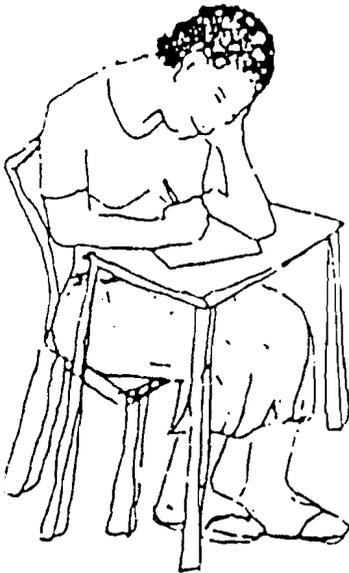
Relates, Selects, Separates,
Subdivides

5. SYNTHESIS

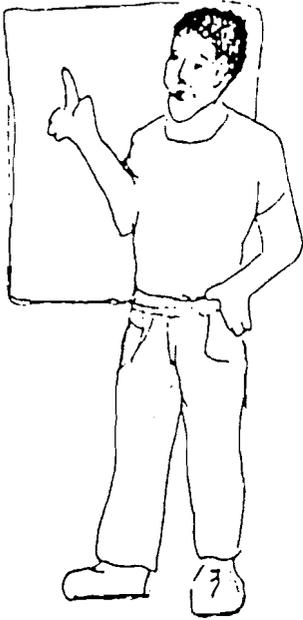
Categorizes, combines, compiles,
Composes, Creates, Devises,
Designs, Explains, Generates,
Modifies, Organizes, Plans,
Rearranges, Reconstructs, Relates,
Reorganizes, Revises, Rewrites,
Summarizes, Tells, Writes.

6. EVALUATION

Appraises, Compares, Concludes,
Contrasts, Criticizes, Describes,
Discriminates, Explains, Justifies,
Interprets, Relates, Summaries,
Supports



The Affective Domain



1. RECEIVING

Asks, Chooses, Describes,
Follows, Gives, Holds,
Identifies, Locates, Names,
Points to, Selects, Sits Erect,
Replies, Uses

3. VALUING

Completes, Describes,
Differentiates, Explains, Follows,
Forms, Initiates, Invites, Joins,
Justifies, Proposes, Reads,
Reports, Selects, Shares, Studies,
Works

2. RESPONDING

Answers, Assists, Complies,
Conforms
Discusses, Greet, Helps, Labels,
Performs, Practices, Presents,
Reads,
Recites, Reports, Selects, Tells,
Writes

4. ORGANIZATION

Adheres, Alters, Arranges,
Combines,
Compares, Completes, Defends,
Explains, Generalizes, Identifies,
Integrates, Modifies, Orders,
Organizes,
Prepares, Relates, Synthesizes

5. CHARACTERIZATION

Acts, Discriminates, Displays, Influences, Listens, Modifies,
Performs, Practices, Proposes, Qualifies, Questions, Revises,
Serves, Solves, Uses, Verifies.

Psychomotor Domain

1. PERCEPTION

Chooses, Describes, Detects,
Differentiates, Distinguishes
Identifies, Isolates, Relates,
Selects, Separates

3, 4, & 5 GUIDED
RESPONSE, MECHANISM,
COMPLEX OVER BEHAVIOUR
Assembles, Builds, Calibrates,
Constructs, Dismantles,
Displays, Dissects, Fastens
Fixes, Grinds, Heats,
Manipulates, Measures, Mends
Mixes, Organizes, Sketches,
Works

2. SET

Begins, Displays, Explains,
Moves, Proceeds, Reacts.
Responds, Shows, Starts,
Volunteers

6. ADAPTATION

Adapts, Alters, Changes,
Rearranges, Reorganizes,
Revises, Varies

7. ORIGINATION

Arranges, Combines, Composes,
Constructs, Creates, Designs,
Originates



WORKSHEET 1

"CHARACTERISTICS OF YOUR FAVOURITE TEACHER"

Listen to your trainer for the instructions to this activity.

List the characteristics of your favourite teacher.

1. _____
2. _____
3. _____
4. _____
5. _____

Your trainer will tell you when to share your answers with the rest of the group.

WORKSHEET 2

THE "ABDC'S" OF WELL-STATED OBJECTIVES:

A the _____

B the _____

C the _____

D the _____

WORKSHEET 3

CHECK YOURSELF - BEHAVIOUR

Are the following statements written in **behavioural** terms?

Complete the Worksheet and check your answer with the trainer:

YES	NO	STATEMENT
_____	_____	1. The primary school students in Hluti will demonstrate a desire for a clean environment by picking up litter in the school grounds during recess.
_____	_____	2. The fifth grade will locate nutrition information on food labels.
_____	_____	3. The form 4 class will learn the common tools in a wood working shop.
_____	_____	4. The high school students at Manzini High will develop a sense of their cultural heritage.

WORKSHEET 4

CHECK YOURSELF - CONDITIONS

Do the following statements include an acceptable statement of condition:

Complete and check your answers with the help of the trainer.

YES	NO	STATEMENT
_____	_____	1. Given an outline map of Africa students in grade 5 will be able to identify all the countries in Southern Africa.
_____	_____	2. The students in Science Class will be able to demonstrate the principle of sympathetic vibration.
_____	_____	3. Students will determine which items are attracted to magnets and which are not.
_____	_____	4. Students will solve word problems involving multiplications and division.

WORKSHEET 5

CHECK YOURSELF - DEGREE

Do the following statements include a property stated degree of criterion of acceptable performance? Complete the exercise below and check your answer with the help of the trainer.

YES	NO	STATEMENT
_____	_____	1. Given a list of authors, the J.C. students will match, with 95% accuracy, the names of each with titles of their work.
_____	_____	2. Students will associate planets with their characteristics.
_____	_____	3. Students will conduct experiments, with 50% accuracy, which show how water evaporates.
_____	_____	4. Students will describe how animals find or make their homes.

WORKSHEET 6

USEFUL FUNCTIONS OF WELL-STATED OBJECTIVES:

Use this space to fill in the information shared by the trainer.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

WORKSHEET 7

WELL STATED OBJECTIVES

Task: Break these general aims down into more specific objectives.

AIM: To learn about the water cycle. Write 2 well stated objectives on the basis of it.

A. _____

B. _____

AIM: To become acquainted with several types of wood properly. Write two well-stated objectives for this aim.

A. _____

B. _____

AIM: To understand negative numbers. Write two well-stated objectives for this aim.

A. _____

B. _____

AIM: To understand the metric system. Write two well-stated objectives for this aim.

A. _____

B. _____

AIM: To know what motivates people to act. Write two well-stated objectives for this aim.

A. _____

B. _____

WORKSHEET 8

THE ROLE OF THE HEAD TEACHER IN WRITING OBJECTIVES

Use this space to write the role of the Head Teacher in writing objectives:

1.

2.

3.

4.

5.

6.

TRANSPARENCY 1

Things that Occur With Clearly Defined Instructional Objectives

1. Better instruction takes place.
2. Learning among students is more efficient.
3. Teachers are better able to evaluate their students.
4. Students are able to better evaluate themselves.

TRANSPARENCY 2

THE ABCD'S OF WELL STATED OBJECTIVES

AUDIENCE

BEHAVIOUR

CONDITIONS

DEGREE

TRANSPARENCY 3

USEFUL FUNCTIONS OF WELL WRITTEN **INSTRUCTIONAL OBJECTIVES**

- * They are useful in identifying the success and failure of the student

- * They are useful in lesson planning

- * They are useful in selection of learning aids

- * They are useful in determining appropriate assignments for individual students

- * They are useful in selecting and constructing class room tests

- * They are useful in summarizing and reporting evaluation.

TRANSPARENCY 3

Useful Functions of Well Stated Objectives

- * They are useful in identifying instructional objectives.
- * They are useful in lesson planning.
- * They are useful in selection of learning aids.
- * They are useful in determining appropriate assignments for individual students.
- * They are useful in selecting and constructing class room tests.
- * They are useful in summarising and reporting evaluation.

TRANSPARENCY 4

THE ROLE OF THE HEAD TEACHER IN OBJECTIVE WRITING

1. To monitor teachers' lesson plans, scheme books and to check to make sure objectives are clearly defined and stated.
2. They must be knowledgeable themselves on writing objectives to be able to support the teaching staff.
3. They must be able to conduct workshops for teaching staff how to write objectives.
4. Meet with individual teachers who are needing help in writing objectives.
5. Meet with individual staff members to share his or her own observations.
6. Encourage teachers on share ideas with each other. Remember teachers do not have to do this on their own.
7. Work with individuals to develop objectives.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 2

Role of Head Teachers in Helping to Improve Teaching

SUB-MODULE C

Lesson Planning

TIME: 1 Hour and 30 Minutes

AIM: To discuss with trainee the importance of lesson planning and to involve them in designing a lesson plan for instruction.

OBJECTIVES: By the end of this training session the trainees will be able to:

1. List four key steps to organizing a lesson plan.
2. List the important functions of a lesson.
3. Practice writing a lesson, using a lesson plan format.
4. Discuss the role of the Head Teachers in Lesson Planning.

MATERIALS: Flip Chart Paper, Flip Chart Stand, Magic Markers, Chalk Board, Printed Materials.

ACTIVITIES: Brainstorm, Lecture, Small Group, Discussion, Practice Skills.

PROCEDURE:

1) **TRAINER** - Introduce the module and review the objectives. Ahead of time objectives on flip chart paper.

2) **Trainer** - Brainstorm with participants the steps involved in planning a lesson.

- Record their responses on the black board or flip chart.

3) **TRAINER** - Reinforce their responses by giving this mini lecture on "What's in a Plan". The four key steps of planning.

WHAT'S IN A PLAN

Planning is one of the most essential skills a teacher must possess. If teachers know how to plan for their students then they would be better teachers to their students.

Each teacher has his or her own style of planning. Some of them make more extensive plans than others, but research has shown that there is one thing that is clear about planning and that is; *there are few effective teachers who do not have written plans.*

TRAINER - Put on Transparency 1, "Four Key Steps to Lesson Planning" and continue to explain what's in a plan, using the information provided below:

- There are *four key steps to lesson planning* which have been cited by most curriculum guides. These include:

1. PURPOSE: WHERE DO I START

Every teacher must have an idea of where to start with his or her lesson. Most of them begin with a brief general statement describing what the lesson is about, **aim**. From this general statement they then outline the more specifics to be achieved in the lesson, **objectives**.

2. ASSESSMENT: WHERE AM I GOING?

Once these objectives have been written the teacher then focuses on where he/she is going with them. The teacher needs to find out exactly where the students are in relation to the purpose he/she has in mind for them. At this stage it is necessary to devise some kind of formal pre-test to assess the students level. This should be done especially if the teacher is teaching the group for the first time.

3. PROCEDURES: HOW WILL I GET THERE?

In this next step the teacher is thinking of how he/she will reach the objectives planned. In order to do this the teacher will incorporate a variety of teaching strategies to introduce, explain and or summarize the subject matter. He/she decides on what methods are to be used; should it be lecture, discussion, group work, problems solving, practice work demonstration, role play, simulation, etc.

4. EVALUATION: HOW WILL I KNOW WHEN I ARRIVE?

Every lesson plan should make provisions for measuring the extent to which the stated objectives are achieved. This can be done formally through test or informally. In addition to assessing their students, many teachers will write a self assessment, and note suggestions for next time.

- Stop and ask for questions and comments then summarise.

- In summary, the four steps to lesson planning: have a purpose in mind, assess students, formulate procedures (in order to obtain the objectives) and evaluate the performance of students to see if the objectives were achieved.

(5) **TRAINER** - Brainstorm with participants the functions of a lesson plan and the need for why do teachers need to plan?

- Ask the participants to list as many reasons they can to why they think it is important to plan for instruction. Write responses on the flip chart.

- Some important reasons to share with the group are provided below. Ask the participants to add these to their lists in the space provided in their handbook. Put on **Transparency 2** "Functions of a Lesson Plan".

- Stop and ask for questions and comments.

(6) **TRAINER** - Divide the class into small groups. Have each group design a lesson plan for a grade/form level of their choice, using the lesson plan format in **Appendix B** (See **Worksheet 3**). Provide trainees with chart paper and magic markers for their group activity.

TRAINER - Before they begin to work on writing the lesson plan, you will want to refer them to the Lesson Plan Format in **Appendix B**. They must read this over in their groups.

- Ask for questions and comments.
- Also refer them to the example of a lesson plan in their handbook on Expanded Sentences "**Appendix A**". They should take time to read this over and to ask questions or make comments.

(7) **TRAINER** - When they have completed the task of designing the lesson, ask each group to present it to the rest of the class and ask for feed back from the larger group regarding the appropriateness of the plan.

- This exercise should take about 30 minutes.

TRAINER - Note **Hand Out** in Trainees Hand book on "Key Verbs to use on Writing Objectives. This is included as Resource Materials for Trainees.

(8) **TRAINER** - The following exercise is on the Role of the Head Teacher in Lesson Planning.

- Ask participants what they think the role of the Head Teacher is in lesson planning.

- Write their responses on the flip chart.

- Share the following information using **Transparency 3** "Role of the Head Teacher" as a visual aid.

One of the skills the Head Teacher needs is the ability to supervise teachers effectively. This includes working closely with the teacher to determine the areas of improvement. The role of the Head Teacher in lesson planning is to do the following:

- **Observe the teacher as he/she performs the task for instruction.**
- **Monitor the teacher scheme plan and give feed back to its effectiveness.**
- **Demonstrate appropriate techniques for the teacher.**
- **Provide support and resources for the teacher when and if necessary.**
- **Observe and provide feedback to the individual teacher as he/she performs the task for instruction.**

Compare their answers with the ones you provided. Ask them to write these in their handbook in the space provided.

- Ask for comments or questions.

(9) **TRAINER** - Highlight the main points covered in the session, as suggested below.

What's in a plan?

Why do we plan?

The role of the Head Teacher in lesson planning.

LESSON REVIEW QUESTIONS:

Fill in the blanks.

1. Two roles of the Head Teacher in lesson planning are:

i. He/She observes the _____

ii. He/She monitors _____

2. List the 3 main functions of a lesson plan.

i. It helps to clarify _____

ii. To keep track _____

iii. It serves as a guide _____

3. The four key steps to lesson planning include:

APPENDIX A

DESIGNING A LESSON PLAN FOR A GRADE LEVEL OF CHOICE

SMALL GROUP ACTIVITY

Read together the example of a lesson plan on:

EXPANDED SENTENCES

OBJECTIVES:

1. Given a set of simple sentences Students will expand them in at least one, two or three ways.
2. Students will identify sentences from a list containing both simple and expanded sentences.
3. Students will be able to add words to a simple word sentence that will change the meaning of the original sentences in at least 2 ways.

MATERIALS:

Paper, pencils, copy book, hand out with list of sentences, sample strips of 2 word sentences.

PROCEDURES:

1. Define what is meant by expanded sentence
2. Review what a sentence is
3. Describe how and why sentences can be expanded
4. Go over chart on adjectives, adverbs and prepositional phrases.
5. Show the students the process you want them to use in expanding sentences.
 - ie. a. The baby cries
 - b. The hungry baby cries
 - c. The hungry baby cries loudly
 - d. The hungry baby cries loudly in the market
 - e. The hungry baby cries loudly in the Manzini market.
6. Give work sheet to students of a list of sentences to identify simple sentences and expanded sentences.
7. Place a simple 2 - word sentence on a chart with the expanded sentence under it. Students will be asked to find similarities and differences.
 - ie. Birds fly

The yellow hornbill birds fly swiftly in the air
Cows eat
The herb of brown cows ate the three bales of grass in the kraal.

8. Each child will be provided with a 2 - word sentence to expand or they will be asked to originate their own samples if the ones the teacher provides does not appeal.

Have on strips of paper students name and sentences.

Sipho Child cries

Jabu Dogs bark

Dumsani Children play

Gugu Mother cooks

Sandile Sisi sings

9. Evaluation: Oral. Have children discuss which sentences "tell more and to think about opportunities they have to use expanded sentences.

APPENDIX B

LESSON PLAN FORMAT

SUBJECT: _____

TOPIC: _____

DATE: _____

OBJECTIVES: This must tell what the students should be able to do by the end of the lesson. Each objectives should be written in behavioural term and must be measurable.

MATERIALS: Include a list of all equipment and materials needed to carry out the lesson, how much, how many and preparations which must be done before class.

PROCEDURE: The procedures required to teach the lesson should be described in outline format. Be sure to include what the teacher will do and what the students will do. Make provisions for review, introductions, practice activities and a closing activity.

EVALUATION: How will you know that the students have accomplished the objectives? Write down the formal or informal method of assessment that you plan to use.

COMMENTS: How would you do the lesson differently next time. What are special points to remember about how you conducted this lesson. Was one activity particularly effective? etc.

WORKSHEET 1

STEPS INVOLVED IN LESSON PLANNING

1.

2.

3.

4.

WORKSHEET 2

FUNCTIONS OF A LESSON PLAN:

Use this space to write the functions of a lesson plan as the trainer explains it to you.

1. _____

2. _____

3. _____

WORKSHEET 3

Use this work sheet to document your lesson plan.

LESSON PLAN FORMAT

SUBJECT: _____

TOPIC: _____

DATE: _____

OBJECTIVES: By the end of this lesson students will be able to:

MATERIALS:

PROCEDURE:

EVALUATION:

COMMENTS:

WORKSHEET 4

ROLE OF THE HEAD TEACHER IN LESSON PLANNING

Use this space to write the roles of the Head Teacher in lesson planning.

*

*

*

*

*

TRANSPARENCY 1

FOUR KEY STEPS TO LESSON PLANNING

PURPOSE

ASSESSMENT

PROCEDURES

EVALUATION

TRANSPARENCY 2

FUNCTIONS OF A LESSON PLAN

1. By writing down both purpose and the planned procedures for a given lesson plan it helps the teacher to clarify them in his/her own mind. This, serving as a way of organizing his/her ideas.
2. A lesson plan can function by helping teachers keep track of his/her ideas and classroom activities. These reminders of what the teacher actually covered in his/her lesson can be useful in planning latter lessons.
3. Lesson plans can be used as a guide for supervisors or observers. It can help them to focus on the lesson being taught. It can serve as a function to direct the observation of someone who is watching a lesson in progress.

TRANSPARENCY 3

ROLE OF THE HEAD TEACHER IN LESSON PLANNING

1. Observe the teacher as they perform the task for instructions.
2. Monitor the teacher scheme plan and give feed back to its effectiveness.
3. Demonstrate appropriate techniques for the teacher.
4. Provide support and resources for the teacher when and if necessary.
5. Observe and provide feedback to the individual teacher as he or she performs the task for instruction.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 2

Role of Head Teachers in Helping to Improve Teaching

SUB-MODULE D

A New Supervision Model

TIME: 1 Hour, 45 Minutes

AIM: To introduce Head Teachers to a model of supervision which can be implemented in their school system to provide support to teaching staff as they plan for instruction.

OBJECTIVES: By the end of the session the trainees will be able to:

1. Describe the new model of supervision and list the four stages involved in the process.
2. List 6 phases to giving structures to a Supervisor/Teacher conference.
3. Practice one aspect of the new supervision model (giving feedback) with one of their classmates using a case study.

MATERIALS: Flip Chart, Magic Markers, Overhead Projector, Overhead Transparency, Case Study.

ACTIVITIES: Small Group, Lecture, Group Discussion, Reading, Role Play.

PROCEDURE:

(1) **TRAINER** - Divide the class into 6 groups. Pass out the assignment below. (Have the assignment written on a single sheet of paper for each group ahead of time).

ASSIGNMENT:

Think of a time when you have been observed by an Inspector in the class and were given feedback. How did you feel? How were you approached? What did you like or dislike about the way the observation was conducted?

- Ask the trainees to discuss these questions in the group. They must choose one person to record some of their experiences.

- Have the reporter share their common experiences in the large group. Compare experiences among the groups.

- Write some of these experiences on the flip chart or chalk board so they can be seen by the group as a whole.

(2) TRAINER - Introduce the module topic and review the objectives for this session on a Supervision Model.

- Write the objectives on the flip chart before the lesson and display it for reference and reinforcement.

(3) TRAINER - Explain to the trainees that you are about to introduce them to a model of supervision *which is called "Clinical Supervision."*

- Use the information printed below to share the model.

**Please read the material ahead of time to familiarise yourself
with the information to be presented!**

CLINICAL SUPERVISION - A MODEL

TRAINER - Begin by saying:

One of the many roles of the Head Teacher is that of supervising teaching staff effectively. To do this he/she must work closely with the individual staff member to determine the area/s that may need improvement. He/she must be able to observe the individual accurately and must be able to provide constructive support to the individual as he/she tries to fulfil the responsibilities of the job.

"Clinical Supervision" has a structure which enables the Supervision/Instructional Leader to perform the task of giving support to individual staff members more effectively and accurately, giving support to individual staff members. This model which we are about to review has been used effectively by many supervisors in other school systems and has been found to be manageable. It has also been useful in helping to motivate staff members.

TRAINER - Write the information below on chart paper ahead of time. Allow trainees time to write it also in their note book.

WHAT IS CLINICAL SUPERVISION?

It is a method of supervision whereby the supervisor is involved with the teacher in a close "helping" relationship". They get together to share ideas and concerns. Help is then given to the teacher to improve his/her teaching by analysing information that was collected during an observation session.

TRAINER - Continue with the lecture.

You will notice as we go along that there is a notable difference between this model of "Clinical Supervision" and the "Traditional Supervision Model." (See Appendix D) In the clinical model the supervisor and the teacher meet together to discuss and agree upon a *focus for this observation*. Usually it's an area where the teacher might be having some difficulty in instruction.

For example, the teacher may decide that the area of concern is how to handle problem students during instruction. They both will discuss what the teacher may think is the problem, and why the problem seems to exist. The supervisor then agrees to observe the teacher at a convenient time.

*It is important to remember that the objectives of the observation must be clearly stated prior to the observation taking place. This is usually done at what is called a **pre-conference meeting**. Compare this to the traditional model or supervision where the Head Teacher on the spur of the moment decides to pay a visit to one of the teachers' class; because he/she has noticed during Assembly that the nervous and everything seems to go wrong for him/her.*

As was mentioned before this model is based on the participation of the two people involved, the teacher and the supervisor. The model consists of four stages.

TRAINER - Put on **Transparency 1** with the model "**Clinical Supervision**" and use the information below to help go over the model. Point to each stage of the model on the transparency as you go along.

THE CLINICAL SUPERVISION STAGES

STAGE 1. The PRE-OBSERVATION CONFERENCE

At this stage the goals of the two people are established, and they both agree on the objectives. They discuss and agree on what is expected of the supervisor and the teacher during the observation, and what information regarding the teacher's concern should be collected during the next stage.

For example, the teacher may need help in Teaching Methods. The Supervision then agrees to observe the teacher on the kinds of teaching methods he/she uses during instruction to keep the students motivated and interested in the lesson.

STAGE 2. THE CLASSROOM OBSERVATION

At this stage the supervisor arrives at the classroom at the agreed time. He/she finds an inconspicuous place to sit, observe and collect the agreed upon information. (Note here, the supervisor should avoid value judgements.) Only collect information that will be useful to the teacher and related to the objective agreed upon. In this way you would have a better chance for improving the teacher's instruction.

The supervisor must never interrupt a lesson to correct the teacher. All he/she needs to do is to note the behaviour or information needing attention, and share this with the teacher during the appropriate time. (The Post Observation Conference.)

STAGE 3. ANALYSIS AND STRATEGY SESSION

The third stage is the Analysis and Strategy Stage. It is at this time, after the observation, that the supervisor spends a few minutes to collect his/her thoughts on how to approach the teacher with the information collected. He/she organises the information and makes a plan of action as to how to share this information with the teacher so it can be most helpful.

