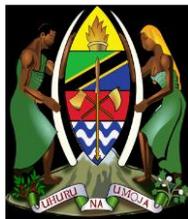


# District Education Meetings Topic Facilitations



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## DEM FACILITATION NOTES

### TOPIC 1

Total time 120 minutes

#### BENEFITS OF THE DISTRICT EDUCATION MEETINGS

##### Material

Flip chart, marker pens and masking tape

##### Activity 1

###### Introduction      What is the District Education Meeting?      5 minutes

Explain

The District Education Meeting is a monthly meeting that includes the Education Officers from the District, Quality Assurers and Ward Education Officers.

The DEM is a formal District meeting working across the ministries, from the Prime Minister's Office and from the Ministry of Education, to provide a joined-up view, and support for school improvement.

##### Activity 2

20 minutes

###### Current Responsibility for school improvement across the District

Divide the participants into 3 groups; group 1 will pretend to be WEOs, group 2 will pretend to be QAs and group 3 will be Officers. Give each group a flipchart paper and marker pens.

Ask each group to discuss how they affect school improvement and to write down their ideas on the flipchart paper. The first group to finish will call out "BINGO". This group will then put their flipchart on the wall. Continue until the 3 groups are finished.

- What are the key points?
- We will reflect on these issues throughout the meeting.

##### Activity 3 5

## DEM FACILITATION NOTES

### Group Feedback and Plenary Discussion

25 minutes

Each group puts their flip chart on the wall. Ask the groups to read each others' list of responsibilities.

Facilitator now guides the summary feedback by using the following questions:

- Which of your tasks have most impact on school improvement?
- On what tasks do you spend most of your time?
- Which of the tasks and responsibilities help you to implement your school improvement?

•

#### Points to emphasise:

Through the Communities of Learning the Districts must make sure that

- teaching and learning are improved
- pupils' standards are improving
- schools are made accountable
- financial concerns are discussed such as IGA grants
- communities are engaged with their schools
- information is received and passed on through reports
- financial concerns are discussed such as IGA grants

This is a **joint responsibility!**

**To work jointly there needs to be a special time set aside, called the DEM**

- Deal with issues related to teaching and learning when they arise
- Share and strengthen District Education improvement
- Enable communication to be more effective

### Activity 4 What are the Benefits of the DEM?

20 minutes

Make sure each small group has a flipchart paper and marker pens. Remind the groups that they have to choose one person who will take notes and report back in plenary.

## DEM FACILITATION NOTES

- What benefit is there for QAs, WEOs and District Officers to meet monthly to raise the quality of education in the District?
- What is Different about the DEM

### Activity 5 Plenary feedback

40 minutes

Ask each group in turn to tell you their answers (maximum 2 answers). Then go around again until all the points are covered. Ask groups not to duplicate what others have said.

Note key points (not every word) from groups on a flip chart.

#### The benefits of the DEM

##### Points to emphasise:

- Joint understanding of the contributions from everyone and sharing of ideas
- Shared actions agreed for joint school improvement in the District
- Valuing and capacity-building of all participants at the meeting, especially the WEOs
- Shared successes and new innovations
- The Importance of the relationship of the DEM to the other 'Communities of Learning'
- Importance of sharing the "Community of Learning" Meeting Reports

***Improving school performance is teamwork!***

#### What is Different about the DEM?

DEO meetings with WEOs focus on, among others items:

- Administrative duties, complying with Ministry requirements
- Informing staff about Ministry circulars and directions
- Discussing students' performance

## DEM FACILITATION NOTES

DEM is a **tool for improving school performance:**

- Discussions focus on how to improve education in the district
- Decisions are made collectively as a 'Community of Learning'
- Solutions are found, instead of problems, by WEOs with QAs and Education Officers working together
- Commitment and responsibility for school improvement are shared and agreed, with follow-up
- Opportunity for QAs and Officers to capacity-build the WEOs
- WEOs take on responsibility for finding solutions

### Activity 6 Session Recap

**15 minutes**

Briefly explain how we see DEM meetings:

- To build up common understanding and approach for raising standards and quality of education throughout the District
  - For QAs to contribute their expertise and for WEOs to inform them about schools in the district
  - For LGA to receive information to formulate their plans for support, coaching and encouraging schools as well as prioritizing their plan for education improvement and funding
  - For information flow between QAs, Education Officers and WEOs about activities in the past month and forthcoming activities for coming month
- To review progress of district initiatives and to get feedback
- To focus on issues for raising the quality of education in the district: to set up training activities and support autonomous school development
- To provide an opportunity for WEOs, QAs and Education Officers to have a monthly 'Community of Learning' meeting, to come up with ideas and to find ways to solve problems for school improvement

## DEM FACILITATION NOTES

### TOPIC 2

Total time 120 minutes

#### REVIEW OF THE SCHOOL DEVELOPMENT PLAN

##### Material

Flip chart, marker pens and masking tape  
WEOS to bring samples of their school SDP Plans

##### Activity 1

**Introduction to Review and refresh our SDP** **5 minutes**

The Objectives of today's meeting  
Review progress on the School Development Plan

**Activity 2 What makes a Good SDP** **20 minutes**

In small groups of 6 to 8 mixed QAs, Officers and WEOs

- Discuss what identifies a good SDP?

**Activity 3 General feedback and discussion** **20 minutes**

Open discussion to share the answers to Activity 2

**Activity 4 Review of the SDP** **40 minutes**

Still in small groups

*At the last meeting WEOs were asked to bring copies of the SDP plans from their Ward and everybody was asked to review the School Development Plan Training Manual*

Look at the plans using the check list below

Are all 5 objectives covered?

School resources and Finance

Teaching and Learning

Positive Gender Responsive Environment

School Improvement

Community Involvement

Has each objective got at least 2 realistic targets?

## DEM FACILITATION NOTES

Has each target got 3 at least 3 activities?

Do the objective, Targets and activities link and connect?

Is the timing sensible?

Is it clear who is responsible for each activity?

Is there evidence of analysis tools being used?

SWOC, Problem Trees, Engaging Stakeholders, and Prioritisation

Is there evidence that stakeholders were consulted?

Each group to select the best plan and explain why?

### Activity 5 Plenary feedback

**40 minutes**

Group Feedback and sharing of key issues

### Activity 6 Session Recap

**5 minutes**

Key points to emphasise

- The SDP is only useful as a guideline for its implementation. The plan alone makes no impact.
- In November/December the plans should be reviewed with stakeholders analysing what has been achieved in the year and new objectives and targets set prior to writing the new years SDP/.

## DEM FACILITATION NOTES

### TOPIC 3

Total time 120 minutes

#### WHAT MAKES A GOOD WEO REPORT

##### Material

Flip chart, marker pens and masking tape

WEOs to bring along samples of their consolidated Reports

##### Activity 1

**Introduction**      **What Makes a good WEO Report?**      **30 minutes**

Give out to each person and go through the paper

“WHAT MAKES A GOOD WEO REPORT”

While going through the paper encourage interaction, comments and views

Emphasise the following recording

1 There are notes and report written after each school visit

2 THE WEO writes in the School LOGBOOK after each visit

3 There is a Consolidated Monthly WEO Report for the DEOs

    Identify issues across school

    Make comparisons

    Target areas that need support

4 THE LGA a receives the report and is responsible for monitoring quality of WEO reports

    Ensure key issues arising from reports are discussed

    Analyse and take actions on school performance

    Actions agreed are implemented in a timely fashion

5 A good report reflects a well planned and worthwhile visit

**Activity 2 What is a good meeting with the head teacher?      40 minutes**

Each group role is an interview between WEO and head teacher Complete one role play at a time. After each role play ask what they observed and discuss together a resolution to the issues. What is a good meeting with the head teacher?

After each Role Play discuss what has been observed and how to manage the situation for a good meeting

## DEM FACILITATION NOTES

### Role Play 1

- 1 The head teacher is not listening and distracted. The head teacher is on the telephone, attending to paper work, a child at the door. How does the WEO handle this?

### Role Play 2

- 2 The WEO is sharing information which is confidential about another school and head teacher?