This time should be used to clearly think about how best the information collected can be used by the teacher.

STAGE 4. POST-OBSERVATION CONFERENCE

The fourth and final stage. **This is the most crucial stage of the supervision**

process. At this stage the two parties meet together alone to discuss the observation. *(Please take note that the meeting place should be free from all distraction and interruption.)* You should ask not to be disturbed. You will need to give the teacher your undivided attention.

The information collected should now be presented in a clear fashion. If done this way the teacher will be more likely to use the information and evaluate his/her teaching and classroom performance. Share exactly what you have observed and give the teacher time to digest the information.

It's also important to find out what the teacher perceives from the information collected which you have shared with him/her.

The supervisor will now ask the teacher to:

- a. Analyze the data and talk about the lesson, rather than have the teacher listen while he/she tells about the lesson. Allow the teacher to talk first.
- b. Supervisor should ask questions to focus on the teacher's aspect of the lesson. Sometimes you may have to be more directive, because, some teachers may not be able to evaluate his/her own teaching. All the same, every effort must be made to elicit the teacher's analysis of the data.
- c. Discuss ways to improve the lesson: Try to come up with some strategies together. Avoid being the one to give all the expert answers. Help the teacher to problem solve and, only when its absolutely necessary make suggestions. Discuss whether the focus of the next observation is going to remain on the already agreed objective.
- e. Request feedback from the teacher as to how effective the cycle has been and how the next observation and conference can be improved.

TRAINER - Stop and ask for questions and comments about the new model. Encourage participants to ask questions. Summarise the 4 stages of the model. Let trainees know that after the break you will discuss how to structure the conference.

BREAK TIME: TAKE 5 MINUTES FOR A STRETCH

(4) **TRAINER** - "Six Phases to Giving Structure and Flexibility to the Conference."

TRAINER - Before you discuss the "Six Phases" reinforce this message:

The post-conference (giving feedback) is the key to the supervisory process. It enables the Head Teacher and the Teacher to come together to find solutions to problems jointly. It must be carefully thought out. The focus of (Appendix B) is to help the Head Teacher/Supervisor get

prepared when conducting a "post-conference" with a staff member.

TRAINER - Ask trainees to turn to **Appendix A** in their Handbook, "Six Phases to Giving Structures and Flexibility to the Conference." Select a volunteer to help read the information. Encourage trainees to stop and ask for questions and comments to stimulate discussion.

(5) **TRAINER** - Divide the class into groups of 3. Using the case study **Appendix C** have the trainees practice giving feedback. One person should take the role of the supervisor, one the teacher, and the third person will be an observer. The observer will watch the behaviour of the two people, the teacher and the supervisor, and give them feedback on how they acted during the conference.

TRAINER - Before you have trainees start the role play on giving feedback, refer them to the hand out in **Appendix B**, "Some Additional Notes on Providing Feedback." Have them read this handout before they actually begin the conference.

- Allow 20 minutes to complete exercise. Then have them share their experiences on giving and receiving the feedback.

(6) **TRAINER** - Take time to review the lesson by highlighting the main points of the lesson.

- a. The Stages of the Supervision Model
- b. The Six Phases to giving structure to the conference
- c. Some additional notes on giving feed back to an individual.

TRAINER - You may want to use the lesson review questions on the next page to find out if your objectives were met and understood.

LESSON REVIEW QUESTIONS:

Complete the following questions.

1. What is meant by "Clinical Supervision?"

2. There are 4 stages to the Supervision Model. Which is the most important stage? Circle the right answer.

- Stage 1. Pre-Observation Conference
- Stage 2. Classroom Observation
- Stage 3. Strategy Session
- Stage 4. Post-Conference

3. The 6 phases to giving structure to a conference are:

Fill in the blanks.

- a. Structure the _____
- b. Create a _____
- c. Setting the _____
- d. Guiding the _____
- e. Planning the _____
- f. Closing the _____

APPENDIX A

SIX PHASES TO GIVING STRUCTURE AND FLEXIBILITY TO THE CONFERENCE

1. **STRUCTURE THE CONFERENCE:**

As you prepare for the conference. You may want to ask yourself the following questions.

- What do I want to accomplish as a result of this meeting?
- Are there specific understandings to develop with the teacher?
- If the conference is one of a series that has focused on a staff member's behaviour in certain situations, what do I want that individual to know or to learn about his or her behaviour?

2. **CREATE A CLIMATE:**

Remember that conferences can be threatening to a staff member. Most of the time the topics to be discussed often have to do with a supervisee's performance. So to avoid any anxiety, the physical arrangements of the conference place is very important. Choose a place that is free of traffic, so that the supervisee can feel at ease. The arrangement should be informal and one in which both parties are face to face with each other and on the same level.

3. **SETTING THE PURPOSE:**

The purpose of the conference must be clear and agreed upon. The supervisor may want to take a few minutes before starting to clarify its purpose and to enable the teacher to suggest issues to be explored.

An agenda must be mutually agreed upon.

4. **GUIDING THE CONFERENCE:**

The main part of the conference is when the issues selected are elaborated, explored and discussed. During this phase the supervisor describes the behaviour of the teacher and children, shares and analyzes the information collected during the observation. This is the time to reinforce the staff member's positive behaviour, and to put into practice the skills of asking good questions, listening attentively, and offering appropriate information. During this phase the supervisor will make comments that mirror the teacher's behaviour so the teacher can focus on and examine it.

A note to remember: Teachers benefit most from being guided to think critically about their own performance and should be encouraged to engage in problem solving as part of their approach to teaching.

As much as possible, the supervisor should describe the teachers performance rather than evaluate it.

5. **PLANNING THE NEXT STEPS:**

In planning the next steps supervisor and supervisee identify and develop problem solving strategies which usually involve changes in teaching behaviour. Once new behaviours or possible strategies have been explored, the supervisor and supervisee agree on which of these should be implemented, when and how.

6. **CLOSING THE CONFERENCE:**

During the closing of the conference, the supervisor summarizes what has taken place during the conference period, reviews initial goals and objectives in terms of conference outcomes, and restates what was agreed upon as future plans. If progress has been made, **both parties should sense achievement**. The supervisor should write a brief summary of what has taken place.

The supervisor must give concrete examples and references and or brainstorm new activities, materials techniques and routines. Once strengths, progress and suggestions for development have been reviewed, a summary of these comments should be written and signed, with each person keeping a copy for further references.

APPENDIX B

SOME ADDITIONAL NOTES ON PROVIDING FEEDBACK

Read this hand out before you practice giving feedback at the conference.

- * Start with something positive. This tends to decrease the chance of the individual becoming defensive.
- * Keep negative criticisms to a minimum. Most people can handle only one or 2 at a time. (Remember change comes slowly).
- * Accompany each criticism with one or 2 suggestions for improvement.
- * Each criticism should be accompanied by or at least one example. It is not fair to the person to say; "your visual aids was inappropriate", if you cannot remember what the visual aid was.
- * End on a positive note. Avoid demoralizing the individual. Encourage the person to want to do better.

APPENDIX C

CASE STUDY

CHAOS IN THE CLASS:

CAN'T HOLD THE STUDENTS ATTENTION

At a **Pre-Conference**: The supervisor Ms. Khumalo and one of the teachers, Ms. Kunene met to discuss some issues of concern. The Head Teacher on passing her class room on three occasions found the class to be very noisy. One each occasion she heard the teacher loudly and with what seemed to be rage and disgust, trying to discipline one of the students in her class. She decided to confront the teacher with her concerns and asked her for a meeting.

After discussing the concerns, the teacher agreed that she was having some difficulty and wanted some help. She informed the Head Teacher that her problem was in trying to maintain discipline in her class. There were four students who were making it very difficult for her to teach the rest of the class.

She went on to say that she finds herself spending more time trying to keep these four students on task, especially Siphso, thus she was never able to complete her lesson as planned.

They both agreed for the Head Teacher to observe her class, and mutually agreed when this should take place.

Class Room Observation:

Outcome of the observation: A Summary.

The supervisor arrived on the specified time, found an inconspicuous place in the back of the room where she was able to see the movement of the entire class.

During the teaching period she noticed that the teacher's entire 45 minutes period was spent lecturing to the students. The topic for the class lesson was "The Family". The teacher spent most of the time telling the students what a family was and how a family should be. Much of the time was spent on facts about family.

One of the students tried to ask a question or say something to the teacher about his family but she replied, "You must wait". Most of the students seemed to be turned off because these facts did not seem to relate to them as a whole.

During 15 minutes into the lesson the Head Teacher noticed that Siphso (the student, the teacher especially was having problems with) began to get restless and he pulled on Jabu's pencil. She grabbed her pencil back from him and they started a fight. The teacher spent the next 10 minutes talking to the two boys about how fed up she was especially with Siphso and about the punishment he was going to receive. She told him she did not want him

in her class any more.

In disciplining the two children, she put Siphso in the corner of the room to stand on one leg, and Jabu she made to stand in the back of the class. While she was taking care of Siphso, who did not want to take his punishment, two other students in the third row started talking and whispering and laughing at Siphso. This made him very angry and he threw his pencil at the boys. The rest of the class started to laugh. This made the teacher very upset, and she beat the entire class with a stick and said they must be quiet. She was not able to finish her lesson. She looked beat and disgruntled by the entire episode.

Task 1: Analysis and Strategy Session:

Set up a plan of action as you collect your thoughts as to how you will share the information you have collected with the teacher.

- What in the information collected is important for the teacher to know about?
- What sort of help does the teacher really need?
- What are some strategies for helping the teacher?
- Would you need to have a series of observations with this teacher?

Think it through, and make a plan of how you will approach the teacher.

Task 2. The Post-Observation Conference

Now you are ready to share this information with the teacher, making it as meaningful and supportive as possible.

Things to consider are in your handout on Some Additional Notes on Providing Feedback, and on stage 4 of the Supervision cycle.

APPENDIX D

THE TRADITIONAL SUPERVISION MODEL

CHARACTERISTICS OF THIS MODEL

1. All the power is with the Supervisor.
2. The Supervisor is viewed as an **Authority** figure and is to be deferred to.
3. The Supervisor is looking for any problems that may exist.
 - 3.a. Lesson Planning
 - 3.b. Lesson Presentation
 - 3.c. Adherence to the Time Table
 - 3.d. Errors in facts presented
 - 3.e. How students are controlled
 - 3.f. How well the Curriculum is followed.
4. The Supervisor is an "expert" in an academic area and is therefore seen as one who monitors the teachers so that they comply with the curriculum and regulations.

Method of Supervision:

1. Shows up at the school or classroom and visits teacher's classes unannounced or announced.
2. Observes what is going on, makes notes and writes a report. This is a formal occasion.
3. May interrupt a lesson to provide accurate information.
4. Write notes in the teachers' preparation books in front of the children.
5. Gives feedback about the Inspection to the teacher during or after class.
6. Files a report listing the findings, copied to the Head Teacher and to the Regional Educational Officer.

TRANSPARENCY 1

THE CLINICAL SUPERVISION STAGES

STAGE 1 PRE-OBSERVATION CONFERENCE

STAGE 2 THE CLASSROOM OBSERVATION

STAGE 3 ANALYSIS AND STRATEGY SESSION

STAGE 4 POST-OBSERVATION CONFERENCE

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 2

Role of Head Teachers in Helping to Improve Teaching

SUB-MODULE E

Individualized Instruction

TIME: 2 Hours

AIM: To provide insight into the practice of student-centred education and that of teacher-centred education, and to better understand the nature, purpose, advantages and disadvantages of individualized instruction through discussion and self-discovery.

OBJECTIVES: Upon completing this module the learner will be able to:

1. State the characteristics of student-centred education and teacher-centred education, and state the differences between the two.
2. Practice student-centred approaches to problem-solving in hypothetical classroom situation.

MATERIALS: Paper, Pens, Transparency, Overhead Projector, Flip Chart and Markers.

ACTIVITIES: Discussion, Lecture, Discovery Exercise, Group Work (Case Studies).

PROCEDURE:

(1) **TRAINER** - Pass out the Module and review the Aims and Objectives as stated above.

(2) **TRAINER** - Instruct the group on how to complete the student discovery questions by saying, "First read through the questions provided in **Appendix B** but do not answer them. Then read the text prior to the questions in **Appendix A**. Now return to **Appendix B** and answer the questions using the information you have read."

- Allow for 30 - 40 minutes to complete this exercise.

(3) **TRAINER** - When the group has finished filling in the answers, use the "ANSWER SHEET" (**Appendix B in Trainer's Guide**) to review with the group. Read the question and have different individuals give the answers, with you confirming the answer. Each person will correct his/her own papers.

- Allow 10 - 15 minutes for review and correction.

(4) **TRAINER** - Place **Transparency 1**, "Teacher-Centred Education," on the overhead projector. Read the list and ask the group to follow along in their Handbooks.

- Ask the questions below and write the answers on a Flip Chart.

1. "What do you see as major advantages of Teacher-Centered Education?"
2. "What class level or subject does it best suit?"
3. "When is it NOT very appropriate?"

(5) **TRAINER** - Place **Transparency 2**, "Student-Centered Education", on the overhead projector, and follow the same procedure as above, asking the same questions.

(6) **TRAINER** - Divide the class into 5 groups, and inform them that they will be working on Case Studies

- Instruct the group to turn to **Appendix B**, "The Case Studies", and randomly assign one case study to each group.

- Explain to the group that after reading the *student-centered* approach to help the teacher alleviate the problem.

- Allow the groups to work on solving the problem for 15 minutes. When finished have a spokesperson for each group read their case study as well as the solution they have cooperatively come up with.

- Allow for comments from others.

- This exercise should take approximately 30 - 40 minutes.

(7) **TRAINER** - Once everyone has returned to his or her original seat, take time for summary and review. Be sure the following points are covered: informal learning, formal teaching, student's needs, mental and physical development in relation to teaching, motivation, learning through discovery.

(8) **TRAINER** - Highlight the main points of the exercise. You may want to use the review questions to see if the objectives were understood and met.

LESSON REVIEW QUESTIONS:

Fill in the blanks.

1. Is the use of "Discovery Questions" in this module an example of a Student-centred approach or a Teacher-centred approach to learning? _____

2. What style of instruction is used in Teacher-centred education? _____

3. What style of instruction is used in Student-centred education? _____

4. Some activities of a student-centred education are ...

5. Give one characteristic of Teacher-centred Education, and one characteristic of Student-centred Education.
 - i. _____

 - ii. _____

APPENDIX A

Individualized Instruction

In any area of human learning, whether it be learning Maths or Science, English or SiSwati, or even practical tasks like how to plant a garden or cook a meal, the lesson must have meaning and significance to the learner in order for him/her to retain the information being taught. A person's level of ability and understanding determines what his or her needs are for instruction. For example, before one can teach a child how to ride a bicycle that child must first be able to reach the pedals with his/her feet. That child must also be able to demonstrate some ability of balance and coordination. Once these needs have been met, the learning and practice can begin. Therefore, the direction a lesson takes must evolve from the student's needs. Student-centered education basically means centering, or adjusting the student's instruction around his/her needs.

HISTORY

Before getting into what "student's needs" implies and how to adjust a lesson accordingly, let's validate the concept of student-centered education with the history of its origin.

The Greeks and the Romans saw education in terms of preparation for adult roles in the world. It was not until the 18th and 19th century that men like J.J. Rousseau and Johann Pestalozzi, stressed the idea that teachers should increase the student's curiosity. They also stressed providing direction for the student by using means that were appropriate for the developmental level of that student. They emphasized the importance of the student's own needs and abilities in determining the type of education needed.

Over the years, the interest in student needs as a factor in educational instruction increased. There became less of an emphasis on what information the student needed to know, and more or an emphasis on the student's needs in order to be happy, healthy, and curious about his/her environment. All these are favourable factors for further learning.

CHILD DEVELOPMENT

The mental health of students, combined with intellectual growth became a primary focus of education and remains so today in most school systems. Psychologists and educators began to study closely, the developmental stages of a child. They found that each individual develops physically and mentally at a different rate. The average person goes through the same specific stages of mental and physical growth, in the same order. But, everyone reaches maturity at a different time in his/her life.

(refer to chart on mental development; **Appendix C**)

TEACHER-CENTERED EDUCATION

Teacher-centered education is the most commonly used style of teaching. This means, children sit in regular rows, all working on the same exercises at the same time. Those schools that still use teacher-centered approach believe that the opposite approach to teaching (student-centered) is bad for discipline, lacks any commitment to serious learning and leads to chaos in the classroom. They feel **formal instruction** is the most efficient method.

Formal instruction is the name of the approach used in a teacher-centered classroom. It is an approach in which the teacher acts as an instructor, taking up a position at the front of the class where he or she can exercise firm control over the pupils. Teacher-centered education works on the principle that "teacher knows best". The teacher influences the kind of education the children receive. It is often seen more as working through a syllabus rather than exploring new ideas. The emphasis is on teaching rather than learning. (refer to **Transparency 1**).

The teachers see themselves as the communicators of information. They select what will be learned and at what pace. The students are viewed as a group rather than individuals and taught as such. Remediation is seldom used.

Teacher-centered education is most appropriate when teaching some aspects of science and math. At such times the student's must receive a given set of rules for memorization and practice. It is used most frequently in colleges and universities. Teacher-centered education is used very frequently in Swaziland Schools as well, both for children and adults. You may be very familiar with this technique.

STUDENT-CENTERED EDUCATION

Student-centered education is the name applied to an approach to learning that recognizes the importance of matching the content and methods of student's learning to what is known of human development. Student-centered education takes into account the basic needs and characteristics of the student. Need is what determines the direction of his/her own learning. In teacher-centered education, on the other hand, the teacher dominates the learning process by determining what is taught, how it is taught, and the sequence and pacing of the learning. The teacher takes on the role of the director of learning. Student-centered education is the opposite of teacher-centered. These teachers believe that **informal teaching** is the most efficient. The teacher's role changes from information giver to one of lesson planner, provider of learning materials, motivator, and facilitator of the learning process.

Informal teaching is an approach that deliberately avoids the instructor's role as seen in formal teaching. It structures the classroom environment in such a way that each student is encouraged to use time, space and available resources to progress along a path of learning that is initiated by his own interests and enquiries. Exercising informal activities in the classroom means there is a good deal of choice in what the students can do.

As stated before, some educators perceive student-centered education as an inefficient way of teaching. They feel the student controls virtually everything that goes on and therefore there is chaos. In fact this is an exaggeration.

The student-centered approach to learning is **NOT** student-controlled. It instead, is seen as a realistic response to what we know about human development, interests, and learning. People vary in the mind as much as physical appearance. Because of this, an individualized approach to learning is the most appropriate, and logical for certain subjects and ages.

Everyone progresses through stages of development. Everyone's abilities and characteristics change as they grow as well as their interests, motivations, comprehension, and self expression. In adult education the student-centered approach works best. The group is not being treated as if they know nothing, but instead new concepts and ideas are opened up for them to explore. Such an approach often works quite well in elementary education is well.

In a student-centered classroom you will see a choice of things for the students to do. Students are free to move around, but this does not mean they do as they please. There is quiet work as well as busy work. The students clearly enjoy themselves in this classroom. No one is bored. Self expression and independent thinking is encouraged. Basic skills are **NOT** ignored, however. Instead of learning by memorizing rules they may do some role play and put concepts to practical use.

(refer to **Transparency 2**)

For example, with a group of elementary students a simple lesson in mathematics, one can transform a part of the classroom into a market where pretend goods can be bought and sold. Some children can play the part of the merchant, others can play the part of the buyer. Students learn counting, weighing, how to make change, etc. They also learn how to get along with others, be polite, and make decisions. This is all done by direction on the teacher's part and discovery on the student's part. At secondary level, students could be guided to operate the school's tuck-shop.

Learning is going on at all times in a student-centered classroom, sometimes directly from the teacher sometimes indirectly. The student does not have to wait until others have completed their work. There are other activities set up in the classroom for exploration, discovery, and self-directed learning, such as books, models, charts, problem solving games, learning centers, etc.

Teacher's of a student-centred classroom do not let the students do everything they like, but they do respect their pupils individuality and try to enable each student to fulfil his/her potential. Because the students are involved in the direction of their actions in the class they feel important, worthwhile and gain satisfaction from this.

In student-centered education, school experiences are selected and organized according to the **student needs** (needs for language acquisition, self expression, experimenting with one's environment, etc. are all important factors to be considered). Student's interests are viewed as the most valid indication of those needs. In this adult education class, in which you are all involved, the learning experiences are based on expressed needs cited by Head Teachers themselves.

APPENDIX B

ANSWER SHEET

DISCOVERY QUESTIONS

Use the printed material provided to answer the following questions.

1. Does everyone mature at the same rate? _____

2. Between what ages do children gain the ability to think independently and in abstract terms?

3. On what "principle" does teacher-centered education work on?

4. What style of instruction is used in teacher-centered education?

5. In teacher-centered education the students are viewed as a

_____ rather than as _____.

6. Name THREE characteristics of teacher-centered education.

7. What is student-centered education?

8. Student-centered education uses **informal teaching** to help children gain knowledge. With **informal teaching** what is the structure of the classroom environment like?

9. What two things are encouraged in a student-centered classroom?

10. Some activities of a student-centered education are...

11. Name **THREE** characteristics of student-centered education.

APPENDIX C

5. MENTAL DEVELOPMENT

	Age	Mental characteristics	Achievements
PRE-NATAL	- 9 months - 6 months - 3 months	Growth of brain begins: Nervous system exists in simplified form. Brain nearly completely formed.	Heart beating. Reflex actions such as a grasping and withdrawal.
BIRTH		Nervous system complete but brain weighs only approximately one-quarter of adult brain. Possesses no knowledge	All reflex actions developed such as breathing, crying, sucking, swallowing, digesting, elimination from bladder and bowels. All sense organs respond to stimulation.
CHILDHOOD	+3 months +9 months +18 months 2 years	Brain grows in size and weight and responds to environment. Continued growth and responsiveness. Co-ordination becomes apparent. Growth continued. Growth continued.	Generalised movements only. No proper control. Learning more obvious. Improved control over motor activities. e.g. vocal organs begin to produce syllables. Some words perhaps only intelligible to mother. Vocabulary of over 200 words.
INFANCY	2-3 years 4-5 years 6-12 years	Growth continued. Increasing curiosity and thirst for knowledge. Thinks in concrete terms. Brain almost full grown. Curiosity continues	Vocabulary of about 900 words. Vocabulary grows rapidly and speech is made in proper sentences. Great increase in factual knowledge, beginnings of reasoning.
ADOLESCENCE	12-16 years	Growing mental independence. Increasing power to think in abstract terms.	Sometimes a reversal of co-ordination with adverse effects on games and athletic skills, particularly with girls. Further increase in knowledge and development of intellectual activity.
YOUTH	16-21 years	Development of increasingly mature attitudes and behaviour.	High degree of co-ordination making possible high performance in skills. Further increase in knowledge and intellectual activity.

APPENDIX D

The Case Studies

When discussing a possible solution, try to keep in mind the following:

- the developmental age of the learner(s)
- discussion should focus on a Student-centred approach.

CASE STUDY # 1

The situation: During the absence of a teacher training from the classroom, the students have been asked to quietly complete an assignment. Some finish before the others, and become restless. The noise level is rising in the classroom and disturbing the others who are trying to work.

CASE STUDY # 2

The situation: In your Science class you are studying plants and plant life. There are two students in your class that stand out from the others. One finds the lesson boring and too easy, which leads to his disruptive behaviour. The other finds the lesson too difficult and is having trouble keeping up with the rest of the class. This child tends to slow down the others who are following at an even pace, and also causes a disruption.

CASE STUDY #3

The situation: A girl in your classroom seems to be a talented artist. However, in school (which takes up most of her day) she never has the chance to express herself artistically. Often she is caught drawing when she should be paying attention to the lesson. She is reprimanded harshly when she is caught doing this. Her desire to be creative is being suppressed and her teacher begins to notice this. He feels that she is possibly talented enough to be successful someday and does not want to see this opportunity lost, but he does not know how to adjust lessons to meet this his student's need.

CASE STUDY #4

The situation: In your Head Teacher training sessions the trainees seem to lack enthusiasm. They often come late or try to skip class. You want them to appreciate the information that is being given to them, but they seem to just go through the motions of the daily routine. They show an overall lack of interest, and you want to find an original way to change this.

CASE STUDY #5

The situation: As an observant Head Teacher you notice in your school that the standard 1's and 2's are having a difficult time with the English language, and it is effecting their scores in other subjects. Your theory is to incorporate a new approach to teaching English. What might this theory look like? Discuss this theory, remember your suggestions and the teachers implementation of the idea should increase test scores and elicit a positive attitude from the students.

(ALTERNATE CASE STUDY)

CASE STUDY #6

The situation: Many people believe that Maths is a subject that some students do well in and others simply fail. As a Maths teacher, you believe all your students can succeed - some students just need more help. You want to devise ways in which weaker students can develop their Maths skills, but at the same time have the stronger students continue their learning as well.

* Remember to keep in mind the following:

- the developmental age of the students
- the value of student-centered approaches.

TRANSPARENCY 1

MAIN CHARACTERISTICS OF TEACHER-CENTRED EDUCATION ARE....

- Teachers act as essential links between the student and what he/she is learning.
- Teachers select what the students learn, the methods by which they learn and the pace at which they learn.
- Teachers see their role as communicators of knowledge to their students as efficiently as possible.
- Teachers spend most of their time actually teaching.
- Students get the impression they can learn only when their teacher is present and teaching.
- Students tend to be regarded as more or less uniform groups of learners rather than as individuals with different gifts and needs.

TRANSPARENCY 2

MAIN CHARACTERISTICS OF STUDENT-CENTRED EDUCATION ARE.....

- Acknowledges that the student's needs should determine what they learn at school.
- Recognizes and responds to the changing characteristics that distinguish the different ages of student's.
- Trains the students in skills that are within the capabilities of their stage of development.
- Selects what is taught and the methods used so that they are appropriate to the comprehension and experience of the student.
- Utilizes the strong motivational forces that control so much of student's natural learning.
- Applies knowledge of human development to the content and methods of learning and teaching.

INSTRUCTIONAL LEADERSHIP

TRAINEE'S HANDBOOK

MODULE 3

The Head Teachers' Role in Continuous Assessment

INTRODUCTORY MODULE

TIME: 60 Minutes

AIM: To introduce Continuous Assessment (C.A.) and Remediation.

ACTIVITY: Panel Discussion

PROCEDURE:

(1) **TRAINER** - Hold a panel discussion to begin this module. Invite persons from the NCC, INSET, and Inspectors and/or teachers who have expertise in this area.

(2) **TRAINER** - The attached list of questions could be given to them as guidelines for their responses.

*** Emphasize that No. 2, No. 3 and No. 4 are the major concerns.**

QUESTIONS FOR C.A. PANELLISTS

- 1.. Why is C.A. needed in the school system? We already have examinations which need out those who are not going on to secondary school.
2. How is the C.A. system different from the tests our teachers now do make, and those we get from the Testing Unit of the MOE?
3. Please explain how remediation ties to C.A. considering that many teachers have over 50 students in a class. How will they be able to remediate to help some students?
4. What is C.A.? Is it something which has already been done, or is it something new?
5. We have been informed that C.A. has begun in Class 1 and 2 in Mathematics and English, and is expanding one more higher Grade per year. How will it happen in the other classes, and will records be kept of students work in these classes?

3) **TRAINER** - Finally, the Chairperson for the day will allow for questions and discussion from the floor that panellists can respond to, and encourage discussion.

4) **TRAINER** - See appended materials to help you facilitate this discussion if you were unable to invite experts on the subject.

APPENDIX A

Continuous Assessment

Introduction:

Various types of continuous assessment are already going on in schools in Swaziland. Teachers teach and then test students and note that some students do poorly and need help. Teachers use textbooks from the National Curriculum Centre and if they see that some need revision or do not work well for them, they re-write their own personal lessons. In other words, assessment goes on as a natural function of the educational process. Teachers keep records of how well students do on teacher-made tests and they try to help those who have problems by providing special lessons.

A Systematic Continuous Assessment for Swaziland

The Ministry of Education, the National Curriculum Centre and INSET have embarked on a systematic programme of Continuous Assessment in the country. The programme has 3 major components:

- 1. Testing**
- 2. Remediation/Enrichment**
- 3. Record keeping**

This new programme began in 1993 in Grade 1, in two academic areas in Swaziland's Schools. These are:

Mathematics and English

Each year, CA will be introduced into the next grade until it is being used from the 1st grade to the 7th grade

Testing

Testing is done at three levels: end of main objective/topic, and of a unit and end of term tests.

Why do we test?

1. We test to find out if students have learnt what we set out for them to learn. Giving a good test after you have taught to an objective will help you know what skills and knowledge each of your pupils has achieved .
2. We test to diagnose learning difficulties in order to give remediation.
3. Guidance - To assist students in making career decisions or decisions about choice of subjects by showing their abilities and interests.

4. Motivation - To encourage students to do more revision work.
5. Evaluation - To check the effectiveness of teaching materials, teaching methods, student texts, etc.

Remediation?

Remediation is a way of helping students overcome their learning difficulties.

How is Remediation Structured?

Remediation may be done:

1. in large groups in English and Maths.
2. in small groups for remediation or enrichment.
3. individually for students who need help in one or another area.

Record Keeping

CA record keeping helps to keep proper and up-to-date documented proof of the performance of each child.

There are 3 types of reports/records in CA:

(1) Student Achievement Record

This is the record of how each child has done on each test. In this record, the teacher records the decisions based on the scores each learner got on the lesson and unit tests. The decisions are: **M - for Master**: This is used to indicate the learner has mastered an objective. **B - for Borderline**: This is used to indicate that the pupil was not yet a master, but was on the borderline. **NM - for Non Master**: This stands for non-mastery of an objective.

(2) The Student/Parent Report

The second form is called the Student/Parent Report form and it is given to the parents at the end of each term. There is one form for Maths and one for English. This form is used for recording the results of the end of term tests. The form shows a list of all the main objectives for the term for that subject. It shows how well the child has mastered or has not mastered each objective.

(3) The Pupil Progress Record

This form is used to record the results of the end of term tests in a different way. It does not go to the parent, but instead is kept by the school. The teacher transfers the information that is the Student/Parent Report to this form.

This record is kept by the headteacher to track the pupil's progress from term to term and

year to year. This ensures following the progress of the child throughout his/her school career.

Who will be responsible for bringing CA to the Schools?

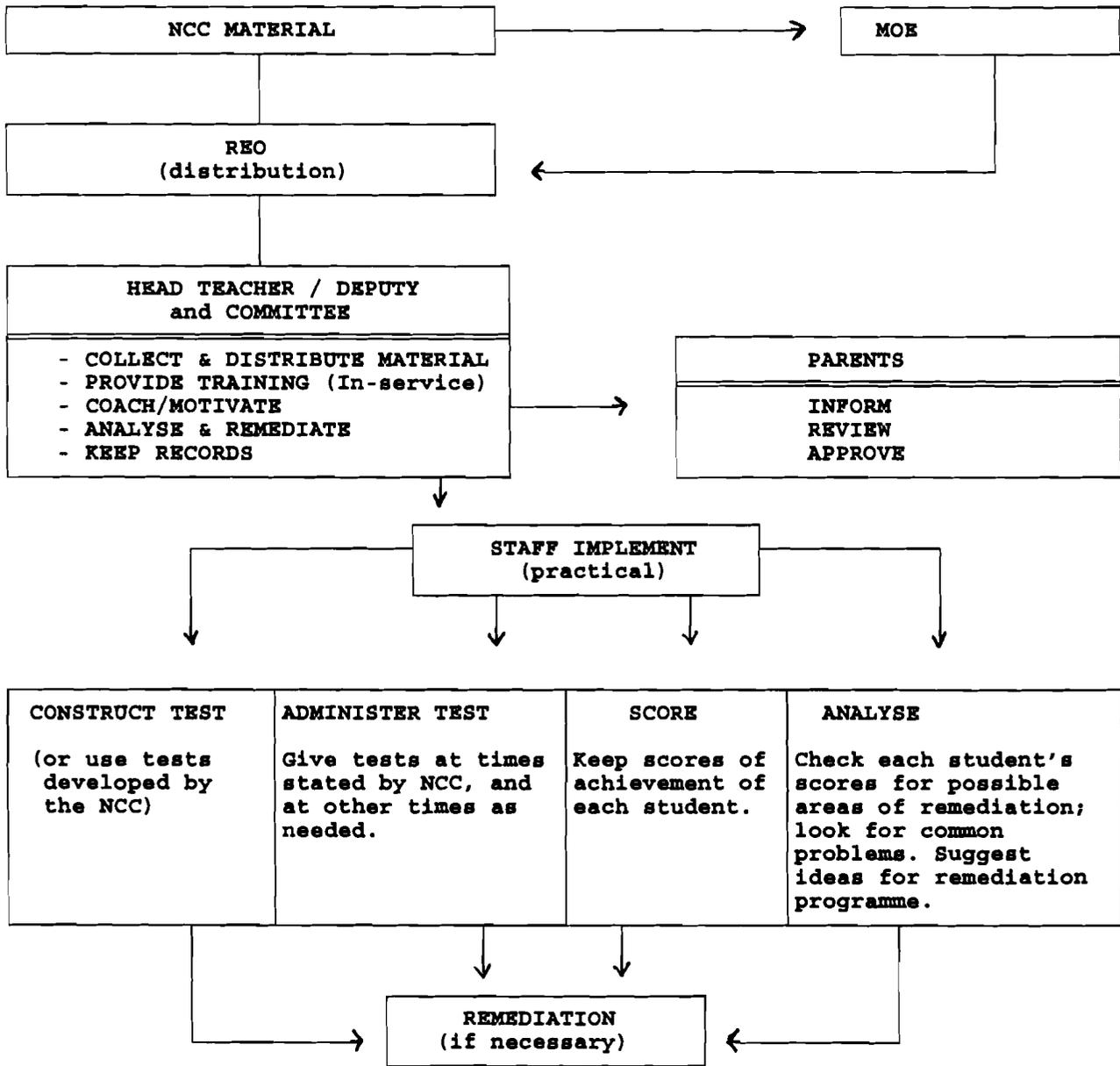
The CA Unit of the National Curriculum Centre (NCC) develops, pilots tests, and produces the materials. It also trains Regional Training Teams who train teachers. The In-service Education and Training (INSET) Unit will be ultimately responsible for training the teachers in the field..

How is This Programme Carried Out?

Throughout the CA Unit, Head Teachers and teachers in the schools are taught new methods in testing and learn to use new materials in English and Mathematics. (This is done through workshops every year and through regional and zonal follow-ups).

The CA Unit has also developed handbooks for Continuous Assessment training purposes.

APPENDIX B



APPENDIX B (Continued)

REMEDICATION STRATEGIES AND MODELS

1.1 WHAT IS REMEDIATION

We need to understand what remediation is before we discuss remediation strategies and models. Remediation is a way of helping students overcome their learning deficiencies. This is provided in both programmed teaching (PT) and programmed learning (PL).

1.2 WHO NEEDS REMEDIATION?

The non-master, those who give incorrect or weak responses and sometimes the borderline cases need remediation. It is important however to mention some reasons why children don't learn. Here are a few.

1. Slow learners
2. Prerequisite skills
3. Incorrect methods of teaching and learning
4. Fast learners
5. Learning problems
6. Emotional problems
7. Physical problems such as speech, sight, hearing, food, sleeping, illness

The remediation which we shall discuss here is the kind of remediation that is offered to a normal child who is having difficulties in comprehending a topic. (We are not addressing problems which have to be attended by say, a medical doctor or psychiatrist). Our emphasis here is on learning problems that are believed to be reversible and perhaps short term in nature.

1.3 WHY DO WE GIVE REMEDIATION INSTRUCTION?

Anyone who gives remedial instruction, makes some non verbal statements:

1. Demonstrates that he/she cares about the success of every child.
2. Manifests confidence that success is within the grasp of every pupil otherwise they would not spend time in re-teaching.
3. Asserts that the focus of the school and classroom and academic learning is very important.

APPENDIX C

Some Questions and Answers

A. What is Continuous Assessment?

Continuous Assessment (CA) is a systematic, objective, diagnostic and ongoing process of determining how well the student has learned given instructional objectives. Assessment results are used for diagnostic purposes so that each student can be helped to reach his or her greatest potential.

Characteristics of Continuous Assessment

Continuous Assessment may be characterized as being:

- Systematic
- Objective
- Diagnostic
- Ongoing

a. C.A. is systematic

CA is a well-planned process of linking all instruction and testing to objectives. The objectives determined what is to be taught and the tests measure what was taught. Because of this, all instruction and testing must be based on objectives that are clearly written and logically sequenced.

b. C.A. is objective

In Continuous Assessment, judgements about what the child has learned is based on his/her actual performance in criterion-referenced tests, not on opinions or subjective appraisals.

c. C.A. is diagnostic

Information from testing is used for diagnostic purposes. Test results are analysed to determine whether the student needs remedial help or enrichment, or whatever he or she is ready for instruction on the next objective. Data from schools and school regions are used to determine whether there are problems that require remedial measures at the regional or national level. The ultimate aim of the testing-diagnosis-remediation/enrichment cycle is to ensure that every Swazi child is provided every opportunity to succeed in school.

d. C.A. is an ongoing process

Continuous assessment is determining how well the pupil has learned at all stages of the learning process-not just at the end of the year or at the end of primary schooling. Testing is done at the end of the main objective at the end of a "unit" at the end of a school term,

and at the end of a school year. Any decision made at any point in time concerning the pupil's performance takes into account all previous decisions about him/her. This requires the keeping of accurate and up-to-date achievement records on each pupil.

It is also important to know what CA is not: CA is not a curriculum. CA offers a plan that teachers use to help their students meet the goals of any curriculum. It gives teachers tools - such as skill in test preparation - that help them help each child to meet the objectives of the curriculum.

The purpose of CA is to help every student become a successful learner.

B. What are the goals of the Continuous Assessment Programme in Swaziland?

The goals are:

1. To improve learning among primary school children.
2. To improve teaching by helping teachers to: (a) teach towards the instructional objectives, (b) prepare objectives - based (criterion-referenced) test, and (c) provide appropriate remedial instruction in a timely manner.
3. To provide information that will help improve policy decisions and implementation strategies (at the national, regional, and school levels) that affect the quality of primary education in Swaziland.
4. To improve the "external efficiency" of primary education - ie., improve the chances that primary school leavers will become gainfully employed/self-employed after completing basic education.
5. To help reduce the drop-out and retention rates in the primary schools.

C. What are the components of the CA Programme in Swaziland?

As the name suggests, CA involves some kind of testing throughout the entire learning process. In order to ensure that all students are learning, and not just a selected few, testing must be balanced by the provision of timely remediation (remedial instruction) for those students who have learning difficulties. For this reason, the CA Programme in Swaziland focuses on 3 major components: testing record keeping and remediation. Under conditions enrichment opportunities should also be provided for the more advanced students.

D. How will the Ministry of Education help the teachers implement the CA Programme?

The following steps are being undertaken to enable teachers to implement the CA Programme::

1. The Ministry, through the National Curriculum Centre, will provide the primary

school teachers with end-of-term tests to ensure a common national standard for measuring achievement. It will also provide sample remedial materials to guide remediation in the classroom.

2. The Ministry, through the National Curriculum Centre, will provide the primary school teachers with (a) item specifications to enable them to write their own criterion-referenced lesson and unit tests and (b) teachers' handbooks on test development and remediation.
3. The Ministry will provide training workshops for all teachers through trainers at the following levels: (a) a national corps of trainers consisting of CA staff from NCC and Inset, (b) regional training teams composed of staff from NCC and Inset, Inspectors, Teacher Leaders, subject panel members, head teachers, and selected classroom teachers, and (c) local in-service training specialists - ie., the head teacher and/or a selected classroom teacher - in every school.

E. What is the Ministry's time table for the implementation of the CA Programme.?

A tentative time table is shown below (Table 1). This time table is only for CA in English and Maths. The introduction of CA into the other subject areas will be decided by the Ministry of Education at a later date. It is expected that expertise developed among the CA staff during the life of the EPMT Project will be tapped to train other staff in the development and implementation of the CA Programme in the other school subjects.

1993: CA introduced into grade 1

1994: CA introduced into grade 2 - also used in grade 1

1995: CA introduced into grade 3 - also used in grade 1 & 2

1996: CA introduced into grade 4 - also used in grade 1, 2 & 3

1997: CA introduced into grade 5 - also used in grade 1, 2, 3 & 4

1998: CA introduced into grade 6 - also used in grade 1, 2, 3, 4 & 5

1999: CA introduced into grade 7 - also used in grade 1, 2, 3, 4, 5 & 6

F. Who makes policy decisions about the direction and implementation of the CA Programme?

Policies are made by the central office of the Ministry of Education. These will be based, among other things, on information from the schools where CA is being implemented. Also, the CA Unit and their technical advisor(s) will inform the Ministry of technical aspects of the Programme that may help them make better decisions.

INSTRUCTIONAL LEADERSHIP

TRAINEE'S HANDBOOK

MODULE 3

Managing C.A and Remediation Practice in the School

SUB-MODULE A

Examination Systems

TIME: 1 Hour and 30 Minutes

AIM: To update and provide Head Teachers with information on Examination and Continuous Assessment Systems. This will provide Primary School Head Teachers with some strategies that will assist teaching staff to maintain the new system. It will help secondary/high school Head Teachers understand the CA process.

OBJECTIVES: By the end of the training session Head Teachers will be able to:

1. Describe the present Swaziland examination system and its function.
 - 1a. State the advantages and disadvantages of the present examination system in Swaziland.
2. Examine and Discuss the new MOE alternative to the examination system ie. Continuous Assessment.
 - 2a. Define Continuous Assessment and state its advantages and disadvantages.
3. Identify the role of the Head Teacher in this new system.

MATERIALS: Chalk, Chalk Board, Paper, Pens.

ACTIVITIES: Listening, Reading, Problem Solving, Group Discussion, Summarization, Brainstorming.

PROCEDURES:

(1) **TRAINER** - Using information printed below discuss the examination system in Swaziland. This should include the following points:

M.O.E PRESENT EXAMINATION SYSTEM

*** Types of examination**

1. Internal

2. External

*** Internal examinations are set and conducted by a practitioner (Teacher).**

*** External examinations are set by professionals chosen from the subject panels. e.g. Maths, English, Science Social Studies. External examinations are conducted at the end of grade 7, form 3 and form 5.**

*** Pupils who fail at these points repeat, or, in some cases, they become dropouts.**

(2) **TRAINER** - Divide participants into 5 groups.

- Explain to trainees that they have just discussed the M.E.O. System. Now the small groups will examine the advantages and disadvantages of the system.

(3) **TRAINER** - Ask each group to discuss the advantages and disadvantages of the examination systems currently used. Choose a reporter for each group to come back and report on their group discussion. Allow 15 minutes for this exercise.

- Write their responses on the chalk board using the following format:

Advantages

Disadvantages

(4) **TRAINER** - After the 15 minutes of group discussion, ask the trainees to give their reports. Note the common points on the respective columns on the blackboard for reinforcement.

- The statements below are a reminder of some of the kind of entries that could be made under disadvantages. Share these with trainees if they did not come up with them.

- a. Examination results create high dropout and repetition rates.
- b. Internal examinations are highly subjective; they all depend on the teachers assessment but have a value for the teacher to pin point problems.
- c. External examinations instill competition among pupils at all levels, most of the time in a negative way.
- d. The idea of writing an examination creates stress in some pupils.
- e. Most examinations in Swaziland test the students knowledge in a written form only. Other forms of assessment, e.g. practical projects, skill-demonstrations, are often neglected.
- f. External examinations check the results that were measured on one day while pupils performance is spread throughout the year.
- g. In a system where there are limited Secondary places in the school, external examinations sort out the few who can go on.

(5) **TRAINER** - Present this statement: "Since the present Examination System seems to have many disadvantages, let's take this time to examine the Continuous Assessment (C.A.) System that is now being implemented by the M.O.E."

(6) **TRAINER** - Ask the participants to read the following section on "Continuous Assessment in Swaziland by B.D. Ginindza (See **Appendix A**). Ask them to stop when they come to the word "stop".

- The reading will give them some background information on the Continuous Assessment Programme.

(7) **TRAINER** - Elaborate a few points stressing the importance of the Government's Policy of improving the quality of education. By improving the internal efficiency we hope it will reduce repetition and minimize the drop out rates. Also, stress the importance of C.A.

(8) **TRAINER** - Ask for questions and comments, but deal only with those that are relevant to the topic of discussion.

(9) **TRAINER** - Discuss the Continuous Assessment Plan in the appended material. Put into focus the M.E.O. whose component of C.A. is developing a system of assessment for English and Maths at primary levels. (See **Appendix B**).

(10) **TRAINER** - Discuss these elements focusing on the levels at which assessment may occur (ie. at the end of the lesson, Unit, term, and year). Bring to their awareness the fact that appropriate remediation strategies must be provided to teachers for the use in classes with large numbers of students.

(11) **TRAINER** - Assign the trainees to read "The Continuous Assessment Plan" (**Appendix B**). The trainer should highlight these points.

- a. The learner's progress is monitored throughout instruction.
- b. The learner's strengths and weaknesses are detected at a point where it is still possible to give remediation.
- c. Weaknesses in the instructional materials are easily detected.
- d. Competency areas where there are problems are easily identified when conducting group formative evaluation, etc.

- Stop and ask this question: Can you identify any disadvantages on this model?

- These are some possible **Disadvantages** you may want to share with the group.

DISADVANTAGES

- A. There is a lot of work for the teachers and they may not like it. The new system may not be understood in depth.
- B. In over-crowded classes individual attention is almost impossible for remediation.

(12) **TRAINER** - Point out to the trainees that Primary School Head Teachers have a vital role to play in monitoring this C.A. and remediation. Make it clear to them that:

- * They have to be directly involved.
- * They have to conduct remediation for some students.
- * They have to be a role model for the teachers.
- * They have to meet with the other teachers regularly about C.A.
- * They have to accurately monitor the records and grades.

(13) **TRAINER** - Highlight the main points of the lesson.

Summarise what you have presented and discussed. Stress all the points relating to your objectives.

LESSON REVIEW QUESTIONS:

Complete the following questions.

1. List 4 advantages and disadvantages of present examination system practised in Swaziland.

Advantages:

1. _____
2. _____
3. _____
4. _____

Disadvantages:

1. _____
2. _____
3. _____
4. _____

2. Define Continuous Assessment.

Continuous Assessment is _____

3. Give 4 advantages to the C.A. system.

1. _____
2. _____
3. _____
4. _____

4. Remediation is built on _____

APPENDIX A

CONTINUOUS ASSESSMENT IN SWAZILAND

In the past few decades developing countries have had a sharp rise in the public demand for schooling. This came about because of the belief that academic achievement was the only road to success. After the 1946 UN Declaration for education as a basic human right, many parts of the world formulated policies towards this end and have achieved universal access to schooling.

While many of these developing countries, (including Swaziland), were preoccupied only with the quantitative expansions of their system, and internal efficiency of those systems were overloaded, and remained almost unchecked.

Among the goals for education in Swaziland derived from the Imbokodvo Manifesto are:

- "Education is an inalienable right for every citizen to receive to the limit of his/her abilities"
- "Education is to produce enlightened & participant citizenry." (Imbokodvo Manifesto, 1972).