### Role Play 3

- 3 The WEO is talking all the time and the timid head teacher has no chance to talk about the recent school test results which indicate that the school has improved enormously.

### Role Play 4

- 4 The interview has no clear school purpose. It drifts into talking about Magafuli and their personal problems

### Role Play 5

- 5 The WEO is talking with the head teacher about INSET. He/she does not know the answers but tries to answer but is not at all clear about the detail as she was on a course. What does the WEO do?

### Role Play 6

- 6 The WEO wants information about the school's PTP and stakeholders. The head teacher has limited involvement with them. How can the WEO advise and support the head to develop better relations with the stakeholders?

### Activity 3 Sharing of WEO REPORTS

**25 minutes**

In small groups to share the WEO Reports and examine checking the following criteria.

Use large sheet of paper and pens to record any issues arising from the discussion

Are the sentences specific?

Do you know what the WEO followed up from the last meeting 2 weeks before?

Do you know what the main issue at the school are?

## DEM FACILITATION NOTES

Do you know what the WEO did/said at the visit?

Do you know what activity was agreed for school improvement?

Each group to select the best plan and explain why?

### **Activity 4 Plenary feedback**

**25 minutes**

Ask each group in turn to tell you their findings and sharing key issues

# DEM FACILITATION NOTES

## PAPER FOR TOPIC 3

## WHAT MAKES A GOOD WEO REPORT?

### WHAT REPORTS AND EXPECTATIONS

#### 1 WEO School Meeting Report

This is a report written following each school activity visit to monitor School Performance.

This report will be written following each visit to the school. Details of each visit is also recorded in the SCHOOL LOGBOOK.

Each visit should have a defined focus and purpose. The report needs to record this focus and purpose with the outcome. It records advice shared and agreed actions to be check on at the next visit.

Examples of focus

Collection of SIS data and using it to inform School Improvement and management.

Different data is collected and reported on with different frequencies according to the reason for the

school visits and the any information required by the LGA.

Follow up the progress of agreed actions since the last visit

Follow through the implementation of SDP

What impact has resulted from school based teacher INSET and teacher meetings (look for evidence)

Follow up and review of any courses taken beyond the school i.e. EQUIP

The scrutiny of planning, student work, schemes and the advice given

We suggest this is an ongoing reporting process completed after each school

<p><b>SCHOOL MEETING REPORT</b></p> <p>Date 1</p> <p>Written Report .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Date 2</p> <p>Written Report .....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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#### 2 Monthly WEO and Ward Consolidate Report

## DEM FACILITATION NOTES

This is a consolidation of the individual School Meeting Reports to form a monthly WEO report.

The report should

- Identify issues across the Ward coming out of the Individual School Meeting Reports

- Detail consolidated school Data

- Make comparisons between schools. Analyse progress in different schools

- Identify areas in the schools that need support and actions planned

- Report on the IMPACT of training and INSET in schools

- Report on activities completed such as scrutiny of work, observations

Monthly Grant Funds Request Form

Monthly /quarterly Grant Financial Report

PTP Grant Activity and funds such as IGA

### 3 LGA receives the all WEO Reports and is responsible for monitoring quality of WEO reports

- Inputs data into the LGA Management Information System

- Ensure main issues arising from reports are discussed

- Analyse and take actions on school performance

- Actions agreed are implemented in a timely fashion

### WHAT MAKES A GOOD REPORT?

**Face to face feedback** followed by written report

Does not follow specific format but capture the important aspects of the issues and visit

Easy to read, in simple language, concise

Content True picture of issues observed and discussed on the visit

- Records progress made since the last visit

- Ideas are sequentially arranged, short and precise even bullet points

- Strong and weak points are clear in a nutshell

- There are no contradictions

- Indicating advice and suggestions give to support issues

- Written in paragraph form with complete information in each paragraph

- Transparent

- Looks at academic improvement

- Records Improvements to pupils learning since the last visit

- Records Improvements for quality of teaching since the last visit

- Records Improvements with Community PTP and SC since the last visit

- Records the advice and support given

- Records actions to be taken and by whom

**MAKING GOOD SCHOOL VISITS**     *A good report follows a well prepared and purposeful visit*

**Be clear about the purpose of the visit such as to**

## DEM FACILITATION NOTES

Collect school data

Support school to meet the challenges caused by new curriculum and teaching techniques

Ensure implementation of Education Policies

Help to identify needs and support for pupils, teachers, head teacher and nonteaching staff

Advise on how to improve overall quality of school management

Review and assist with School Development Plans and their implementation

Monitor and Review progress since the last visit.

### **Conduct yourself professionally**

Maintain professional relationship

Provide example

Show respect

Be honest and transparent in discharging duties

Maintain confidentiality

Remain objective



## DEM FACILITATION NOTES

### Activity 5

#### Group Feedback and Plenary Discussion

30 minutes

After each group has reported, discuss and record together what needs to happen next.

#### Suggestions:

- Share success stories
- Ensure the community is involved in the SDP stakeholder review and implementation
- Share information about the school promptly
- Appreciate the talents and contributions of the community members
- Plan and take seriously the meeting with parents
- Participate and share community events

### Activity 6

#### Recap

10 minutes

- The improvements we are considering come from the community
- The improvements may be very gradual (Pole pole)
- The improvements need to be valued and built on

## DEM FACILITATION NOTES

### TOPIC 5

Total time 120 minutes

#### MTAALA MPYA WA ELIMUMSINGI WA DARASA LA III-VI MWAKA 2016

##### Before the meeting

WEOs are asked to bring copies of latest New Curriculum to the meeting.

##### Material

Flip chart, marker pens and masking tape

##### Activity 1 Introduction

30 minutes

###### What is the New Curriculum?

We are looking today at the New Primary Curriculum for standards III to VI

Work in small groups of 6 to 8 participants. Give each group marker pens and a flipchart.

Facilitator to share sections of the New Curriculum around the groups.

It is easiest to do this by dividing the contents page into sections.

Explain that each group will be given a section of the New Curriculum to study. After 30 minutes, they will then be asked to present the key points. Please make a list of the points you want to make on a flipchart paper.

These questions may help you:

- How is this different from the previous curriculum?
- What benefits can the new curriculum make?
- Are there any issues or questions that you still have about your section?

##### Activity 2 Feedback and discussion Session (all participants)

40 minutes

Each group will present their key points

Follow up each group presentation with discussion and answer any further questions

##### Activity 3 WEO support and monitoring of the New Curriculum

20 minutes

Work in small groups. Give each group marker pens and a flipchart paper. They should list their answers to the following questions:

## DEM FACILITATION NOTES

- How can the WEO support the introduction of the New Curriculum?
- How can the WEO monitor the introduction of the New Curriculum?

### **Activity 4 Feedback and discussion Session (all participants) 20 minutes**

The findings should be listed on a flipchart paper and presented by each group

Follow-up Discussion about issues

### **Activity 5 Recap points**

**10 minutes**

Look closely at what can WEOs/QAs/Education Officers can do to improve implementation of the new curriculum.

- There is shift from content based curriculum to competence based
- Consequently, the balance of curriculum has changed
- There is an entitlement for education up from pre-school to Form 4
- Remind them on how WEOs can support the New Curriculum.

### PAPER FOR TOPIC 5

#### MADA: MTAALA MPYA WA ELIMUMSINGI WA DARASA LA III-VI MWAKA 2016

##### 1.0 Utangulizi

Mtaala uliokuwa unatumika kabla ya Mtaala Mpya ni wa mwaka 2005. Ulikuwa wa miaka saba (7) na ulikamilisha mzunguko wake mwaka 2012. Mtaala mpya ulioboreshwa wa Elimumsingi ulianza na Darasa la I na la II mwaka 2015. Katika Mtaala huu mkazo umewekwa katika kukuza umahiri wa **Kusoma, Kuandika na Kuhesabu** kwani tafiti zilizofanywa zilionesha kwamba kuna tatizo kubwa la wanafunzi kutokuwa na umahiri wa Kusoma, Kuandika na Kuhesabu (KKK)

Baada ya kuboresha Mtaala wa Darasa la I na la II, hatua iliyofuata ilikuwa kuboresha Mtaala kwa Darasa la III-VI kulingana na Sera ya Elimu na Mafunzo ya Mwaka 2014.