Emanating from these, Swaziland has attempted to democratize education. Since 1964 there has been a number of education sector reviews conducted by international organizations like UNESCC, USAID, SIDA & ODA. Local reviews of education have also been done by the MOE, the first in 1975, and the second, a National Education Review Commission, in 1985. Several other consultative meetings have been conducted throughout the country. The GOS believes in education reform through dialogue. The reports of all these have culminated in a number of projects. From the 1975 Education Commission Report, 3 major things were decided:

1. "Improve access to education for primary school children. The target for UPE was 1985. We have not yet achieved it - we are near the target however.
2. "That the curriculum at school level be made relevant to the cultural, economic and political conditions of Swaziland".
3. "Technical and vocational education be introduced in secondary schools".

Concerned by the quality of education, the MOE started by improving and making relevant the school curriculum. The NCC was established in 1973 with USAID funding. Curriculum development was fully institutionalized and the Centre provides instructional materials for the nation's schools. Meanwhile, more and more schools were built around the country. Today, just over 90% of the primary school going age has been given access to schooling, i.e. 157,200 children.

The Second Phase of improving the quality of education was through the Teacher Education Programme, again, with USAID funding, from 1985.

- The entry qualifications were raised to O'Levels from previous JC certificate entrance.

This also implies raising qualifications of the Teacher Education Institutions to post graduate level.

- A new B.Ed Primary Programme was introduced at the UNISWA.
- An In-Service Unit has also been established to continually train teachers in content.
- However, the system is found to be only 54% efficient with high drop-out repetition rates. On average, it takes almost 13 years for a child to complete 7 years of primary schooling. There are still a number of over-age children in the system, due to failure and repetition, and only 16% of primary school graduates manage to complete the cycle in the prescribed 7 years. The expansion of secondary education has not kept pace with the growing social demand for secondary education; more than a quarter of the children who graduate from primary school cannot enter secondary level. 98% of these children who enter school do not reach university level. A very large number of students drop-out of formal education, beginning with those who do not even survive grade one. These children do not have the essential knowledge and skills to survive and complete in the rapidly modernizing society.

So, from the 1985 NERCOM Report the following recommendations were featured which the MOE generally committed itself to in 1989:

- Raise the quality of education in the country.
- Create a 9 year Basic Education Programme and 3 years secondary, in place of the 7+3+2 structure.
- Create possibilities for every child in Swaziland to go the 9 year Basic Education in order to reduce through the number of drop-outs in the cycle; and also raise the school leaving age.
- Offer two streams in secondary school:
 - a) the existing academic programme.
 - b) a prevocational stream.
- All primary children to benefit from the diversified curriculum to cater for different talents.
- The examinations be adapted to a diversified O'Level type syllabus with an in built continuous assessment and final examination procedures.
- The examination administered at the end of the different streams be a school leaving certificate, recognized internationally and equivalent to O'Levels.
- The examination administered at the end of the different streams be a school leaving certificate, recognized internationally and equivalent to O'Levels.
- The examination system should include continuous assessment of pupils.
- Vocational and psychological guidance services be offered at the upper level of primary and adequate resources (qualified teachers, institutional support, etc) be made available.

After improving the quality of the school curriculum and that of teacher education, the next obvious necessity is to improve the internal efficiency of the system, because many children still continue to drop out of school in the early years of their education, and this undermines the professed ideal of equal opportunity for education.

In the last several years the MOE has been moving steadily towards institutionalizing a system of continuous assessment. Following the NERCOM Report, a draft implementation was drawn. This plan envisaged that a pupil's CA mark should receive 50% weight of the final SPC exam. This however, has been a topic of some debate. As a concrete move towards the institutionalization of continuous assessment in the country, a project called Educational Policy, Management and Technology (EPMT) was launched, with the assistance of USAID.

This firm decision by the GOS was taken because it is now strongly believed that many intellectually able children sometimes fail in school because of the school's failure to identify and to meet their needs. Brimmer and Pauli (1971) in analysing internal factors at play in the wastage problem, question the purposes, the rational, and the validity of the teacher assessment and examinations which determine the future of many students. They point out that in many countries the development of the individual is no longer central to the educational process - the process of examining has overshadowed it. The question of WHAT, HOW MUCH, and TO WHAT EXTENT the students have learned, has been almost completely forgotten. It is a great pity indeed that in many countries, Swaziland included, examinations and assessments have become an end in themselves - something for the teachers to teach towards.

And whilst these exams and assessments remain a major source of anxiety for many, there is not much evidence that they enhance learning in any significant way.

In recent times the role of the school has shifted from that of simply selecting a small percentage of pupils for more advanced education to that of reaching every child effectively so as to enable him/her to go on learning within or outside the school. The task of the schools and colleges is no longer to find the favoured few, but to identify a wide range of potential talents and to help each child to maximize such talents, both in his/her interest as well as in the interest of the demands of our ever changing society.

We have arrived at a stage when we need to continuously evaluate and assess our goals and objectives, our facilities and programmes, the classroom engagement and interaction, and the overall outcomes of the school system, to ensure that they facilitate rather than obstruct learning.

The main concern of this paper is to focus on a major revolutionary step in the Swaziland Educational System. I say revolutionary, not because it is new and has not been practised in the country before, but because the outcomes of an institutionalized, well-managed CA Programme will not only raise the quality of education delivery services and educational output, but also in terms of providing access and opportunity for each child to succeed in his or her own direction and according to his or her abilities.

Assessment is an integral part of the educational process. To assess is to determine the value of a thing. In education to assess is to determine the extent and value of the performance of the student in a unit of instruction or the overall progress of a student in school for a particular period of time.

THE CONTINUOUS ASSESSMENT PLAN

The EPMT Project will assist the Ministry in developing a system of assessment for the English and Maths subjects, at the primary level - in Grades 1 through 7. English and Mathematics were selected for two reasons:

1. the GOS specified that "...the 3 R's of Arithmetic, Reading and Writing will be emphasised as a preparation for further learning and adult life. For unless pupils are well drilled in the basics, future schooling will be hindered and adult life will be very dull". (SD, MOE, 1985, p.63).
2. Employers have repeatedly specified that English and maths are the most essential and generalizable skills for the labour market (USAID/Swaziland, November 1988). Employers have also indicated a need for individuals who are able to learn new skills on the job, and who are able to learn new skills on the job, and who are able to apply critical reasoning and problem-solving abilities to learn how to learn, to reason critically, and to solve problems. This will result in additional efforts for the curriculum and in-service units, such as adding curricular objectives and materials aimed at teaching these skills.

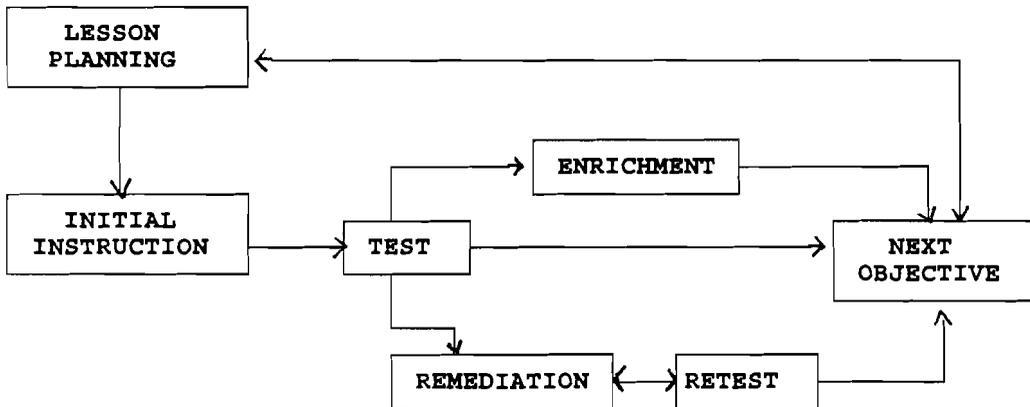
Recent evidence was provided by the MOE's National Curriculum Centre regarding the need for developing students' higher-level thinking skills. Sixth grade students were tested using CRT of five reading skills:

- 1) word recognition
- 2) sentence construction
- 3) extracting information
- 4) inferring meaning
- 5) drawing conclusions

While even the scores on word recognition were quite low, scores on the more cognitively complex, but meaningful skills of inferring meaning and drawing conclusions were 0%. These scores were consistent across all schools sampled in the four regions.

A system of CA can help to identify deficiencies in a programme early on so that something can still be done to remediate them.

THE MASTERY LEARNING MODEL
FOR THE CONTINUOUS ASSESSMENT PROGRAMME



'Adapted from Charlotte Danielson, Teaching for mastery
Princeton, NJ: Outcomes Associates, 1989.

ADVANTAGES

- a. The learner's progress is monitored throughout instruction.
- b. The learner's strengths and weaknesses are detected at a point where it is still possible to give remediation.
- c. Weaknesses in the instructional materials are easily detected.
- d. Remediation is given only when a learner really needs it.
- e. Competency areas where there are problems are easily identified when conducting group formative evaluation.

APPENDIX B

REMEDICATION STRATEGIES AND MODELS

1.1 WHAT IS REMEDIATION

We need to understand what remediation is before we discuss remediation strategies and models. Remediation is a way of helping students overcome their learning deficiencies. This is provided in both programmed teaching (PT) and programmed learning (PL).

1.2 WHO NEEDS REMEDIATION?

The non-master, those who give incorrect or weak responses and sometimes the borderline cases need remediation. It is important however to mention some reasons why children don't learn. Here are a few.

1. Slow learners
2. Prerequisite skills
3. Incorrect methods of teaching and learning
4. Fast learners
5. Learning problems
6. Emotional problems
7. Physical problems such as speech, sight, hearing, food, sleeping, illness

The remediation which we shall discuss here is the kind of remediation that is offered to a normal child who is having difficulties in comprehending a topic. (We are not addressing problems which have to be attended by say, a medical doctor or psychiatrist). Our emphasis here is on learning problems that are believed to be reversible and perhaps short term in nature.

1.3 WHY DO WE GIVE REMEDIATION INSTRUCTION?

Anyone who gives remedial instruction, makes some non verbal statements:

1. Demonstrates that he/she cares about the success of every child.
2. Manifests confidence that success is within the grasp of every pupil otherwise they would not spend time in re-teaching.
3. Asserts that the focus of the school and classroom and academic learning is very important.

Remediation instruction, sometimes known as corrective activities, needs not take a long time to complete. The duration will depend on the subject matter and the type of difficulties the pupils are having. If for example they entered the unit with its prerequisites fully mastered, the corrective phase for the new content is bound to be brief. If, however, difficulties stem from earlier deficits as well, one would expect a longer remediation. In any case the more extensive a school's experience with mastery learning, the shorter will be the remediation period.

2.0 REMEDICATION STRATEGIES AND MODELS

- 2.1 **Reteaching:** The teacher explains the skills and concepts again and possibly in a different way using a different method.

The following are some examples.

3.0 ADDITIONAL PRACTICE WITH WORKBOOK/WORK SHEETS

If additional practice, both guided and dependent, seems to be needed, workbooks and work sheets may prove helpful. These may be commercially prepared or teacher made. In our cases here in Swaziland the teacher will be expected to design extra examples for pupils as the need arises. The additional practice may be guided or independent.

4.0 GAMES AND ACTIVITIES

Well designed games can be useful mechanisms for drill and practice. The one gate game in which pupil sort objects according to one attribute (either shape, size or colour) is an example of a game approach to a difficult skill of sorting by attribute in grade one. However such games will be played in teams, peer pairs or individually. Games cannot substitute for comprehension, but they can cement a skill through additional practice and involvement.

5.0 PEER GROUP READING

Sometimes Group review of a formative test is necessary. However it will be necessary to group the children according to their difficulties e.g. the border line cases may be grouped together if they are faced with conceptual difficulties. At times the teacher will organise a group study using learning kits or self instructional modules. This last method may not be applicable to grade one level, as most children cannot yet read.

6.0 TUTORING

The tutoring may be conducted by the teacher to a group of pupils or to an individual pupil. Programmed tutoring is also referred to as structured tutoring. This is a one to one method of instruction in which the decisions to be made by the tutor are 'programmed in advance by means of carefully structured printed instructions'. In a typical programme the tutor and the student get together to go through the lesson material. The teacher's book has answers to the exercises, which the student does not have. In this kind of programme the teacher continually chooses the next step on the basis of the learner's last response. Programmed tutoring uses 'brightening'.

APPENDIX C

Some Questions and Answers

A. What is Continuous Assessment?

Continuous Assessment (CA) is a systematic, objective, diagnostic and ongoing process of determining how well the student has learned given instructional objectives. Assessment results are used for diagnostic purposes so that each student can be helped to reach his or her greatest potential.

Characteristics of Continuous Assessment

Continuous Assessment may be characterized as being:

- Systematic
- Objective
- Diagnostic
- Ongoing

a. C.A. is systematic

CA is a well-planned process of linking all instruction and testing to objectives. The objectives determined what is to be taught and the tests measure what was taught. Because of this, all instruction and testing must be based on objectives that are clearly written and logically sequenced.

b. C.A. is objective

In Continuous Assessment, judgements about what the child has learned is based on his/her actual performance in criterion-referenced tests, not on opinions or objective appraisals.

c. C.A. is diagnostic

Information from testing is used for diagnostic purposes. Test results are analysed to determine whether the student needs remedial help or enrichment, or whatever he or she is ready for instruction on the next objective. Data from schools and school regions are used to determine whether there are problems that require remedial measures at the regional or national level. The ultimate aim of the testing-diagnosis-remediation/enrichment cycle is to ensure that every Swazi child is provided every opportunity to succeed in school.

d. C.A. is an ongoing process

Continuous assessment is determining how well the pupil has learned at all stages of the learning process-not just at the end of the year or at the end of primary schooling. Testing is done at the end of the main objective at the end of a "unit" at the end of a school term, and at the end of a school year. Any decision made at any point in time concerning the pupil's performance takes into account all previous decisions about him/her. This requires the keeping of accurate and up-to-date achievement records on each pupil.

It is also important to know what CA is not: CA is not a curriculum. CA offers a plan that teachers use to help their students meet the goals of any curriculum. It gives teachers tools - such as skill in test preparation - that help them help each child to meet the objectives of the curriculum.

The purpose of CA is to help every student become a successful learner.

B. What are the goals of the Continuous Assessment Programme in Swaziland?

The goals are:

1. To improve learning among primary school children.
2. To improve teaching by helping teachers to: (a) teach towards the instructional objectives, (b) prepare objectives - based (criterion-referenced) test, and (c) provide appropriate remedial instruction in a timely manner.
3. To provide information that will help improve policy decisions and implementation strategies (at the national, regional, and school levels) that affect the quality of primary education in Swaziland.
4. To improve the "external efficiency" of primary education - ie., improve the chances that primary school leavers will become gainfully employed/self-employed after completing basic education.
5. To help reduce the drop-out and retention rates in the primary schools.

C. What are the components of the CA Programme in Swaziland?

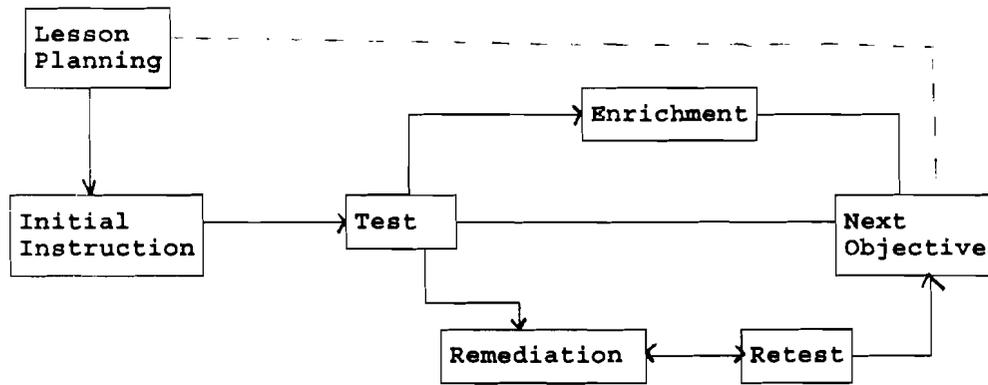
As the name suggests, CA involves some kind of testing throughout the entire learning process. In order to ensure that all students are learning, and not just a selected few, testing must be balanced by the provision of timely remediation (remedial instruction) for those students who have learning difficulties. For this reason, the CA Programme in Swaziland focuses on 3 major components: testing record keeping remediation. Under conditions enrichment opportunities should also be provided for the more advanced students.

D. What is the role of mastery learning in the CA Programme?

The C.A. Programme is based on the principles of mastery learning. The basic theory in mastery learning is that, if they are given enough time and are taught well, all students can achieve a given instructional objective. All students can be helped to become successful learners. It is the school's primary responsibility to provide the conditions for mastery learning so that every single Swazi child is given the opportunity to succeed.

The mastery learning model for Swaziland's primary schools (Figure 2) shows how the testing and remediation/enrichment loop is designed to maximize student achievement.

Figure 2. The Mastery Learning Model for Swaziland's C.A. Programme



Adapted from Charlotte Danielson, Teaching for mastery. Princeton, NJ: Outcomes Associates, 1989.

E. How will the Ministry of Education help the teachers implement the CA Programme?

The following steps are being undertaken to enable teachers to implement the CA Programme::

1. The Ministry, through the National Curriculum Centre, will provide the primary school teachers with end-of-term tests to ensure a common national standard for measuring achievement. It will also provide sample remedial materials to guide remediation in the classroom.
2. The Ministry, through the National Curriculum Centre, will provide the primary school teachers with (a) item specifications to enable them to write their own criterion-referenced lesson and unit tests and (b) teachers' handbooks on test development and remediation.
3. The Ministry will provide training workshops for all teachers through trainers at the following levels: (a) a national corps of trainers consisting of CA staff from NCC and Inset, (b) regional training teams composed of staff from NCC and Inset, Inspectors, Teacher Leaders, subject panel members, head teachers, and selected classroom teachers, and (c) local in-service training specialists - ie., the head teacher and/or a selected classroom teacher - in every school.

F. What is the Ministry's time table for the implementation of the CA Programme.?

A tentative time table is shown below (Table 1). This time table is only for CA in English and Maths. The introduction of CA into the other subject areas will be decided by the Ministry of Education at a later date. It is expected that expertise developed among the CA staff during the life of the EPMT Project will be tapped to train other staff in the development and implementation of the CA Programme in the other school subjects.

- 1993: CA introduced into grade 1
- 1994: CA introduced into grade 2 - also used in grade 1
- 1995: CA introduced into grade 3 - also used in grade 1 & 2
- 1996: CA introduced into grade 4 - also used in grade 1, 2 & 3
- 1997: CA introduced into grade 5 - also used in grade 1, 2, 3 & 4
- 1998: CA introduced into grade 6 - also used in grade 1, 2, 3, 4 & 5
- 1999: CA introduced into grade 7 - also used in grade 1, 2, 3, 4, 5 & 6

G. Who makes policy decisions about the direction and implementation of the CA Programme?

Policies are made by the central office of the Ministry of Education. These will be based, among other things, on information from the schools where CA is being implemented. Also, the CA Unit and their technical advisor(s) will inform the Ministry of technical aspects of the Programme that may help them make better decisions.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 3

Managing C.A. and Remediation Practices in the School

SUB-MODULE B

Head Teachers Management Role in C.A.

TIME: 45 Minutes

AIM: To assist Primary School Head Teachers in understanding their role in the C.A. by providing them with some strategies for supervising and monitoring the process in their schools. To help Secondary/High School Head Teachers understand the role of primary head teachers in CA.

OBJECTIVES: By the end of the session the Head Teachers will be able to:

1. Answer correctly questions provided in the Module.
2. State the role of the Primary School Head Teacher in monitoring C.A. and remediation in schools.
3. Formulate strategies for monitoring C.A and Remediation.

MATERIALS: Flip Chart Paper, Magic Markers, Flip Chart Stand or Chalk Board, Chalk, Pens and Papers.

ACTIVITIES: Listening, Reading, Answering Questions Verbally and in Writing, Problem Solving, Brainstorming, Group Discussion.

PROCEDURE:

1) **TRAINER** - Ask trainees to turn to module 3B, "Head Teacher's Role in C.A. Ask them to read **Appendix A**, "Continuous Assessment" silently.

- After they have finished reading, reinforce and discuss the main ideas and ask for questions and comments.

2) **TRAINER** - Write "**MONITOR**" on the flip chart. Explain that it means to:

- * **Review what is being done**
- * **Check on progress**

- * **Keep track of inputs and outputs**
- * **Report on what is happening to those in charge**
- * **Keep records and store information securely.**

3) **TRAINER** - Ask the trainees why is it so important to monitor Testing Remediation/Enrichment and Record Keeping. Let them brainstorm in the large group.

- Write the responses on the flip chart or chalk board. Give emphasis to the following points.

- a. If teachers are not monitored they may not do their job effectively. Monitoring helps keep them on target and on task. Why?
- b. Weak learners will become weaker and the situation may worsen because teachers do not know who needs help and what kind of help should be provided to students. Why is this?

4) **TRAINER** - Divide the trainees into groups of five. Let them discuss how best they, as Head Teachers, could monitor C.A. Testing Remediation and Record Keeping in their schools in Maths and English.

- Ask them to choose a reporter for each group. Allow 20 minutes for the discussion.

5) **TRAINER** - After 20 minutes, re-assemble the trainees back to the large group for reporting. Take note of common points, and then have them compile the report "Common Strategies for Monitoring C.A. Activities".

- List the points on the flip chart or chalk board. These might include the following:

- a. To make sure the C.A. Testing Remediation and Record Keeping materials are collected from N.C.C. and REO to be distributed to the teachers on time.
- b. Facilitate the development and implementation of C.A. Activities.
- c. Give direct assistance to teachers, not only in curriculum planning but also in-service education in this area during staff meetings.
- d. It is the Head Teacher's role to counsel and help coach beginning teachers in C.A.
- e. Discuss "special cases" which may need special Remediation attention.
- f. Discuss with staff members and agree on worthwhile techniques for using, implementing and monitoring C.A.
- g. Create good human relations with the staff so that it is easier to handle the task cooperatively and share ideas.
- h. Monitor and supervise the program with individuals and the group.
- i. Ensure that test records are correctly kept.

- j. Involve parents (community) and also the learners in what is happening.
- k. Ensure that teachers should be able to review and analyze the tests and be in a position to help with remediation if necessary.

6) **TRAINER** - Take time to summarize the session with the trainees (see the **LESSON REVIEW QUESTIONS** to help with review). The diagram in **Appendix B** may help illustrate the role of the Head Teachers in implementing Continuous Assessment Testing and Remediation in schools.
- Explain the meaning of each box and note the meaning of the arrows.

LESSON REVIEW QUESTIONS:

Fill in the blanks.

1. In one paragraph define Continuous Assessment.

2. List any four strategies for monitoring C.A. Testing, Remediation.

1.

2.

3.

4.

3. State the main importance of Remediation and Record Keeping.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 3

Managing C.A. and Remediation Practices in the School

SUB-MODULE C

The Role of the Head Teacher in Reporting

and Utilising C.A. Results

TIME: 1 Hour

AIM: To enable Head Teachers to report and utilise C.A. results.

OBJECTIVES: By the end of the training session trainees will be able to:

1. Outline the Head Teacher's role in reporting procedures of C.A. results.
2. State the Head Teachers role in the utilization of C.A. results.

MATERIALS: Printed Hand Outs, Flip Chart, Transparencies, Overhead Projector.

ACTIVITIES: Brainstorming, Listening, Reading and Questioning.

PROCEDURE:

(1) **TRAINER** - Define reporting.

Reporting means making an official statement about something.

(2) **TRAINER** - Ask the trainees to read the Introduction in Reporting and Utilizing CA Results, Appendix A silently, and ask them if there are any questions for clarification.

(3) **TRAINER** - Define and discuss the difference between **lesson test items**, **unit test items** and **termly test items**.