##### 1.1 Muktadha wa Mtaala wa Darasa la III-VI

Mtaala huu umeandaliwa katika muktadha wa msisitizo wa **Elimu kwa Wote** na **Uboreshaji wa Elimu ya Awali, Msingi na Sekondari**.

##### 2.0 Sera na Matamko

Mtaala huu umeandaliwa kwa kuzingatia Sera na matamko kama ifuatavyo:

##### 2.1 Sera ya Elimu na Mafunzo ya Mwaka 2014

Sera hii inatamka kuwa kutakuwa na Elimumsingi ya miaka kumi (10) yaani Darasa la kwanza hadi la kumi na itakuwa ni ya lazima kwa kila motto.

##### 2.2 Matamko ya Kitaifa na Kimataifa

##### 1. Mpango wa Taifa wa Kukuza Uchumi na Kupunguza Umaskini Tanzania (MKUKUTA)

Malengo ya mpango huu yanasisitiza kuwa na Mtaala utakaowapa walengwa **maarifa, stadi na mielekeo** chanya ya kushiriki vyema katika kujiletea maendeleo yao wenyewe ili kupunguza umaskini.

##### 2. Dira ya Maendeleo ya Tanzania hadi Mwaka 2025

Dira hii inasisitiza utoaji wa elimu bora ili kuwajengea walengwa ubunifu, ugunduzi, maarifa na stadi mbalimbali na kutoa wataalamu wenye uwezo wa kutatua matatizo ya jamii kwa kutumia Sayansi na Teknolojia.

##### 3. Malengo 17 ya Maendeleo Endelevu

Lengo la 4 linasisitiza Elimu jumuishi na bora kwa wote na kukuza kujifunza.

## DEM FACILITATION NOTES

### 3.0 Mitazamo ya Mtaala

Uandaaji wa Mtaala huu umejikita katika mitazamo ifuatayo:

#### 3.1 Mtaala Jumuishi na Unaozingatia Umahiri

Mtaala huu umejikita katika kuhama kutoka Mtaala unaosisitiza **maudhui** ya masomo kwenda kwenye Mtaala unaosisitiza ujenzi wa **umahiri** unaojumuisha **maarifa, stadi** na **mwelekeo**

#### 3.2 Falsafa ya Elimu

Mtaala huu unazingatia falsafa ya Elimu Kujitegemea ambayo ndio msingi wa elimu Tanzania tangu mwaka 1967.

#### 3.3 Teknolojia ya Habari na Mawasiliano

Mtaala unasisitiza matumizi ya teknolojia katika mchakato wa kufundisha na kujifunza

#### 3.4 Elimumsingi

Mtaala huu unasisitiza kwamba Elimumsingi ni ya lazima na itachukua miaka 10 yaani miaka sita ya Elimu ya Msingi na minne ya Elimu ya Kawaida ya Sekondari

#### 3.5 Utendaji wa mwanafunzi

Utendaji wa kila mwanafunzi unasisitizwa ili kumfanya mwanafunzi ajenge umahiri uliokusudiwa

#### 3.6 Lugha

Sera ya Elimu na Mafunzo ya Mwaka 2014 inatamka kuwa lugha ya Kiswahili na Kiingereza zitatumika katika kufundishia na kujifunzia katika ngazi zote za Elimu na Mafunzo

### 4.0 Hatua za Kuandaa Mtaala

Katika kuandaa Mtaala wa Darasa la III-VI hatua zifuatazo zilizingatiwa:

- i. Mikutano ya majopo ya masomo iliyofanyika mwaka 2010-2014
- ii. TET ilifanya utafiti wa kupata maoni kutoka kwa wadau kuhusu uboreshaji wa Mtaala wa Darasa la III-VI
- iii. Mkutano wa Waratibu wa Mitaala wa TET ambao walipitia taarifa ya utafiti, taarifa za majopo ya masomo, Mtaala wa Elimu ya Msingi wa Mwaka 2005 na Mtaala wa Elimumsingi wa Darasa la I na la II wa Mwaka 2015. Pia waratibu hawa walipitia Sera ya Elimu na Mafunzo ya Mwaka 2014 na Mitaala ya nchi mbalimbali
- iv. Mkutano wa Paneli za Masomo ambazo zilipitia kisawidi cha mtaala kwa kushirikiana waratibu wa Mitaala.