- a. Lesson and Unit test items are test questions that are based on individual lessons and

on the unit. These questions are developed by individual class teachers who are being trained to construct these questions through in-service training.

- b. Termly test items are test questions that are administered at the end of each term. These questions are constructed and disturbed by the C.A. Unit based at the National Curriculum Centre (NCC).

(4) TRAINER - Show examples of test items as appended.

(5) TRAINER - Discuss three levels at which reporting of C.A. results occurs.

I. At Class Level:

- Teachers make and administer lesson and unit test items.
- Head Teacher monitors collecting and keeping of C.A. results.

II. At School Level:

- Head Teacher collects and distributes term tests to class teachers.

III. At Regional Level:

- Head Teacher collects term tests from the Region.

(6) TRAINER - Discuss the utilization of Continuous Assessment results.

C.A. results are used to improve learning by:

- a) **Remediation, which is the major process of improving learning because each examinee will achieve the set standard essential for embarking on the next lesson or concept.**
- b) **Identifying high and low achieves for adequate grouping purposes.**
- c) **Reviewing teaching strategies, as well as the construction of test items.**
- d) **Having discussions with teachers, parents, students and teacher educators on which instructional plans and class management are based.**
- e) **Evaluating the whole programme by the Ministry of Education through the Management Information System.**

(7) TRAINER - Review the objectives of the lesson and ask for questions and comments. Use the review questions to highlight the main points. This should be an oral quiz.

LESSON REVIEW QUESTIONS:

Fill in the blanks.

1. Three levels in the C.A. reporting process.

- I. _____ level
- II. _____ level
- III. _____ level

2. C.A. results are used to improve learning by:

- a. R _____
- b. Identification _____
- c. Reviewing _____
- d. Having _____

APPENDIX A

REPORTING AND UTILISING C.A. RESULTS

INTRODUCTION

Head Teachers monitor C.A. reporting at three major levels. These are the Class, School and District. These reports on student achievement entail remediation, identification of high and low achievers, reviewing of teaching strategies and decision making by teachers and parents to improve learning.

THE ROLE OF THE HEAD TEACHER IN C.A. MANAGEMENT

- a. The Head Teacher monitors the collection and keeping of individual and class records on lesson and unit results based on teacher-made test items, and end of term results based on CA Unit made test items. The latter are available from the National Curriculum Centre (NCC). The Head Teacher provides these test-items to class teachers on a timely basis.
- b. The Head Teacher and staff compare and contrast the lesson and unit results with end of term results to correlate achievement per student and class each term.
- c. The Head Teacher organises discussions with staff members, parents and students to provide teachers with instructional guidance for individual students as well as for classes.

The teachers develop an instructional plan that involves changes in class management, remediation, test-item writing and teaching strategies. Parents and students will be exposed to an individual's learning strengths and weaknesses which are then utilized for effective learning processes.

Swaziland Grade Four Mathematics Test¹

- Term Two -

Your Name: _____

Your School: _____

Today's Date: _____

August, 1994

¹This test was developed for the Swaziland Ministry of Education' Continuous Assessment (CA) Programme by the CA Unit based at the National Curriculum Centre. Funding was provided by the Ministry of Education and the U.S. Agency for International Development.

Work out the multiplication problems from 1 to 5. Circle the letter beside the correct answer.

1. $7 \times 8 =$

- A. 15 B. 48 C. 56 D. 78

2. $3 \times 9 =$

- A. 39 B. 27 C. 12 D. 9

3. $7 \times 7 =$

- A. 7 B. 14 C. 42 D. 49

4. $4 \times 8 =$

- A. 8 B. 12 C. 32 D. 48

5. $6 \times 9 =$

- A. 54 B. 45 C. 15 D. 9

6. Which pair of numbers are multiples of 10. Circle the letter next to the correct answer.

- A. 10, 2 B. 5, 20 C. 20, 50 D. 5, 10

7. Which pair of numbers are multiples of 10. Circle the letter next to the correct answer.

- A. 5, 25 B. 60, 30 C. 3, 30 D. 6, 60

8. Which pair of numbers are multiples of 100. Circle the letter next to the correct answer.

- A. 355, 645
B. 25, 100
C. 500, 200
D. 500, 5

9. Which pair of numbers are multiples of 100. Circle the letter beside the correct answer.
- A. 90, 30
 B. 900, 300
 C. 935, 365
 D. 900, 30
10. Which pair of numbers are multiples of 100. Circle the letter beside the correct answer
- A. 800, 400
 B. 800, 8
 C. 400, 4
 D. 455, 555
11. Round off 428 to the nearest 10.
- A. 400 B. 420 C. 428 D. 430
12. Round off 3345 to the nearest 10.
- A. 3350 B. 3345 C. 3340 D. 3300
13. Round off 559 to the nearest 100.
- A. 560 B. 600 C. 550 D. 500
14. Round off 2408 to the nearest 100.
- A. 2400 B. 2408 C. 2410 D. 3000

In question 15 to 19 find the sum. Circle the letter beside the correct answer.

15.
$$\begin{array}{r} 3142 \\ +2637 \\ \hline \end{array}$$
- A. 5879 B. 5789 C. 5779 D. 5778
16.
$$\begin{array}{r} 23 \\ 721 \\ +3254 \\ \hline \end{array}$$
- A. 4098 B. 4008 C. 3998 D. 3999

17.
$$\begin{array}{r} 8246 \\ + 835 \\ \hline \end{array}$$

- A. 910711 B. 9081 C. 8071 D. 8081

18.
$$\begin{array}{r} 3453 \\ 1274 \\ + 2532 \\ \hline \end{array}$$

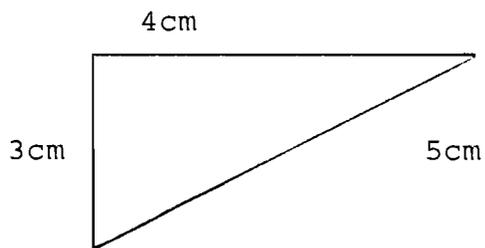
- A. 6259 B. 7259 C. 7359 D. 61259

19.
$$\begin{array}{r} 2543 \\ + 6298 \\ \hline \end{array}$$

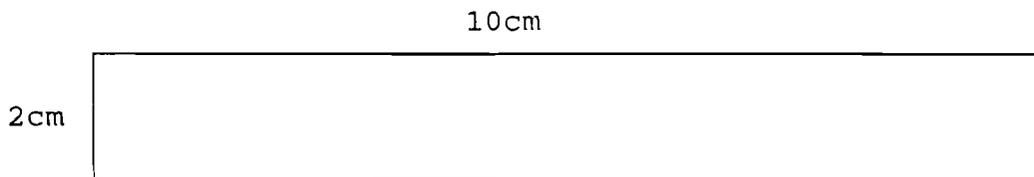
- A. 8731 B. 8831 C. 8841 D. 871311

In questions 20 - 24, find the perimeter of the shapes and circle the letter beside the correct answer

20.

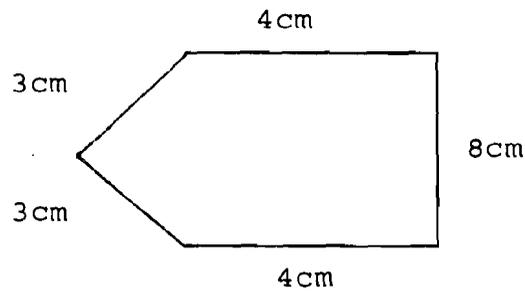


21.



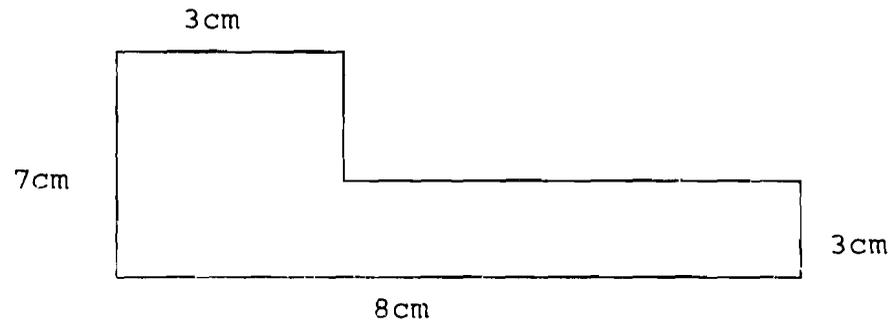
- A. 24cm B. 22cm C. 20cm D. 12cm

22.



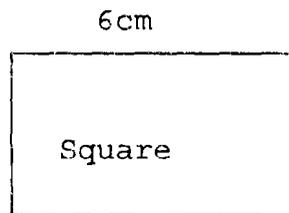
- A. 16cm B. 19cm C. 22cm D. 40cm

23.



- A. 2cm B. 26cm C. 30cm D. 56cm

24.



- A. 36cm B. 24cm C. 12cm D. 6cm

Work out each division problem in number 25 to 30. Circle the letter beside the correct answer.

25. $56 \div 8$

- A. 7 B. 8 C. 48 D. 56

26. $43 \div 8$

- A. 5 rem 2 B. 5 rem 3 C. 8 D. 35

27. $36 \div 9$

- A. 27 B. 9 C. 6 D. 4

28. $69 \div 7$
A. 60 B. 9 rem 6 C. 9 rem 3 D. 7
29. $28 \div 7$
A. 4 B. 5 C. 7 D. 21
30. $63 \div 7$
A. 56 B. 9 C. 8 D. 7
31. How many $\frac{1}{4}$ litre mugs are there in 3 litres?
A. 3
B. 4
C. 6
D. 12
32. How many $\frac{1}{2}$ litre cans are there in a $2\frac{1}{2}$ litre container?
A. 5
B. 3
C. $2\frac{1}{2}$
D. 2
33. Mrs Mabuza buys 2 litres of milk everyday. How many litres of milk does she buy in one week?
A. 2
B. $3\frac{1}{2}$
C. 7
D. 14
34. Vusi sells milk. He sells $\frac{1}{4}$ litre to Jabu, $1\frac{1}{2}$ litres to Sipho and 3 litres to Busi. How many litres of milk is this altogether?
A. $1\frac{3}{4}$
B. 2
C. 3
D. $4\frac{3}{4}$

35. Lungile sells milk in $\frac{1}{2}$ litre cups. How many $\frac{1}{2}$ litre cups will she sell if she sells 5 litres?
- A. 10
B. $5\frac{1}{2}$
C. 5
D. 2
36. What is 1 litre 350ml millilitres?
- A. 360ml
B. 450ml
C. 1350ml
D. 13500m
37. What is 3 litres 60ml in millilitres?
- A. 30 060ml
B. 3060ml
C. 360ml
D. 90ml
38. What is 2 500ml in litres?
- A. 250ml B. 25 litres
C. $2\frac{1}{2}$ litres D. $\frac{25}{100}$ litres
39. What is 2 500ml in litres?
- A. 20 litres B. 25 litres
C. $2\frac{1}{2}$ litres D. $\frac{25}{100}$ litres
40. What is 8135ml in litres?
- A. $\frac{8135}{10000}$ litres B. $\frac{8135}{1000}$ litres
C. $81\frac{35}{100}$ litres D. $813\frac{1}{2}$ litres

Work out the subtraction problems from number 41 to number 46.

41.
$$\begin{array}{r} 5646 \\ - 431 \\ \hline \end{array}$$

- A. 215 B. 5215 C. 52 14 D. 6077

43.
$$\begin{array}{r} 8543 \\ - 328 \\ \hline \end{array}$$

A. 8226 B. 8225 C. 8215 D. 215

44.
$$\begin{array}{r} 7565 \\ - 2475 \\ \hline \end{array}$$

A. 4090 B. 5090 C. 5110 D. 5190

45.
$$\begin{array}{r} 9740 \\ - 7364 \\ \hline \end{array}$$

A. 2376 B. 2424 C. 2476 D. 2486

46.
$$\begin{array}{r} 2078 \\ - 379 \\ \hline \end{array}$$

A. 2709 B. 2699 C. 2301 D. 1699

The following pictogram shows the number of books Mrs Khumalo's pupils read in one year.

* Stands for 1 book

Thuli	*****
Melusi	*****
Cebi	*****
Sive	*****
Mcolisi	*****
Duma	*****
Thoko	*****
Zodwa	*****

47. How many books did Duma read?
A. 7 B. 11 C. 12 D. 17
48. How many books did Cebi read?
A. 10 B. 9 C. 5 D. 4
49. How many books altogether did Duma, Cebi and Thoko read?
A. 12 B. 16 C. 23 D. 33
50. Who read the smallest number of books?
A. Mcolisi B. Thoko C. Thuli D. Cebi
51. How many more books did Thuli read than Melusi?

Student Name: _____ Teacher: _____

Class: _____ School: _____ Region: _____

Term 2 (Date: _____)

Objectives	Total Max	Pupil's Score	Decision	Remarks
4.X.1 Multiplies whole numbers by , 8 or 9	5			
4.N.2 Names multiples of 10 and 100.	5			
4.A.1 Rounds off to the nearest ten or hundred.	4			
4.A.1 Adds two or three addends with or without regrouping.	5			
4.M.2 Calculate perimeter of shapes.	5			
4.D.1 Divides whole numbers by 7, 8 or 9.	6			
4.D.3 Solves problems involving capacity.	5			
4.M.1 Converts litres to millilitres and vice-versa.	5			
4.A.1 Subtracts numbers with up to four digits.	6			
4.B.1 Interprets pictograms.	5			

Overall comments: _____

Class Teacher's Signature: _____

Head Teacher's Signature: _____

SWAZILAND GRADE FOUR MATHEMATICS TEST¹

- TERM TWO -

TEACHER INSTRUCTION

- AUGUST 1994 -

¹This is an achievement test being developed by the National Curriculum Centre with funding provided by the Ministry of Education and USAID.

Swaziland Grade Four, Term Two - Mathematics Test Instructions

General Instructions

The instructions below in boxes should be read to students. Feel free to clarify the instructions if students do not understand them. These instructions will be given to students at the beginning of each section of the test. Once the testing has begun on a section, however, do not give any additional explanations.

Prior to distributing the test booklets, please do these:

1. Read through this teacher instruction manual and the test booklet to be sure you are familiar with them.
2. Make sure you have all the materials that are needed to administer the test.
3. Make sure all the students have their own pencils or pens/and rulers.

Give each student a test booklet. Ask students to write their names, school and date of testing on the cover of their test booklets.

Note to the teacher

Make sure that pupils are given enough time to complete each section before you ask them to move to the next section, and tell them that they can do calculations on any space they can find in the test booklet. Pupils should circle the letter next to the correct answer, except where the items are not multiple choice.

Specific Instructions

SAY:

Turn to page 2 of your test booklet. In this part of the test I want to see how well you can do multiplication. Now do numbers 1 to 5.

Go round to make sure that pupils are doing numbers 1 to 5.

Now look at the numbers 6 to 10. In this part of the test I want to see how well you know multiples of 10 and 100.
Now do numbers 6 to 10.

Now look at numbers 11 to 14. In this part of the test I want to see how well you can round off. Now do numbers 11 to 14.

Now look at numbers 15 to 19. In this part of the test I want to see how well you can add numbers. Now do numbers 15 to 19.

Now look at numbers 20 to 24. In this part of the test I want to see how well you can find the perimeter of shapes. Now do numbers 20 to 24.

Now look at numbers 25 to 30. In this part of the test I want to see how well you can divide. Now do numbers 25 to 30.

Now look at numbers 31 to 35. In this part of the test I want to see how well you can solve problem on capacity. Now do numbers 31 to 35.

Now look at numbers 36 to 40. In this part of the test I want to see how well you can change litres to millilitres and millilitres to litres. Now do numbers 36 to 40.

Math Instructions - Grade 4
Term 1

Now look at numbers 41 - 46. In this part of the test I want to see how well you can subtract. Now do numbers 41 to 46.

Now look at the pictogram on page 11 of your test booklet. In this part of the test I want to see if you can answer questions on a pictogram. Now answer questions 46 to 50.

Thank you.
This is the end of the test.

FEEDBACK

1. C
2. B
3. D
4. C
5. A
6. C
7. B
8. C
9. B
10. A
11. D
12. A
13. B
14. A
15. C
16. C
17. B
18. B
19. C
20. B
21. A
22. C
23. C
24. B
25. A
26. B
27. D
28. B
29. A
30. B
31. D
32. A
33. D
34. D
35. A
36. C
37. B
38. B
39. C
40. B
41. B
42. C
43. C
44. B
45. A
46. D
47. B
48. C
49. C
50. D
51. A

OBJECTIVE		DECISION	
	M	B	NM
4.X.1	4 - 5	3	0 - 2
4.N.2	4 - 5	3	0 - 2
4.N.1	3 - 4	2	0 - 1
4.A.1	4 - 5	3	0 - 2
4.M.2	4 - 5	3	0 - 2
4.D.1	5 - 6	4 - 3	0 - 2
4.M.3	4 - 5	3	0 - 2
4.M.1	4 - 5	3	0 - 2
4.S.1	5 - 6	4 - 3	0 - 2
4.B.1	4 - 5	3	0 - 2

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 3

Managing C.A. and Remediation Practices in the School

SUB-MODULE D

Implementing Remediation Strategies

TIME: 1 Hour

AIM: To enable Head Teachers to manage the continuous assessment process and to implement remediation strategies effectively with their staffs.

Although there is no official "CA programme" in secondary and high schools, understanding the roles of testing and remediation in the learning process will be valuable for secondary and high school head teachers.

OBJECTIVES: By the end of the training session the Head Teachers will be able to:

1. Discuss their roles in implementing remediation strategies in schools.
2. List some remedial activities that they will expect their teachers to do in their classes.

MATERIALS:

Flip Chart, Magic Markers, Transparency, Transparency Marker, Overhead Projector.

ACTIVITIES:

Group Discussion, Lecture, Brainstorming, Role Play, Questioning.

PROCEDURE:

(1) **TRAINER** - Start by asking the participants what they understand remediation to be. All responses are welcome.

- Jot the responses on a flip chart, then read them out.
- Define remediation as follows:

"Remediation is the process of assessing children's learning deficiencies and providing assistance to help improve and remedy what they were unable to do in

the first instance".

(2) **TRAINER** - The following procedure will involve lecture and questioning.

- Explain the Head Teacher's role in the implementation of remedial strategies in schools, as listed below.

- a. Head Teachers should supervise the administering of remedial activities.
- b. Head Teachers should review and understand tests before they meet their teachers.
- c. Head Teachers should call staff together to discuss how remedial activities could be developed.
- d. Head Teachers should see to it that test results are secure and stored properly.
- e. Head Teachers should send test reports to REO.

(3) **TRAINER** - The following exercise will involve lecture and discussion.

- The trainer will mention some remedial activities that can be performed in the school under the Head Teacher's leadership and supervision. The following remediation activities could be mentioned (**See Transparency 1**)

REVISION: Trainer review the objectives and main points covered.

- Ask trainees for additional questions and comments.

LESSON REVIEW QUESTIONS:

Complete the following questions orally.

1. List 4 roles Head Teachers play in remediation strategies.

1. _____
2. _____
3. _____
4. _____

2. Write down at least 2 functions of Head Teachers in the implementation of some remedial strategies.

1. _____

2. _____

3. List 4 remedial activities that can be implemented in a school.

1. _____
2. _____
3. _____
4. _____

TRANSPARENCY 1

REMEDIATION ACTIVITIES

1. Analysis of test results to pin point:
 - a. individual learning problems
 - b. instructional problems
 - c. group - performance problems
 - d. teacher presentation problems

2. Develop a remediation plan:
 - a. relate the plan to specifics of the analysis completed.
 - b. design teaching strategies to overcome deficiencies.
 - c. assign staff to list strategies to overcome deficiencies.

3. Carry out the plan:
 - a. meet together and discuss actions needed.
 - b. appoint/delegate people to carry out roles.

4. Checking if the plan worked:
 - a. re-test and compare first test results with new results.
 - b. try to understand why they have improved in the second test.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 4

Staff Development: In-Service Education and Training

INTRODUCTORY MODULE

TIME: 1 Hour

AIM: To understand what is meant by In-Service Education and Training (or Staff Development), its general aims, who carries it out, what kinds of activities it entails, and why it is important for school improvement.

OBJECTIVES: At the end of this Module, Head Teachers will be able to:

1. Write a brief definition of In-Service Education and Training (staff development) and at least two of its general aims.
2. List at least 8 agencies/institutions which provide In-Service.
3. Briefly describe 6 types of in-service activities.
4. Answer questions to show understandings of the following concepts.
 - * Well-prepared staff can contribute greatly to improvement of the school programme.
 - * Teachers with enhanced knowledge, skills and motivation can contribute to school policy development.
 - * Schools with teachers with enhanced knowledge, skills and motivation are likely to have better student outcomes.
5. Suggest at least four things which a Head Teacher can do to ensure that his/her staff members have staff development opportunities.

MATERIALS: Chalk Board or Flip Chart, Transparencies 1 - 3 Overhead Projector.

ACTIVITIES: Reading, Questioning, Memorizing, Discussing, Presenting.

PROCEDURE:

(1) **TRAINER** - Write the definition of "In-service education and training" (also referred to as "Staff Development") provided in **Appendix A**, on the chalk board. Read it out-loud and make sure that the meaning is understood.

(2) **TRAINER** - Use **Transparency 1**, "Agencies and Institutions which provide In-Service Education and Training".

- Slowly read about each agency and give an example of such in Swaziland. Invite questions at the end.

(3) **TRAINER** - Use **Transparency 2**, "Types of In-Service Activities." Read each type slowly and ask participants to give an example of each type based on their experiences here in Swaziland.

Example: When you read the In-service activity "Courses", the participants could say "Head Teachers Management Training Course" as an example of this type of In-Service activity.

(4) **TRAINER** - Use **Transparency 3**, "Overview of the Role of In-Service Education and Training in School Improvement" to help explain the importance of staff development activities.

Example: You can point out that through In-service education and training, teachers are empowered with new knowledge, skills, and increased motivation. This in turn enables them to contribute more effectively to policy and program development in their schools, and to use better teaching strategies. The results of this is improved retention, participation, learning, and better attitudes on the part of the students.

(5) **TRAINER** - Explain that the Head Teacher has an important role in ensuring that his/her teachers are linked to In-service activities.

(6) **TRAINER** - Divide the class into small groups. Have each group identify and discuss ways in which Head Teachers can help provide or facilitate In-service activities to the teachers in their schools. After about 20 minutes of discussion, ask each group to present its findings to the rest of the class.

(7) **TRAINER** - Review items on the objectives. You may want to use the lesson review questions at the end of the lesson. Trainees may answer these questions orally.

LESSON REVIEW QUESTIONS:

Complete the following questions.

1. Write a short definition of "In-service education and training".

2. What are two aims of In-service ~~teachers~~ education and training?

1. _____

2. _____

3. List 8 agencies or institutions which commonly provide In-service education and training for teachers.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

BEST AVAILABLE COPY

4. List 6 different types of In-service education and training activities.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5. Name 4 ways in which a head teacher can help provide or facilitate staff development activities for his/her staff.

1. _____
2. _____
3. _____
4. _____

APPENDIX A

IN-SERVICE EDUCATION AND TRAINING

In-service education (or staff development) is conceived broadly to mean any activity or process intended to improve skills, attitudes, understandings or performance in present or future roles.

The general aims of In-service teacher are to:

1. Develop the teachers' professional competence and skills, confidence and relevant knowledge, and to enable them to maintain such knowledge and skills by persistent innovation and research.
2. Enable teachers to evaluate their work and attitudes in conjunction with their professional colleagues in other parts of the education system.
3. Enable serving teachers to develop criteria which would help them assess their own teaching roles in relation to a changing society for which schools must equip their pupils.
4. Enable teachers to gain additional qualifications, and to develop their special talents and dispositions.
5. Raise the cultural and professional standard of the teaching force as a whole and strengthen its innovative vigour and creativity.