### 5.0 Malengo ya Mtaala wa Elimumsingi

Malengo ya Mtaala huu yanazingatia mambo yafuatayo:

#### 5.1 Malengo ya Elimumsingi Darasa la III hadi la VI

Malengo hayo ni kumwezesha mwanafunzi:

- a. Kukuza stadi za kusoma, kuandika na kuhesabu
- b. Kuifahamu, kuitumia na kuithamini lugha ya Kiswahili
- c. Kufahamu misingi ya utawala wa sheria
- d. Kuthamini utamaduni wa Tanzania na wa jamii zingine
- e. Kufikiri, kubuni na kutatua matatizo
- f. Kutambua umuhimu wa maadili na uadilifu na uwajibikaji kama misingi ya raia mwema
- g. Kushiriki katika shughuli za michezo na sanaa pamoja na kuthamini kazi za kisanii
- h. Kubaini na kukuza vipaji na vipawa vyake
- i. Kuthamini na kupenda kufanya kazi
- j. Kutambua, kuthamini na kutumia teknolojia na ufundi
- k. Kumwandaa mwanafunzi kwa ngazi nyingine ya elimu pamoja na kujifunza kusiko kikomo

#### 5.2 Umahiri wa Elimumsingi Darasa la III hadi la VI

Kumwandaa mwanafunzi kuwa na uwezo wa:

- a. Kuwasiliana kwa ufasaha kwa lugha ya Kiswahili na Kiingereza kwa kuzungumza na kuandika
- b. Kusoma kwa kujiamini na kufahamu maandishi sahihi
- c. Kutumia dhana na kanuni za kihisabati katika maisha ya kila siku
- d. Kutumia stadi za kisayansi, kiteknolojia na kiufundi katika maisha halisi ya kila siku
- e. Kuthamini utamaduni wake na wa jamii nyingine
- f. Kujali tofauti za kiimani na kitikadi katika jamii
- g. Kushiriki katika michezo na shughuli za kisanii
- h. Kujiheshimu na kuheshimu wengine
- i. Kutenda matendo ya kizalendo
- j. Kushiriki katika kazi mbalimbali zinazoendana na umri wake
- k. Kushiriki katika shughuli zinazokuza uwezo wake wa kufikiri kimantiki na kiyakinifu
- l. Kushirikiana na wengine kwa kufanya matendo yanayokubalika katika jami

## DEM FACILITATION NOTES

### 5.3 Walengwa wa Mtaala wa Darasa la III hadi la VI

1. Wanafunzi wasio na ulemavu
2. Wanafunzi wenye ulemavu wanaoweza kujumuishwa katika mfumo wa madarasa ya kawaida
3. Wanafunzi wenye ulemavu wanaoweza kufaidika na mafunzo katika madarasa au vitengo maalum

### 6.0 Maeneo ya kujifunza

Kila eneo la kujifunza limejengewa **maarifa, stadi na mwelekeo** wenye sifa za kipekee pamoja na uhusiano na maeneo mengine ya kujifunza. Maeneo ya kujifunza ni:

- a. Lugha – Kiswahili, Kiingereza, Kiarabu na Kifaransa
- b. Sayansi ya Jamii – Marifa ya Jamii ( Historia na Jiografia), Uraia na Maadili
- c. Sayansi na Teknolojia
- d. Hisabati
- e. Masomo ya Vitendo na Sanaa – Stadi za Kazi, Michezo na Sanaa
- f. Masuala ya Kiroho – Elimu ya Dini.