Here in Swaziland, the institution which has the major responsibility for implementing and coordinating In-service teacher education and training is the In-service Education and Training Unit (INSET). It discharges its role in collaboration with the Inspectors, TTC and University Lecturers, Curriculum Designers, Teachers, and Community Resource People.

Agencies commonly involved in In-Service education **Transparency 1** include: (1) Universities, Teachers Colleges, In-Service Institutes and Colleges; (2) Teachers Centres, (3) Inspectorate & Technical Advisers; (4) Broadcasting Services; (5) Curriculum Centres; (6) Professional/ Subject Associations; (7) Examination Bodies; (8) Correspondence Institutions.

Types of In-service education and training activities **Transparency 2** include: (1) Courses; (2) Radio and TV Programmes; (3) Workshops, Conferences, Seminars (4) Curriculum Development; (5) Resources; (6) Printed Materials; (7) Advise, Coaching; (8) Social Activities.

Research has proven that the provision of good In-service programmes and/or activities leads to school improvement and better student outcome. This is illustrated in **Transparency 3**. It is important that teachers always consider themselves learners, and that Head Teachers make it their responsibility to provide or facilitate In-service activities for their staff.

The school itself is the best place to carry out In-service education and training activities. The Head Teacher needs to consult with his/her staff about In-service needs, and to encourage them to carry out action research to find solutions to their own teaching problems, to meet together to share ideas and assist one another, and to link the staff with In-service programmes being carried out by INSET and with the resources and help available to teachers at the Regional Teachers Centres (TIDCs).

TRANSPARENCY 1

AGENCIES INVOLVED IN IN-SERVICE EDUCATION

1. UNIVERSITIES, TTCs, TECHNICAL COLLEGES
2. TEACHERS CENTRES
3. INSPECTORATE AND ADVISERS
4. BROADCASTING SERVICES
5. CURRICULUM CENTRES
6. PROFESSIONAL SUBJECT ASSOCIATIONS
7. EXAMINATIONS BODIES
8. CORRESPONDENCE INSTITUTIONS

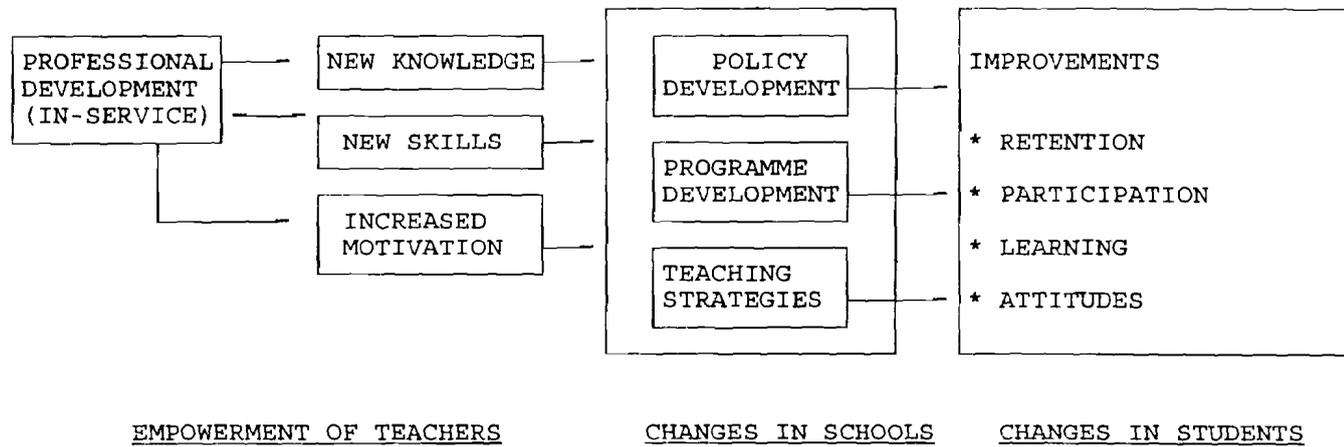
TRANSPARENCY 2

TYPES OF IN-SERVICE TRAINING ACTIVITIES

1. COURSES (INCLUDING CORRESPONDENCE COURSES)
2. RADIO AND TV BROADCASTING
3. WORKSHOPS, CONFERENCES, SEMINARS
4. CURRICULUM DEVELOPMENT
5. RESOURCES
6. PRINTED MATERIALS
7. ADVICE
8. EXHIBITIONS
9. SOCIAL ACTIVITIES

TRANSPARENCY 3

OVERVIEW OF IN-SERVICE IN SCHOOL IMPROVEMENT



INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 4

Staff Development: In-Service Education and Training

SUB-MODULE A

Empowering Staff: Cooperation, Coordination, Compromise, or Coercion

TIME: 1 Hour 30 Minutes

AIM: To acquaint Head Teachers with various choices for leadership action to be used in schools and the behaviours which can be expected from staff.

OBJECTIVES: By the end of the training session Head Teachers will be able to:

1. Answer correctly in writing, the questions provided in the module.
2. Work cooperatively as a team in groups to provide responses required by the trainer.
3. Answer correctly, the questions on the evaluation section of the module about "Choices for Action".

MATERIALS: Paper, Pen, Red/Blue and Green Markers, Chalk Board, Overhead Projector, Printed Self-Instructional Material, Flip Chart.

ACTIVITIES: Listening, Reading, Problem Solving, Group Discussion, Summarization in Writing and Orally, Memorizing and Evaluating a Critical Incident.

PROCEDURE:

- (1) **TRAINER** - Ask trainees to turn to **Appendix A** "Choice for Action" Module 4A.
- (2) **TRAINER** - Read the following section (**Appendix A**) aloud or paraphrase the meaning. Stop at the place where you read "*This is Coordination*".

SECTION ON COORDINATION

- (3) **TRAINER** - Write "COORDINATION" on the Flip Chart in large **RED** letters.

- Divide the participants into four groups.
- Ask the group to choose a recorder and read questions/exercises 1-4. Then ask them to write their responses on chart paper provided, using Red Markers.

Questions/Exercises for Group Work

- a. In the development of a Time Table for the school, what activities do the staff perform that could be called coordination?
- b. Look at all the activities you have written together and select one which best shows coordination. What does each person do in this activity and how does his/her activity effect the others?
- c. What does the Head Teacher do while this coordination occurs?
- d. Write down your answers on a chart paper to show to the group at large when you are asked to report.

(4) **TRAINER** - Ask the trainees to turn to **Transparency 1** included in their Handbook. Put this diagram on the overhead projector and point to "COORDINATION 1".

- Explain to the class that Mr Andrews (A) and Mrs Bhembe (B), each work parallel to each other but do different things (1), and end up satisfying the final goal of the project (2). When the Head Teacher is (A) and the other staff or members are (B) all of them coordinate their activities, their time, their resources and talents in order to come up with the desired product (2).

(5) **TRAINER** - Post the charts with the **RED** marker entries on the board with "Prestick" to display the group work. Have a reporter from each group read the words that are related to coordination.

- Ask the group if they have any questions about the idea of coordination. Respond to their answers to make sure everyone is clear.

SECTION ON COOPERATION

(6) **TRAINER** - Put the overhead transparency on the projector and point to "COOPERATION". Write "COOPERATION" on your flip chart in large **BLUE** letters under the word COORDINATION.

(7) **TRAINER** - Explain what the figure means. Look at the drawing for "COOPERATION II" on the Figure provided. Notice that both of their activities require that they jointly work together towards a goal.

- a. Their activities converge or fuse together. In order to be successful, A and B must join heads, hands and perhaps hearts in a cooperative venture. This leads them along the same line of activity to the organisational product required.
- b. Ask for questions from the group.

(8) **TRAINER** - Divide into 4 groups.

- Ask each group to do the exercise provided and prepare their responses with **BLUE** markers on a flip chart sheet.

- The activity for the Group to work on is as follows:

- a. Decide amongst yourselves what a cooperative venture would be in your

schools among the primary staff.

- b. If you were the staff what roles would you play? Write these opposite your name on the chart paper, such as "Newman - organizer," etc.

(9) **TRAINER** - Tack up the sheets for each group next to each other on the wall. Please note that now you have two sets of papers on the wall, one in red and one in blue. They should be placed so that their **RED** responses contrast with their **BLUE** responses.

(10) **TRAINER** - Ask each group to get up from their chairs and read the written responses of another group. (This allows the class to talk while they read the charts of the others, and reinforces what you are trying to teach. It also gives them a break and a bit of exercise.)

- Afterwards everyone may sit down.

SECTION ON COMPROMISE

(11) **TRAINER** - Read or explain the following material.

Compromise

Compromise could be defined as a method of reaching agreement together by which each side surrenders something that it wants, yet ends up working for the desired end. In other words each person involved in a compromise has to change, at least in part, the direction he/she was going in order for action to occur.

For example: Mr Dlodlu wants to go to Manzini at 6 a.m. and Mr Simelane wants to leave at 9 a.m. because he likes to sleep late. After talking it over both decide to give in a little and change their times of leaving. Since it is Mr Simelane who has the car, they compromise to leave at 7.30 a.m.

(12) **TRAINER** - Ask a volunteer to read aloud the Critical Incident. (See **Appendix B**).

(13) **TRAINER** - Under group activity (Do not divide into small groups). Ask the group at large, "What other action could the Head Teacher have taken?"

(14) **TRAINER** - Write "COMPROMISE" in large **GREEN** letters on your flip chart. Under this write the oral responses of the class.

Possible Answer: The Head Teacher could have loaned the four teachers money so they could go and thus prevent the problem.

(15) **TRAINER** - Put on **Transparency 1** (a chart) and point to the "COMPROMISE" diagram. Talk with the participants about the meaning of the part which speaks of an action taking place. (The meaning of this circle is that dialogue is occurring and adjustments are being made in the direction of both people. For example: Compromise towards a modified solution).

SECTION ON COERCION

(16) **TRAINER** - Ask the class to divide into their regular groups, and read the paragraph on coercion quietly.

COERCION

Mr Dlodlu wants to go to Manzini at 6 a.m. and Mr Simelane wants to leave at 9 a.m. because he likes to sleep late. After talking, Mr Simelane refuses to change his time of leaving. Since it is Mr Simelane who has the car, Dlodlu is forced to leave at 9.00. This means one person or a group forces another to comply with an action. This type of "leadership" behaviour can only be successful if all staff had agreed to coercion when they signed their contract, but no one likes to be forced. Another example could be a Police Cadet at the Matsapha Police Academy. He understands that when he signs up or enlists for training that he will have to do many things he really would not want to do under normal circumstances, but in order to become a Police Officer he will listen to and obey orders even if they result in very unpleasant physical pain. He is taught to salute and welcome orders with a smile.

Coercion works in some institutions well. In others, it doesn't work well because of the nature of the institution and the people involved. In some cultures the institution of marriage allows for coercion, in others it does not. In educational institutions such as schools, coercion has little or no place. Why would anyone want to "force" another against her/his will when both people are reasonable, both have helped to set the goals, and both are involved in cooperative ways to carry out the aims and objectives?

TRAINER - Put on Transparency 1 (a chart) and point to the "COERCION" diagram. Talk with trainees about the meaning. This is when a person or group forces another to comply with an action.

- Ask trainees to give some examples of COERCION. This is to ensure that they all understand the meaning. Have them give you their responses and write them under COERCION on your flip chart. Ensure that all the responses are examples of COERCION.

SECTION ON CHAOS

(17) **TRAINER** - Ask a participant to read this section aloud to the whole group.

CHAOS

A total lack of leadership ends up in everyone doing what she/he wants to do. This may mean that a few people actually work hard, at some tasks because they would do their job even if they were alone. Others decide that it is now safer to do nothing. Others may decide to cross over into the territory of another person and take over and influence them because a lack of leadership creates a vacuum which some may wish to fill. Yet others become apathetic or bored and do little.

A total lack of leadership has been shown to create a number of unplanned actions by staff which are difficult to control and difficult to bring back to order in order to support the set goals. The administrator who does nothing and plays it safe is actually failing those who report to him. He is not seeking cooperative effort. He is not coordinating their activities. He is not even going to be drawn into a situation where he will have to be part of a compromise. He will play it cool.

Chaos is a state of unrest, characterized by lack of unity between the elements of an organization. Organizations which are in a chaotic state have poor communication between members of staff; they frequently have staff members who are physically ill or psychologically absent because chaos is not a pleasant environment. One staff member may even say, "This place makes me sick!" People avoid chaos. Goals may become invisible as well. Chaos has been describe as a boat with a captain who is dead drunk, with no rudder and full of non-swimmers, drifting aimlessly.

- Ask for any comments or questions after the reading.
- Have a "non-chaotic" discussion about CHAOS and its implications for Head Teacher training.

(18) **TRAINER** - Summarize by reading the following material.

THE CHOICE IS YOURS

There are many choices for action that leaders take. Each choice has its own results. Each choice requires a certain type of behaviour by the leader. This means that to make a choice such as compromise, the leader will have to practice it to be successful. In other situations the leader may choose cooperation as a more desired behaviour. The staff learn from the leader. They quickly see if their leader's behaviour is consistent, helpful, or chaotic. They react to the climate. Staff are empowered when they take part in decisions that are made. They think that the decision that was made together is their decision. They cooperate. So what actions will you take? The choice is yours.

- Explain what "The choice is yours" means.

(19) **TRAINER** - Use the lesson review questions to reinforce the points covered in the objectives.

LESSON REVIEW QUESTIONS:

Fill in the blanks. Do this review with participants.

1. Write what EMPOWERMENT means.

2. Person A

= _____

Person B

3. 2a -----> Person E -----> -----> 2a

This model represents _____.

4. In the Critical Incident we read, the Head Teacher says, "You are part of the staff and you must attend or face serious consequences!"
This is an example of _____.

5. Chaos means _____
_____.

APPENDIX A

CHOICES FOR ACTION

Making Leadership Decisions

SECTION ON COORDINATION

Headmasters operate in many different ways with their staffs. Some Headmasters want their staffs to obey them and not participate in decision making (Autocratic). Others simply do nothing, make few decisions and hope all will go well (Hands off). Others involve their staffs in continuous dialogue and discussion and meet with them frequently to discuss problems and to plan together (Democratic). The way a Head Teacher deals with his/her staff directly affects how the staff members feel, how they will act and how they will develop a sense of ownership of the decisions that are made. In other words, how the Head Teacher acts will result in how the staff acts. People who believe that their ideas are important, and that they are listened to, feel they have some sense of power to make decisions and that they have some choices to act independently. They think they control certain aspects of their professional life, as they should. In the research literature about Leadership Behaviour this is called EMPOWERMENT.

Head Teaches act in different ways, in different situations. Sometimes there is a need to get one or two people together who will act independently toward a goal and both know what the other is doing in order to support each other and create a sharing situation in which a duplication of effort does not occur. There are many times in the professional lives of Head Teachers and staff that this will need to occur in order to carry out the work. *This is called Coordination.*

APPENDIX B

A CRITICAL INCIDENT

The staff of Matsapha Primary school have decided to meet with the Headmaster before the new school year begins to plan the new Time Table. They all agree and set the date, the agenda and the venue. They decide to meet for lunch during the selected day at the George Hotel in Manzini.

Four staff members, later on, reported that they are really short of cash and would prefer a place closer to Matsapha so they would save money for bus fare and because the lunch would be cheaper. They go to the Headmaster with their request. He is not happy with the change and tells them so.

At the next staff meeting he brings up this item and says to the staff that he seeks cooperation in setting up the meeting. He tells them all, including the four who want to change, that they should cooperate. "We had an agreement, let's keep it". The rest of the staff agree and nod their heads. The four staff members then state that they will not attend. This makes the Headmaster really upset and a bit angry. He says they are part of staff and they must attend or face serious consequences.

After the meeting the four staff members decide to go to the School Committee about the matter. The Chairman of the School Committee is a brother of one of the four. This person suggests that a letter be written to the Regional Inspector about the "unreasonable behaviour of the Headmaster". This is done.

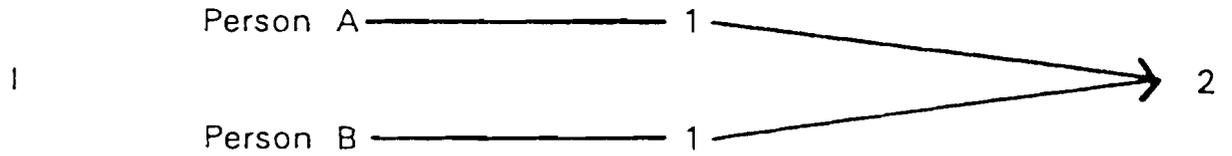
Soon there is a visit by the Inspector. The Headmaster is indignant and surprised that his staff reported him. When the staff meet together with the Inspector, it is obvious that there is tension and that they are divided.

The Headmaster reports about uncooperative staff members and what he said at the last meeting. The four staff members are now furious that they have such a hard headed, uncooperative and unbending Headmaster who doesn't even know the meaning of compromise. The Inspector suggests that everyone meet on the school compound to plan the Time Table and forget the working lunch idea.

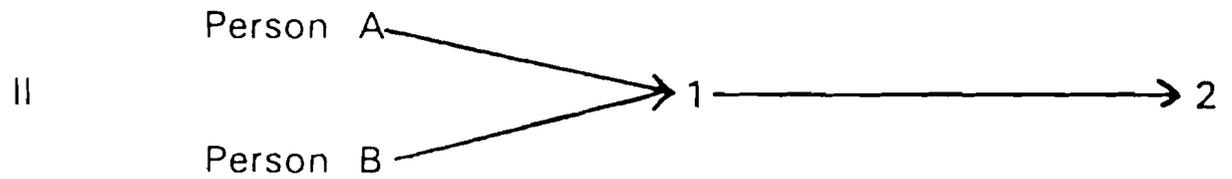
Everyone is now at odds. The Headmaster ends up doing the Time Table himself and many grumbles are heard about it.

TRANSPARENCY 1

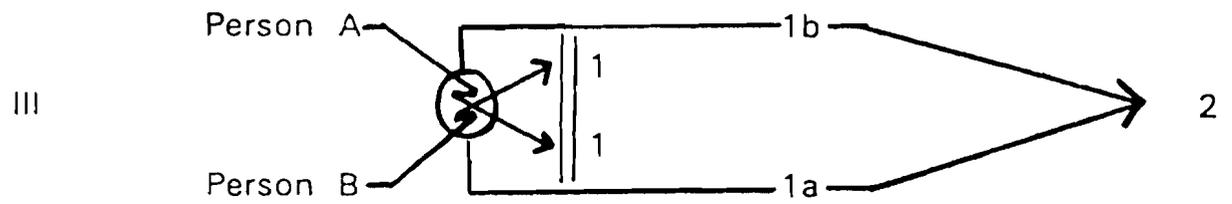
COORDINATION



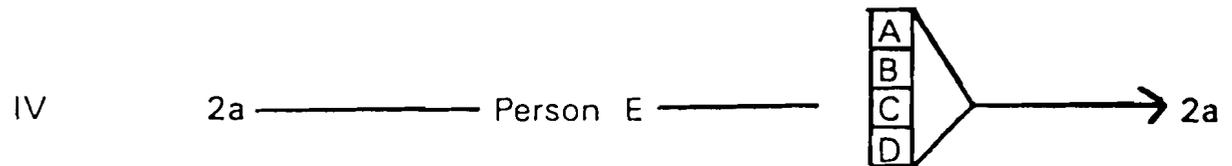
COOPERATION



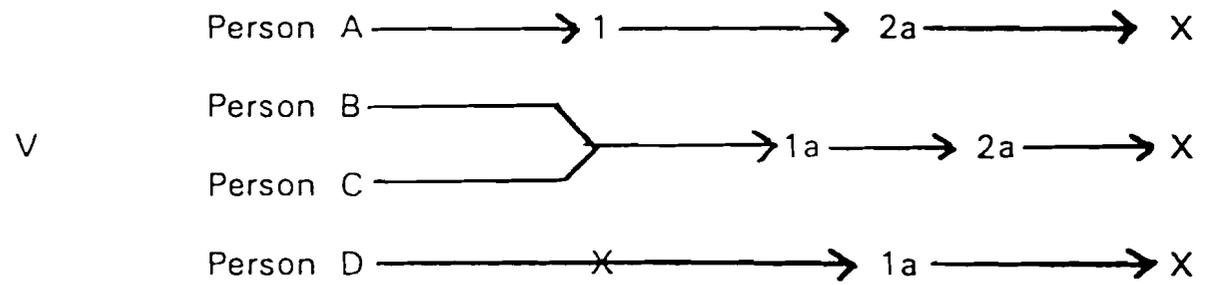
COMPROMISE



COERCION



CHAOS



KEY: A - E = Persons
 1 = Individual goal
 2 = Organisational goal
 X = Separate goals pursued
 1a = Modified individual goal
 2a = Perceived organisational goal

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 4

Staff Development: In-Service

SUB-MODULE B

In-Service Education and Training Unit (INSET) As a Resource

TIME: 1 Hour

AIM: To acquaint Head Teachers with INSET, and suggest how it can be used as a resource to promote staff development and thus school improvement.

OBJECTIVES: At the end of this module, each Head Teacher will:

1. Draw a simple line diagram to show the organizational structure of INSET.
2. List 5 services for staff development which INSET can offer to the schools.
3. Make a plan to show what kind of In-service activities can be organized in his/her school with support from INSET.

MATERIALS: Appendix A, "In-service Education and Training Unit (INSET)."

ACTIVITIES: Reading, Discussing, Planning, Presenting.

PROCEDURE:

(1) **TRAINER** - Ask Head Teachers to read the material entitled, "The In-Service Education and Training Unit" (See **Appendix A**).

(2) **TRAINER** - Give a brief presentation to highlight the main points in the reading.

(3) **TRAINER** - Ask the Head Teachers to form five small groups, and ask them to each discuss one of the following INSET activities. How does the selected In-Service activity help with school improvement? What can head teachers do to make sure that these activities benefit their schools? After about 15 to 20 minutes of discussion, let each group present its findings to the class.

Possible Responses are:

- * **Open Days**
- * **Use of LITS AND DIES provide In-Service to Teachers in Schools.**
- * **The Teacher's Centre as a Place for Regional In-Service Activities and to provide Assistance and Resources for Teachers.**
- * **Infusion of NCC Material**
- * **Training of teachers in Continuous Assessment**

(4) **TRAINER** - Review the major concepts briefly just before the test.

- You may want to use the review questions at the end of the lesson. Trainees will answer them orally.

LESSON REVIEW QUESTIONS

Complete the following questions.

1. Draw a simple line drawing to show the organizational structure of INSET in the space provided below.

2. What are three INSET's major responsibilities or functions?

i. _____

ii. _____

iii. _____

3. Name five services which INSET can offer to teachers in schools.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

4. Name three In-service activities which you as a Head Teacher can facilitate or make available to your school.

i. _____

ii. _____

iii. _____

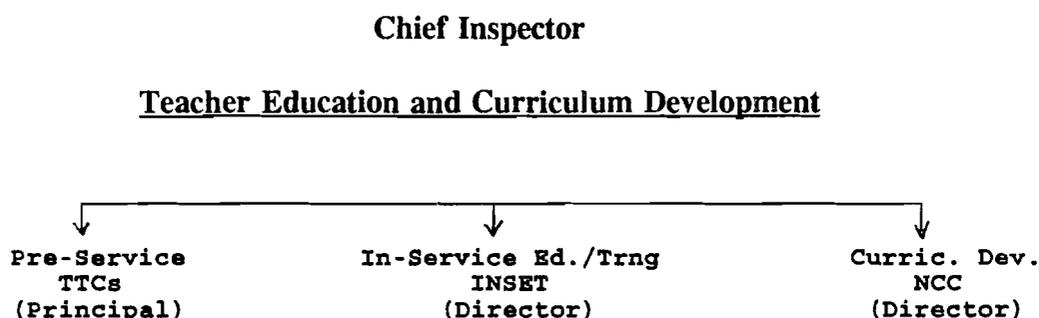
APPENDIX A

In-service Education and Training Unit

Background Information

Initially, the In-service Unit at William Pitcher College was set up to train unqualified primary school teachers. However, in the past eight years, its functions have become broader and they are still expanding. For nearly six years, initially as part of the Teacher Education Project, it has been carrying out a national In-service Programme for all primary school teachers. It has also been given the function of infusion of the National Curriculum Center (NCC) Materials in the schools. The Unit works closely with the Inspectorate, Teacher Leaders, and Peace Corps Volunteers in operating the four regional Teachers Centers (TIDCs), and with Advisory Committees and Regional Education Officers, planning and implementing continuous in-service activities at the Centres, thus promoting in-service on a regional basis. It coordinates In-service activities at various levels and through different programmes, through the compilation of a Master Calendar. In connection with the new Education Project, (EPMT) it is now also responsible for carrying out an intensive 120 hour, Management Course for all primary and secondary Head Teachers, and for the in-service training of all teachers in the use of tests for Continuous Assessment and the use of remediation materials.

As a result of several concrete recommendations, it was decided in 1990 to establish INSET as a separate section in the Department of Teacher Education and Curriculum Department. The structure of INSET which was approved is as follows:



Inset Functions

The major functions or responsibilities of INSET are to:

1. Plan, implement and coordinate In-Service teacher education and training activities at primary, secondary and teacher training levels.
2. Infuse NCC curriculum materials into schools. This is done with the assistance of inspectors, curriculum designers and other subject panel members.
3. Improve the quality of instruction and of the education available to children in schools.

4. Help upgrade teachers qualifications.
5. Conduct special courses and workshops, as needed, e.g. Head Teachers Management Training Course, Counselling and Guidance, Special Education.
6. Disseminate educational innovations.
7. Facilitate and assist with In-service activities initiated in individual schools.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 4

Staff Development: In-Service

SUB-MODULE C

Other Resources for In-Service

TIME: 1 Hour & 30 Minutes

AIM: To familiarize Head Teachers with other resources which can be utilized by schools for staff development and an enhanced programme.

OBJECTIVES: At the end of the module, each Head Teacher will:

1. Answer questions on the role of the National Curriculum Centre as a resource for schools.
2. Name at least 5 organizations whose services can be utilized by a school for In-service activities and for programme enhancement.
3. Name at least 4 community resources which are available to the school.
4. Compile a "Guide to Resources" which contains pertinent information about a variety of organisations and other community resources which can be utilized by the school.

MATERIALS: A resource person from NCC and a variety of resource persons from organisations such as Yonge Nawe, Agriculture Extension, Public Health, Family Life Association, and National Environmental Education Programme. 'Also a Worksheet "Guide to Resources"'.

ACTIVITIES: Interviewing, Compiling Information, Writing.

PROCEDURE:

- (1) **TRAINER** - Introduce the Module by stating its objectives.
- (2) **TRAINER** - Introduce the resource persons and the organisations or institutions which they represent.

(3) **TRAINER** - Now inform the Head Teachers that in order to find out which resources are available to them and how they might be made available, they will ask the resource persons questions about their organisations.

(4) **TRAINER** - You might wish to break up the class into several small groups, each working with one or two resource people at a time. After a few minutes, the resource persons rotate to another group.

Other possible options with your resource persons are:

- To have the resource persons at the front of the room, and act as an expert panel to whom questions are addressed; or
- To ask each resource person to briefly explain to the class how their organisation has provided resources to the schools in the past, and how they would be willing to be of assistance.

(5) **TRAINER** - Tell the Head Teachers to use the Work Sheet No.1 as a "Guide to Resources". Fill in the required information in the Work Sheet from the responses of the resource persons to questions from the class members. Demonstrate the procedure by asking one question and recording the information accordingly.

TRAINER - At the end of the Module, collect the Work Sheets and grade these on the following criteria:

1. The number of entries. Each Work Sheet should list all the organisations of the resource persons present.
2. The appearance and accuracy of the entries.
3. The completeness of the record.

Return the worksheets so that they may be taken to schools for reference.

(6) **TRAINER** - Ask the Head Teachers to brainstorm and list at least four community resources which can be used by schools.

WORKSHEET 1

OTHER RESOURCES FOR IN-SERVICE

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 4

Staff Development: In-Service

SUB-MODULE D

How to Conduct a Workshop

TIME: 45 Minutes

AIM: To provide Head Teachers with the necessary information for conducting In-Service Workshops in their schools.

OBJECTIVES: By the end of the training session Head Teachers will be able to:

1. Define the meaning of "workshop"
2. State the essential steps to be taken when conducting a workshop.
3. State the functions of workshops.

MATERIALS: Chalk Board, Chalk, Pens, Paper, Flip Chart, Magic Markers.

ACTIVITIES: Listening, Brainstorming, Group Discussion.

PROCEDURE:

(1) **TRAINER** - Ask trainees to turn to the module "How to conduct a Workshop" in their handbook.

(2) **TRAINER** - Make this statement:

"Most of us have attended a number of In-service workshops. Who can define what is meant by workshop.

- Pause for various responses. Compare their definitions to the one which follows:

"A workshop is defined as a short period of study undertaken by a select group of people for a specific purpose, organized and taught by a person who has expertise and experience in the subject matter to be taught. A workshop usually implies that participants will engage in practical learning experiences which will improve their knowledge and skills in a specific area. A workshop stands by itself as a learning

activity, but is frequently employed for up-date and remediation purposes."

(3) **TRAINER** - Elaborate that a workshop is not to be confused with a seminar which is:

...a group of students who work together under the guidance of a teacher to learn about some subject.

- Stress the importance of attending In-service Workshops.

It is very important because educational systems within a country change. In order to keep up with the needs of the country, one has to update him or her self every so often with the new information which develops.

For example:

If a teacher has not done much Physical Science during his/her training, but is expected to teach the subject matter to students, he/she cannot sit back and say "I have never done this in college or school". It will be the teacher's responsibility to keep up with the curriculum for the benefit of the child and him/herself. In such a case the teacher can attend workshops on how to teach Physical Science. The In-service department will conduct or facilitate such a workshop or workshops if it is requested by the teacher or Head Teacher. This will help the teacher to gain the necessary skills for teaching the subject.

(4) **TRAINER** - Brainstorm with trainees. What steps need be taken in order to conduct a workshop? Write their suggestions on the chalk board or flip chart until they have exhausted all ideas.

- Now share these steps with participants and compare them with their answers.

(5) **TRAINER** - Explain to the participants that the very first step when one is thinking about conducting a workshop is to **PLAN THE WORKSHOP**. In order to do this one has to do the following:

- * **Assess the needs of participants**
- * **Specify the learning objectives**
- * **Select the necessary resources**
- * **Design the learning activities**
- * **Budget for the workshop**
- * **Make the necessary arrangements**
- * **You rehearse what you are going to teach**
- * **Pack all the information needed**

We are not about planning the workshop. In this module the focus is on how to conduct the workshop you have so carefully planned. Instead of conducting, you might also use the words **leading, coordinating, managing, or directing**. The focus here is the educator's responsibility for guiding a number of individuals with a common interest. He/she must ensure that these individuals leave the workshop with

a feeling of satisfaction.

(6) **TRAINER** - Share these steps on "How to conduct a workshop" using the information in **Appendix A** below. Encourage trainees to follow along with you in **Appendix A** of their handbook.

- Explain and relate it to what they have suggested.

(7) **TRAINER** - Explain to trainees that these are some questions to be asked to ensure that the workshop will be a success.

- Discuss them with trainees, and ask for comments and questions.

**QUESTIONS TO ASK TO DETERMINE WHETHER A WORKSHOP
HAS BEEN SUCCESSFUL**

- a. Have I continually supplied materials essential to the success of the workshop?
- b. Have I supplied reliable moral support throughout its development?
- c. Have I been available for consultation on problems that arose during the workshop?
- d. Did I take enough time to interpret results and to discuss ways in which this new information can be implemented in everyday teaching?
- e. Did I provide opportunity for individuals or groups to be recognised for worthwhile action?
- f. Did I provide opportunity for the results of the action workshop to be shared by other members of the profession?
- g. Have I myself recognised how this information will modify present curriculum guides in the school, and have I taken positive steps towards the necessary revision?
- h. Have I continually stressed values of the process rather than the product?
- i. Have I understood the concepts to be presented and worked with the presenter in the development of the objectives?

(8) **TRAINER** - Pose this question to the participants. Why are workshop sessions important in any system?

- Elicit responses and write these on the flip chart.

- Compare their answers with the following. (See **Transparency 1**).

(9) **TRAINER** - Summarise the main points reinforcing the objectives (ie. definition, steps and importance). You may want to use the review questions to help you along with reinforcing the main points. These questions should be answered orally.

LESSON REVIEW QUESTIONS:

Complete the following questions.

1. What is a workshop?

2. What are the essential steps to be taken when conducting a workshop?

Steps to be taken:

1.

2.

3.

4.

5.

6.

3. Give 3 points why In-service workshops are important.

1.

2.

3.

APPENDIX A

STEPS TO CONDUCTING A WORKSHOP

1. SETTING UP THE SPACE FOR THE WORKSHOP

This means the leader must ensure that the space provided for the workshop is in order and well equipped with all the necessary tools for carrying out the workshop.

2. SETTING THE LEARNING CLIMATE

This entails the seating arrangements and the visual aids to be used. All the necessary ingredients for making sure the workshop is a success.

- * Greeting participants
- * Getting every one comfortable
- * Spelling out the ground rules
- * Conducting Warm up exercises
- * Discussing expectations

The learning climate should be arranged in such a way that the participant is in the presence of as many pleasant conditions as possible and as few as possible unpleasant ones.

a) **GREETING PARTICIPANTS**

Introductions are in order all around. Name cards are helpful to keep salutations personal.

b) **GETTING EVERY ONE COMFORTABLE**

Every one should be allowed to find their own seats. Adults prefer to find their own seats than to be assigned one. At this time when every one is seated announce the time of breaks and rest rooms locations.

c) **SPELLING OUT THE GROUND RULES**

Adults are very much interested in knowing the rules. Let participants know what is available to them. For example, you can let them know that resources available are for their use. Feel free to use them. Please stop me if you don't understand something etc. etc.

d) **WARMING UP**

This is to produce a climate of "readiness". Conduct a warm up exercise. Remember that adults are people who are often overworked and underslept. They have pressing concerns beyond the learning experience, and their minds may tend to wander to those concerns. A warm-up exercise will help adults to pay attention.

e) **DISCUSSING EXPECTATIONS**

Let them know what is to come and how relevant it will be to them. Discuss your objectives and agree on them.

These are the major steps to setting the stage. The order in which they are written is not important.

3) AGREEING ON THE OBJECTIVES

This is the second most crucial activity in conducting the workshop. It will serve you little purpose if you were to keep the objectives a secret. Every one must know what you hope to achieve by the end of the workshop. Agreeing does not mean the participants must dictate the objectives, but what you are really looking for is an agreement contract on what is to be taught.

4) DIRECTING THE LEARNING ACTIVITIES

This is where the presenter shines. He/she has to show that he/she is an authority on the subject matter, and demonstrates confidence. With the participants the presenter is many things. See list below.

Remember though that no one person can do all these things.

- * listens carefully and accurately
- * recalls events, interactions and conversations accurately
- * is supportive of participants efforts
- * encourages participants to try new behaviours
- * does not impose own values or opinions
- * respects feelings and is free to express own
- * is patient
- * directs activities with quiet authority
- * is trusting
- * is interesting in the content
- * is non-judgemental
- * reinforces learning
- * models desirable attitudes and behaviours
- * is flexible, open to change

The last step to a successful workshop is:

5. CLOSING THE SHOP

You have come this far, thus a few more minutes will not hurt. Pack up the remnants. Note any missing items. Conduct a frantic search for any missing materials that are important.

Specify dates for any materials to be provided to the participants and wave good-bye after thanking every one for coming. Don't forget to conduct an evaluation of the session.

TRANSPARENCY 1

FUNCTIONS OF WORKSHOP SESSION

- * SERVES TO UPGRADE TEACHERS
- * REINFORCES SKILLS AND KNOWLEDGE
- * PROVIDES OPPORTUNITIES FOR REMEDIATION
- * PROVIDES OPPORTUNITIES FOR PRACTISING NEEDED SKILLS
- * PROVIDES OPPORTUNITIES FOR EXPERIENCED TEACHERS TO SHARE IDEAS WITH PEERS
- * PROVIDES OPPORTUNITIES FOR TEACHING STAFF TO WORK TOGETHER ON A COMMON TOPIC AND LEARN FROM EACH OTHER

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 5

The Role of the Head Teacher in Career Guidance

SUB-MODULE A

Orientation to Career Guidance in Schools

TIME: 2 Hours (two-part session)

AIM: To acquaint Head Teachers with the needs, approaches and methods of infusing career guidance into schools.

OBJECTIVES: By the end of the training session trainees will be able to:

1. Discuss and list four major reasons why work is important in everybody's life.
2. Discuss and list four major reasons why career guidance should start in primary schools.
3. Describe the Career infusion Model and identify its two major components.
4. Identify the goal of career guidance in schools.

MATERIALS: Paper, Pen, Markers (Red and Blue), Transparencies, Chalk Board or Flip Chart.

ACTIVITIES: Listening, Reading, Problem Solving, Discussing, Group Work, Evaluating.

PROCEDURE:

(1) **TRAINER** - Ask the class what is "career". Ask the class to give you examples of careers. Ask them how they selected the careers they currently have.

- Present **Appendix C**.
- Summarize class answers.

(2) **TRAINER** - Ask the class why a "career" is important in everybody's life. Put these answers on the chalk board and discuss them with the class.

- Present **Transparency 1**.
- Summarize class answers.

(3) **TRAINER** - Ask the class to give you reasons why career guidance should start at primary schools. Ask them to take into consideration (but not limit their answers to) the current social, economical and educational conditions in Swaziland.

- Put these answers on the chalk board and discuss each in class.
- Present **Appendix A** and discuss it. Present **Transparency 2 & 3**.
- Summarize class answers.

(4) **TRAINER** - Present **Transparency 4** and read it to the class.

- Point out to the class that the goal of career guidance at primary level is "career awareness." At secondary level, the goal is exploration and planning.

(5) **TRAINER** - Explains to the class that with limited resources, career guidance in schools seems to be most attainable through both, a *Career Infusion Model* and by time-tabling it at secondary level.

- Present **Appendix D** and explain the *Career Infusion Model*.
- Identify the two components in the *Infusion Model*.
- Give examples to explain these two components.
- Ask the class to supply additional examples.
- Present **Appendix B, Case Study 1**. Divide the class into 4 groups. Ask them to discuss among themselves Case Study 1 and present their decisions to the class. Allow 10 minutes for this case study.

LESSON REVIEW QUESTIONS:

Complete the following questions.

1. List four major reasons why career guidance should start at the primary level in Swaziland.

i. _____

ii. _____

iii. _____

iv. _____

2. A. Describe the "Career Infusion Model" in your own words.

2. B. List two major components of this "Career Infusion Model."

i. _____

ii. _____

3. The goal of career education and guidance in schools is:

APPENDIX A

Why Career Guidance?

1. Pyramid effect of our education system
Only about half of the pupils who started schools will finish Grade 7, and only one third of them will enter Junior Secondary Schools (Form 1). (See **Transparency 2**). Those students who do not have the opportunity for further education need to be prepared early for the world to work.
2. Career development
Career development follows a developmental sequence. Primary pupils are beginning to learn about the world of work. This is the stage where pupils begin to develop attitudes, values, motivation and work ethics. This is the prime time to start career education and guidance. At secondary level, the students begin to explore and make decisions about their future careers.
3. The changing nature of world of work
Many people have career biases, such as that only professional jobs are good and worthwhile and they want their children to go through academic training leading to jobs at the formal sector. The reality is that there are few formal and professional jobs available now, and the competition for these few jobs is expected to become even keener in the future. Vocational-technical training and self employment provided many more job opportunities and are the answers to unemployment in this country. One of the major goals of career guidance is to bring this harsh reality to the attention of parents and students. Positive attitudes towards vocational-technical training and related jobs have to be developed as early as possible. (Further explanation in **Transparency 3**).
4. Basic education for all
The educational system in Swaziland is currently moving towards a new structure and a new orientation with the purpose of providing the basic education for all. The basic education for all has a timely emphasis on vocational-technical education and related practical subjects so that students are prepared for the world of work. The Introduction of career guidance in schools is an integral part of this basic education for all movement advocated by the Ministry of Education.
5. The rapid population growth in the Kingdom
The annual rate of 3.2% of population growth in the Kingdom is one of the highest in the world. It is expected that the population in Swaziland will double from the present size in a little over 20 years from now. Also, the fast rate of population growth has resulted in over 65% of the people in Swaziland to be below the age of 25 years. With such fast rate of population growth, there will be drastic changes in the social and economic structure of the Kingdom. The selection and the availability of a suitable career will be much harder for the future generations of this country. Our students need to be prepared to deal with the changing nature of the world of work they have to face starting at an early age.

6. Career education is motivating

Career education provides the linkage between what pupils learn in class and the real world where this knowledge will apply. Career education can make classroom learning interesting, practical and relevant. Pupils learn best through concrete examples and hands-on experiences. Career education can use a variety of career-related activities to motivate pupils in regular classes. In this sense, career education is both a means and an end. It is an end in that it teaches about the world of work. It is also a means in that it helps to make other subjects more relevant, practical and meaningful.

APPENDIX B

CASE STUDY 1

You are the Head Teacher of a rural primary/secondary school. Most of the pupils' fathers are farmers and most of their mothers are housewives who also work long hours on the farm. There are also a few small businesses in the community: a couple of grocery stores, take-out food stores, a small handicraft factory and a milling factory for grinding and storing maize. There is a community health centre. Some women sell their farm produce on the side of the road.

The social studies/development studies teacher comes to see you. She is convinced about the need for career education at an early age and wants to know from you what she can do in her class to help pupils' career development.

You explain to her the *Career Infusion Model* and its two major components. Together, you will work ways career concepts can be infused into the subject/s she/he is teaching.

An example could be:

1. Ask pupils to draw a map of the community. Mark on the map his or her home, the school, the farms, the stores, the factories and the community health center.
2. Colour the places where food is grown, processed, sold and used.
3. Discuss in class the people in the community who are involved in the food production and their job titles.
4. Discuss in class the importance of farming and how the community is dependent upon it.
5. Ask a parent to come to the class and talk about his or her experiences of being a farmer.

Your group will decide on one way to infuse career concepts into a unit of Social Studies or Development Studies. Then you will report the group decision to the whole class. You have 10 minutes to work on this case.

APPENDIX C

What is a Career?

A career is the sequence of jobs in which one engages. Some people may remain in the same job throughout their life time. Others may have a series of quite different jobs in their live. One may work as a cabinet maker, or a teacher, or a hawker, or a farmer, or a housewife (homemaker), or a secretary, or a police, or a soldier, or a dressmaker, or a plumber, or a mechanic, or an engineer, or an accountant etc. All these jobs are careers.

It is important to keep in mind that all jobs are important. Some jobs make lots of money, so less, some none-at-all; but they are all jobs. You cannot say that being a secretary is a job and that being a housewife (homemaker) is not a job, simply because housewives are not usually paid for their work. Also, our society needs people to work on all sorts of jobs. Therefore farmers are just as important as doctors, and rubbish collectors are just as important as teachers. Finally, let use remember that very few jobs are truly limited only to men or women. People need to seek jobs according to their abilities and interests, not because they are male or female. We need to help our children develop their potentials rather than limit their horizons because of our own gender biases.

APPENDIX D

Questions To Ask During An Interview

1. What is your name?
2. Where do you work?
3. What is the name of your work?
4. What do you do at work?
5. How much training or education do you need for this job?
6. What do you like about your job?
7. What don't you like about your job?
8. What advise can you give us (pupils) about this job?

TRANSPARENCY 1

Why do we work?

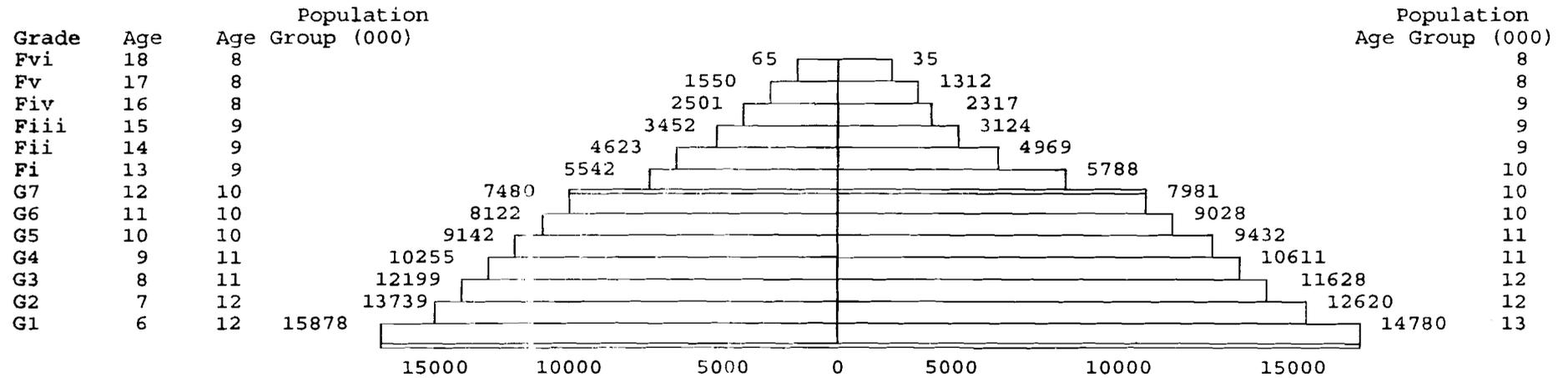
1. Because we need the money, or the food, or the things money can buy.
2. Because we need to feel that we are doing something useful and important with our time.
3. Because we like to do things that we have the ability to do well.
4. Because it is fun to do things that we like to do.
5. Because work makes us feel proud of ourselves.
6. Because
7. Because
8. Because

* I am sure you can come up with many more answers.

TRANSPARENCY 2

Swaziland Education Pyramid, 1988

Swaziland Education Pyramid, 1988



TRANSPARENCY 2 (CONTINUED)

Swaziland Job Market

The Manpower Survey showed that about 77,500 people were in regular wage employment in Swaziland in January, 1986. A recent publication (1992) by the Central Bank shows that this has now increased to over 100,000. Three sectors - agriculture and forestry, manufacturing, and government - accounted for about 73% of total wage employment. Agriculture industries dominate the modern sector, i.e., agriculture and forestry and manufacturing account for nearly 52% of total wage employment. However, only about 33% of school leavers each year are absorbed by the formal sector. Annually, the number of jobs available in the formal sector lags behind job entrants by an increasingly large margin. Most Swazis must rely on the non-formal farming and entrepreneurial sector. Notwithstanding, students, parents and the community often are biased against practical studies such as agriculture and domestic arts (home economics), unaware of the potential for productive participation in the non-formal sector, and unaware of the nature, requirements, and availability of jobs in large and small companies.

TRANSPARENCY 4

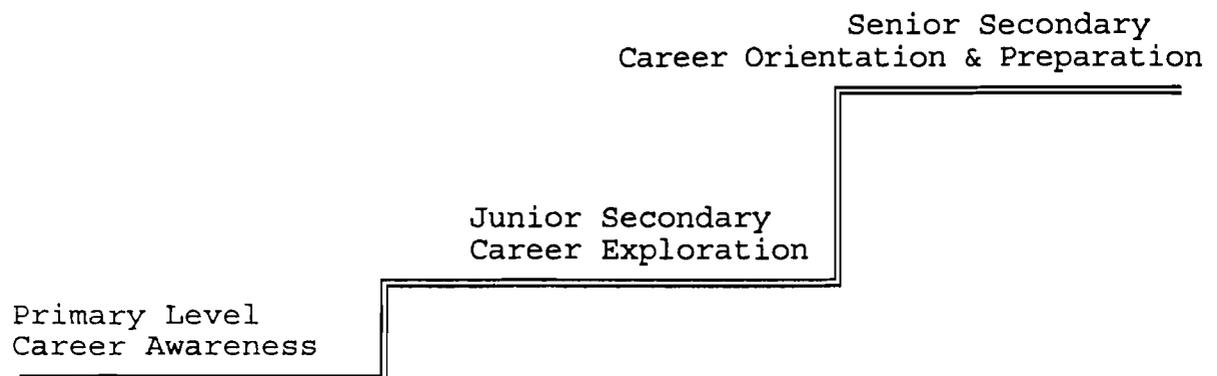
What is the Sequence of Career Development?

Career development is a life-long process. It involves continuous growth and revision. It relates to the development of work values and ethics, motivation and dedication, the understanding of oneself, one's abilities, limitations, interests and values, the learning about work opportunities, job skills and the working world.

Successful career development is dependent upon:

- 1) self knowledge and self concept;
- 2) knowledge of the world of work; and
- 3) good decision making skills in order to select a realistic career that fits one's ability, interest and value system.

All these take time to develop and to acquire. Therefore, career education and guidance is conceived as developmental program in which learning experiences are provided in a sequential order according to the student's developmental stage.



APPENDIX D

What is a Career Infusion Model?

The Career Infusion Model proposed that career education and guidance should be integrated into existing educational curricula. In order to produce an impact, career education must not be simply considered an extra course in the curriculum but an instructional strategy that relates established subject matter to career concepts.

For example, in a social study or development studies class that is learning about local communities, pupils can also learn about the work performed by the people in the community. In a history class, pupils can also learn about the changing nature of the work throughout history, and how these changes were related to social economic changes of the time. A maths class may want to teach pupils how to balance the budget in a hypothetical business settings. In an English class, the teacher may ask students to write a business letter or a job application letter. The skills of decision-making can be taught and used in just about any class. For example, planning a term paper, or class project involves certain decisions, such as specifying the goals of the project, selecting the best one, and actually following through with the plan. All these are examples of career-related concepts and skills taught within the regular courses.

Two Components of the Career Infusion Model

1. **Infusion into the regular curricula:** Formally integrate career concepts into the regular subjects which are being taught. This makes career concepts a regular part of the curriculum.
2. **Collaboration:** Increased cooperation between teachers, school personnel and the community in providing career awareness to pupils. This may involve taking pupils on field trips to various work settings and factories, having parents or community people in the classroom as guest speakers and resources, etc.

INSTRUCTIONAL LEADERSHIP

TRAINER'S GUIDE

MODULE 5

The Role of the Head Teacher in Career Guidance

SUB-MODULE B

Conducting Career Guidance Activities in Schools

TIME: 2 Hours (Two-part session)

AIM: To acquaint Head Teachers with methods of conducting career guidance activities in schools.

OBJECTIVES: By the end of the training session, trainees will be able to:

1. List four major characteristics of primary-pupil learning.
2. List four major principles for career guidance activities in schools.
3. Conduct a "Career Walk".
4. Conduct a career activity for primary/secondary pupils.

MATERIALS: Paper, Pen, Markers (Red and Blue), Transparencies, Chalk Board or Flip Chart.

ACTIVITIES: Listening, Reading, Discussion, Group Work, Taking a "Career Walk", Evaluating.

PROCEDURE:

(1) **TRAINER** - Point out that career guidance activities must be suited to the way children learn. Ask them to name some ways in which children learn, especially at primary level.

- Put trainees' answers on the chalk board and discuss them with the class.
- Present **Transparency 1** and discuss it with the class.
- How does this differ from how children learn at secondary level?

(2) **TRAINER** - Explain that at secondary level, a **Guidance Teacher** may be appointed.

The **Guidance Teacher** is the teacher with special responsibility to ensure that the career education programme is effectively administered in schools. This teacher has special responsibilities. Present **Transparency 4**, and review these.

(3) **TRAINER** - Present **Transparency 2** on Principles of Career Guidance in Schools.

- Discuss these principles with the class
- Demonstrate the importance of self concept by presenting The IALAC Story in **Appendix A**.
- Review the principles with the class.

(4) **TRAINER** - Present the "Career Walk" in **Appendix B**.

- Guide the class to take the "Career Walk"
- Guide trainees to score themselves
- Guide trainees to find their career interest areas
- Guide trainees to identify 3-4 jobs in their interest areas which they would like to do, by using Description of Interest areas and related jobs in **Appendix C**.

(5) **TRAINER** - Conduct interviews (role-plays).

- Use **Appendix D** as a guideline for interview.
- Assign one trainee to role-play interviewing a farmer.
- Assign one trainee to role-play interviewing a motor-mechanic.
- Assign one trainee to role-play interviewing a worker in any job of the trainees' choice, if you have the time.

(6) **TRAINER** - Ask the class "What is vocational-technical education?" Write the answers on the chalk board and discuss the answers with the class.

- Ask the class "What is self-employment?" Write the answers on the chalk board and discuss with the class.
- Present **Transparency 3** and discuss its contents.
- Summarize trainees' answers.

(7) **TRAINER** - Conduct class discussion, or small group discussion, depending on time available (about 10 minutes)

- Divide the class into five persons per group.
- Use **Appendix E**
- Guide small groups to answer questions in **Appendix E**.
- Ask the groups to present their answers to the class.
- Summarize the answers.

(8) **TRAINER** - Ask trainees "What is the role/s of Head Teachers in infusing career guidance into primary schools?"

- Put answers on the chalk board and discuss them.
- Ask trainees "What can and should Head Teachers do to motivate into their classes? How can Heads of secondary schools support the guidance teacher?"
- Put answers on the chalk board and discuss them.

LESSON REVIEW QUESTIONS:

Complete the following questions.

1. List two major characteristics of primary pupils' learning.
 - i. _____
 - ii. _____

2. List four major principles of career guidance activities for schools.
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____

3. What two strategies are recommended to incorporate Career Guidance at secondary level?
 - i. _____
 - ii. _____

4. Name four responsibilities of the Guidance Teacher.
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____

TRANSPARENCY A

THE IALAC STORY

Sipho was sleeping soundly when he was suddenly awakened by his older brother Jabulani pounding in his Licansi and shaking him, "Sipho, **get up you lazy bum**, we have to take the cows for dipping today" (RIP).

Sipho gets off his Licansi, rubs his eyes, and pulls on his trousers.

His mother sees him and yells at him "**you good for nothing**, (RIP)" get out there and help your brother. "**You are just so lazy**" (RIP). When he goes to wash his face to get the sleep from his eyes, his older sister Jabu spills the last bit of water from the bucket.

"Why did you do that?" Asks Sipho. "'Cause I wanted too," she laughed. "**Dummy, dummy fool**," (RIP) she cried out. "Now go and fetch me some water from the river," Sipho says. "**Get lost**", Jabu replies, "who do you think you are, the King?" (RIP).

Sipho goes to the kitchen hut to get something to eat, but all the fat cakes were already eaten and the incwancwa was all done. Everyone else had already eaten and was doing some piece of work (RIP).

As Sipho leaves for school, his mother calls out to him, "Oh Sipho you have left your copy on the table. **I don't know what I'm going to do with you!**" (RIP)

As he gets to the corner, he sees the one and only bus that will get him to school on time pulling away.

He has to walk 10 kilometres to get to school and of course he gets there late.

As he goes past the Head Teacher's office, he is called in and the **Head Teacher gives him 6 smacks with a long stick for being late. His bottom is hurting.** (RIP)

He walks into his class and he remembers he has forgotten his homework. He thinks "**Oh well, Miss Kunene does not expect me to hand it in anyway** (RIP). **She doesn't like me** (RIP). **She told the other teachers in the staff room she wants me out of her class**" (RIP)

The teacher asks him to stay in at recess to finish his homework, while the other students went out to do sports soccer (RIP).

He rushes through his lesson and hurries outside, but the kids, have already chosen teams. **He stands around for a while and nobody seems to notice him** (RIP). Finally, the sports teacher tells him to join a team. On hearing this one of the boys yells out "**Hey Sipho, join the other team. We got stuck with you the last time.**" (RIP).

Later that day Sipho gets his workbook back from the teacher and it has lost of red marks all over it with a low mark. The teacher wrote a note to him saying "**Sipho you are too sloppy and careless and stupid.**" (RIP)

When he gets home he learns that one of the cows for which he was responsible, got hit by a truck and died. His mother on seeing him approaching, yelled out in an angry tone "**Sipho you are just not responsible enough**", and she started to whack him with the broom **(RIP)**.

Later that night, Sipho lays out his licansi, and lies on his bed mat. He gets tears in his eyes and thinks, **Nobody likes me, I might as well give up. (RIP)**

Yet he secretly hopes that tomorrow will be a better day. Will it?

The meaning of **IALAC: I AM LOVABLE AND CAPABLE.**

APPENDIX B

Career Walk and Your Career Interest

INTEREST AREA 01

1. Write stories, articles, or poems
2. Act in a play
3. Sing alone, or with a band and chorus
4. Tell jokes or act funny to make people laugh
5. Design clothes, fashions or jewellery
6. Paint or draw pictures
7. Take pictures with a camera
8. Read news on radio or TV

The total number of ticks under Interest Area 01 is _____

INTEREST AREA 02

1. Work in a laboratory
2. Solve math problems
3. Study about planets and stars
4. Study how plants grow and develop
5. Treat sick or injured people
6. Collect information about the weather
7. Care for sick animals
8. Look at tiny objectives under a microscope

The total number of ticks under Interest Area 02 is _____

INTEREST AREA 03

1. Grow crops and vegetables
2. Manage and take care of a nature reserve
3. Cut grass or weed crops
4. Visit zoos or parks
5. Care for lawns or flower gardens
6. Raise cattle and farm animals
7. Supervise workers who grow plants and crops
8. Cut or trim trees and bushes

The total number of ticks under Interest Area 03 is _____

INTEREST AREA 04

1. Guard a building, house or game reserve
2. Check people for weapons or drugs
3. Investigate a robbery or murder
4. Guard the lives and property of people
5. Work with people in a prison
6. Fight house fires or forest fires
7. Keep order in a crowd
8. Work as a detective

The total number of ticks under Interest Area 04 is _____

INTEREST AREA 05

1. Repair cars or trucks
2. Repair electronic equipment such as TV
3. Draw plans for buildings
4. Build houses, cabinets, or wooden furniture
5. Drive a truck or a train]
6. Work with pipes, cement or wood
7. Fix mechanical things
8. Design new tools or machines

The total number of ticks under Interest Area 05 is _____

INTEREST AREA 06

1. Run machines to make metal parts
2. Run a printing press
3. Run machines to drill holes in metal or wood
4. Test electronic equipment before it is sold
5. Put parts together to make a machine
6. Bake bread, make candles or cans in a factory
7. Move and load goods
8. Wrap and pack meat and other goods

The total number of ticks under Interest Area 06 is _____

INTEREST AREA 07

1. Make appointments, type letters and file reports
2. Make a list of supplies or products in the store
3. Keep records and accounts in a store
4. Collect money from and pay money to customers
5. Supervise secretaries in an office
6. Write down what is said in a meeting
7. Use a computer to produce a letter or document
8. Talk to customers and give them information

The total number of ticks under Interest Area 07 is _____

INTEREST AREA 08

1. Choose goods for a store to sell
2. Sell life, accident, or home insurance
3. Show people how to use a new equipment
4. Talk shop keepers into buying your goods
5. Keep detailed records of expenses
6. Sell items in a store or market
7. Show new homes and buildings to potential buyers
8. Help customers to find what they need in a store

The total number of ticks under Interest Area 08 is _____

INTEREST AREA 09

1. Take care of other people's house and children
2. Cut men's or women's hair
3. Drive a taxi or bus
4. Lead a group of children in playing a game
5. Guide tourists in a trip
6. Take orders and serve food in a cafe
7. Teach people how to drive a car
8. Clean the street or office buildings

The total number of ticks under Interest Area 09 is _____

INTEREST AREA 10

1. Care for sick or injured people
2. Teach people in homestead about hygiene and health care
3. Teach children who have problems in learning
4. Take care of young children
5. Help others with their personal problems
6. Guide people to make career choices
7. Preach religion to others
8. Assist homeless people such as refugees

The total number of ticks under Interest Area 10 is _____

INTEREST AREA 11

1. Speak in front of a group of important people
2. Organize a school, community or church activity
3. Manage a company
4. Prepare financial reports for a business
5. Teach students in a school
6. Supervise the work of others
7. Serve as an officer or leader of any group
8. Help others to learn

The total number of ticks under Interest Area 11 is _____

INTEREST AREA 12

1. Think of ways to win athletic games
2. Teach a physical education course
3. Become a professional athlete
4. Take part in a motorcycle or car race
5. Play tennis, basketball, soccer or other sports
6. Exercise everyday to build my body strength
7. Perform Kung-fu or physical feats for an audience
8. Take part in gymnastics

The total number of ticks under Interest Area 12 is _____

Activity 1

MY CAREER INTEREST

Enter Your Scores Here	Tick Here	Write the Jobs You Would Like To Do
---------------------------	--------------	--

Interest Area 01 ARTISTIC	score	_____	_____	_____
Interest Area 02 SCIENTIFIC	score	_____	_____	_____
Interest Area 03 PLANS and ANIMALS	score	_____	_____	_____
Interest Area 04 PROTECTIVE	score	_____	_____	_____
Interest Area 05 MECHANICAL	score	_____	_____	_____
Interest Area 06 INDUSTRIAL	score	_____	_____	_____
Interest Area 07 OFFICE WORK	score	_____	_____	_____
Interest Area 08 SELLING	score	_____	_____	_____
Interest Area 09 SERVING	score	_____	_____	_____
Interest Area 10 SOCIAL	score	_____	_____	_____
Interest Area 11 LEADING	score	_____	_____	_____
Interest Area 12 PHYSICAL	score	_____	_____	_____

DESCRIPTION OF INTEREST AREAS AND

RELATED JOBS

INTEREST AREA 01 -- ARTISTIC

If you are interested in the ARTISTIC area, it means that you like creative activities such as writing, acting, music, drama, singing or arts and crafts. To get jobs in this area, formal education is not very important. You need to have creative talents and special training in the particular job you want to get.

JOBS: Editor, writer, dancer, musician, painter, model, singer, actor or actress, arts and crafts.

INTEREST AREA 02 -- SCIENTIFIC

If you are interested in the SCIENTIFIC area, it means that you like to collect and study information about the natural world. To get jobs in this area, you need to have good grades in maths and science, and many years of formal education beyond high school.

JOBS: Biologist, chemist, physicist, mathematician, astronomer, medical doctor, dentist, veterinarian (animal doctor), X-ray technician, medical technician.

INTEREST AREA 03 -- PLANTS AND ANIMALS

If you are interested in the are of PLANTS AND ANIMALS, it means that you like to work with plants and animals outdoors. Some education is needed for most of the jobs in this area. If you like to be a farmer, agricultural education will be helpful.

JOBS: Farmer, forester, gardener, nursery keeper, wildlife manager, researcher on plants and animals.

INTEREST AREA 04 -- PROTECTIVE

If you are interested in the PROTECTIVE area, it means that you like to protect people and property. Some of the jobs in this area do not need much formal education. However, some education is always helpful. There are special schools to train police, security guards and soldiers. Other workers in this area are trained on the job.

JOBS: Soldier, police, security guard, prison warden, park ranger, fire fighter, customs officer, detective.

INTEREST AREA 05 -- MECHANICAL

If you are interested in the MECHANICAL area. It means that you like to work with machines and tools. There are three levels of jobs in this area. To be an engineer, you need university education. To be a mechanic, plumber, carpenter or electrician, you need technical training. Other jobs in this area require on-the-job training.

JOBS: Engineer, mechanic, plumber, carpenter, electrician, bricklayer, truck driver, train operator, logger, miner, quarrier, earth mover.

INTEREST AREA 06 -- INDUSTRIAL

If you have an interest in the **INDUSTRIAL** area, it means that you like to work in a factory with the same activity that repeats many times in a day. Formal education is not important for this area of jobs. Workers are trained on the job.

JOBS: machine operator in a factory, assembly line worker, launderer and dry cleaner, ticketing worker, wrapping and packing worker, loader, labourer.

INTEREST AREA 07 -- OFFICE WORK

If you are interested in **OFFICE WORK**, you like activities which require accuracy and attention to details, usually in an office. Most of the jobs in this area require Form 5 education and additional vocational training.

JOBS: secretary, typist, filing clerk, bookkeeper, bank teller, cashier, receptionist, computer operator, switchboard operator.

INTEREST AREA 08 -- SELLING

If you are interested in the area of **SELLING**, you like to buy and sell things to others. Some education is helpful, but not always necessary for jobs in this area.

JOBS: seller, demonstration seller, real estate seller, insurance seller, peddler and hawker.

INTEREST AREA 09 -- SERVING

If you are interested in the area of **SERVING**, you like to cater to the wishes and needs of others in your work, usually on a one-to-one basis. Formal education is not important for jobs in this area. Most of the jobs in this area need on-the-job training.

JOBS: barber, hair dresser, airline attendant, tour guide, waiter and waitress, porter, housekeeper, maid.

INTEREST AREA 10 -- SOCIAL

If you are interested in the **SOCIAL** area, you like to help others with their personal or physical needs. Most of the jobs in this area require a Form 5 education. Some of them such as the social worker and counsellor require university education. Others such as the nurse and physio-therapist need special training in nursing or physio-therapy.

JOBS: social worker, counsellor, nurse, special educator, physio-therapist, psychologist, priest.

INTEREST AREA 11 -- LEADING

If you have an interest in the area of LEADING, you like to direct and influence others. You will need high level language and mathematical abilities to do jobs in this area. Formal education is necessary for most of the jobs, usually at university level or beyond.

JOBS: teacher, lawyer, accountant, manager, minister, headteacher, administrator.

INTEREST AREA 12 -- PHYSICAL

If you are interested in the PHYSICAL area, it means that you like to compete in sports in front of spectators. Formal education is usually not necessary. However, you need high interest, discipline, talent and training to get a job in a particular sport.

JOBS: athlete, referee, soccer player, karateka, coach, boxer.

APPENDIX D

Questions To Ask During An Interview

1. **What is your name?**
2. **Where do you work?**
3. **What is the name of your work?**
4. **What do you do at work?**
5. **How much training or education do you need for this job?**
6. **What do you like about your job?**
7. **What don't you like about your job?**
8. **What advise can you give us (pupils) about this job?**

APPENDIX E

Activity for Self Employment

This activity will help you think of jobs in self employment. It will also help you think of ways to start self employment. There are no right or wrong answers to the questions in this activity. We want you to think and discuss in your group. We want to see what creative ideas you and your group can generate with. Don't forget, you are supposed to be a 7th grade pupil.

1. You have artistic talents and you sing beautifully. You also have many musician friends. You like to use your talents in self-employment. Name two jobs you might do alone or with your friends. Develop a plan for the next five years so that you might move toward these two jobs.
2. You bake the best cakes, breads and pies in town. Everybody loves your baked goods. Can you turn this skill into self-employment? How would you do it in a step-by-step manner?
3. You went to a vocational-technical school and learnt the skills of cabinet-making. You would like to be self-employed. What should you do, to become self-employed? Outline this in a step-by-step manner.
4. You have always been good at repairing things. Your friends and relatives always bring you their broken TV. and radio sets to fix. You don't really like to go through formal education. But you don't know what else you should do. You think when you grow up you would like to fix electric things for a living, but you still need to learn more about fixing things. Make a plan for yourself so that some day you would have a successful self employment.

TRANSPARENCY 1

Characteristics of Pupils Learning

1. Learning through doing, hands-on, participation, observation and concrete experiences.

I HEAR AND I FORGET

I SEE AND I REMEMBER

I DO AND I UNDERSTAND

2. Learning through modelling.
Adults are appropriate models from whom children learn.
3. Playing is learning for children.
Children learn through playing. Playing is indeed serious business for children.
4. Self concept is the center of children's learning.
Self concept begins to form during childhood. Children learn best when they are proud of themselves; when they have good self concepts; when they see themselves as good, lovable and worthy human beings.

TRANSPARENCY 2

Principles of Career Guidance in Schools

1. **Respect the importance of each pupils' self concept.**
Use activities to enhance children's self concept. Help them to identify their strengths and accept their limitations. Give attention and praise for specific and positive behaviours. Refrain from using ridicule, criticism, punishment and sarcasm. Self awareness is a major goal of growth from the beginning. Self-awareness is an important component of career development.
2. **Respect the importance of all work and jobs**
We need to respect all work and not judge the worth of a job by the amount of pay or its social prestige. Our society needs farmers as much as engineers, rubbish collectors as much as lawyers and accountants. Many of the pupils now will become farmers, housewives and vocational-technical workers. These jobs are important to our society. Pupils should take pride in selecting these jobs.
3. **Teachers and parents are role models**
Primary children imitate role models in the home and in the school. Both parents and teachers can provide children with positive as well as negative models through what we do. Action speaks louder than words.
4. **Discourage gender stereotyping**
Children learn to associate work roles by gender stereotyping at an early age. Exposure to career information that discourages gender-role stereotyping will broaden the range of occupation choices for children.
5. **Use Community resources**
Community resources provide a rich source of career information, role models, and exposure to a wide range of careers.
6. **Link the school and the world of work**
Understanding the relationship between education and work is the key concept in career guidance. Skills learned in school should always be linked to work-related activities. Pupils will also be motivated to study in school when they see the relevancy of school learning to the need of real life.
7. **Provide realistic job information**
We need to provide pupils with realistic job information in order to enhance their job awareness.

TRANSPARENCY 3

Vocational Technical Education

Vocational-technical education is different from the formal education in that it provides job skills in schools. The goal of vocational-technical education is to prepare pupils for jobs, not for more schooling. Thus, pupils can get jobs more easily when they leave the school.

Vocational education has included agriculture and home economics arts. They prepare us to be farmers and homemakers. These are very important jobs in our country. Can you imagine how bad things would be if we didn't have farmers to produce food for us and we didn't have mothers to take care of home for us? Vocational technical education expands further and includes skilled trades, such as cabinet-making, bricklaying, welding, fabrication, plumbing, electric work and motor mechanics. It includes office and business skills needed for typists, bookkeepers, computer operators and secretaries. These vocational-technical skills will help pupils get jobs easily.

Most of the vocational-technical jobs can be for "self-employment" which means you can set up your own business and work for yourself. For example, if I am good at repairing small equipment, I can set up a shop to fix people's T.V. and radio sets. If you are good at fixing pipes and toilets, you can have your own business and do plumbing work for people. Self-employment provides many work opportunities for people trained in vocational-technical schools. In order to become self-employed, you need to be good at some skills, to work very hard, and to think of a way to sell your skills.

TRANSPARENCY 4

RESPONSIBILITIES OF GUIDANCE TEACHER

1. Assist teachers in understanding the infusion strategy and its use in career education.
2. Monitor the infusion of career concepts in the core subjects.
3. Assist in implementing the career education programme in the school.
4. Clear up misunderstandings and misconceptions among teachers about the use of the materials provided.
5. Monitor the progress of the programme within the school.
6. Help develop positive work attitudes among students.
7. Provide individual, as well as group, counselling.
8. Perform other functions to facilitate the administration, teachers and students, as necessary and where skills and time allow.