### 6.1 Mgawanyo wa Masomo kwa Darasa la III hadi la VI

Wanafunzi wa Darasa la III-IV watajifunza masomo saba (7) na wanafunzi wa Darasa la V-VI watajifunza masomo nane (8) ya lazima ifuatavyo:

Na	Masomo ya Darasa la III-IV	Na	Masomo ya Darasa la V-VI
1	Kiswahili	1	Kiswahili
2	English Language	2	English Language
3	Hisabati	3	Hisabati
4	Sayansi na Teknolojia	4	Sayansi na Teknolojia
5	Maarifa ya Jamii	5	Maarifa ya Jamii
6	Uraia na Maadili	6	Uraia na Maadili
7	Elimu ya Dini	7	Stadi za Kazi
		8	Elimu ya Dini

Masomo ya kuchagua na shughuli za nje ya Darasa kwa Darasa la III-VI ni kama ifuatavyo:

Na	Masomo ya Kuchagua	Na	Shughuli za Nje ya Darasa
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## DEM FACILITATION NOTES

1	Kiarabu	1	Klabu za Masomo na Maeneo Mengine ya Kujifunza
2	Kifaransa	2	Michezo na Sanaa
		3	Shughuli za Uzalishaji Mali
		4	Kujisomea/Maktaba

### 6.2 Masuala Mtambuka

Masuala mtambuka yamechopekwa katika masomo mbalimbali kama masomo bebezi kulingana na ngazi ya elimu inayohusika na uelewa wa mwanafunzi

### 7.0 Mgawanyo wa Muda wa Masomo

Mwaka wa shule utakuwa na **siku 194** ambazo ni sawa na **wiki 39** na kutakuwa na **mihula miwili** ya masomo na kila muhula utakuwa na wiki mbili zitakazotumika kwa mitihani. Muda wa masomo utakuwa **saa 6** kwa siku kwa Darasa la III-VI na muda wa kipindi utakuwa **dakika 40**. Kutakuwa na **vipindi 8** kwa siku ispokuwa siku ya **Ijumaa** ambayo itakuwa na **vipindi 6** vya darasani kwa wanafunzi wote hivyo jumla ya **vipindi kuwa 38 kwa wiki**.

Kwa shule zinazofundisha masomo ya kuchagua mwanafunzi atajifunza somo moja chaguzi na atasoma kwa vipindi 2 kwa wiki hivyo kufanya idadi ya vipindi 40 kwa wiki.

Muda wa Kujifunza na Idadi ya Vipindi kwa Somo na kwa Wiki ni kama ifuatavyo:

Na	Somo Darasani	III-IV		V-VI		Idadi ya Vipindi	
		Saa	Dak	Saa	Dak	III-IV	V-VI
1	Kiswahili	3	20	3	20	5	5
2	English Language	4	40	4	00	7	6
3	Hisabati	4	00	4	00	6	5
4	Sayansi na Teknolojia	3	20	3	20	5	5
5	Maarifa ya Jamii	2	00	2	00	3	3
6	Uraia na Maadili	3	20	3	20	5	5
7	Stadi za Kazi	-	-	1	20	-	2
8	Dini	0	40	0	40	1	1

## DEM FACILITATION NOTES

	<b>Jumla ya Muda Kujifunza Darasani</b>	<b>21:20</b>	<b>21:20</b>	<b>32</b>	<b>32</b>
<b>Masomo ya Kuchagua</b>					
9	French/Arabic	1	20	1	20
	<b>Jumla ya Muda wa Kujifunza Masomo ya Kuchagua</b>	<b>1:20</b>	<b>1:20</b>	<b>2</b>	<b>2</b>
<b>Shughuli za Nje ya Darasa</b>					
10	Klabu za Masomo na Maeneo Mengine ya Kujifunza	1:20	1:20	2	2
11	Michezo na Sanaa	1:20	1:20	2	2
12	Shughuli za Uzalishaji Mali	0:40	0:40	1	1
13	Kujisomea/Maktaba	0:40	0:40	1	1
	<b>Jumla ya Muda wa Kujifunza Nje ya Darasa</b>	<b>4:00</b>	<b>4:00</b>	<b>6</b>	<b>6</b>
	<b>Jumla ya Muda wa Masomo na Idadi ya Vipindi kwa Wiki</b>	<b>25:20</b>	<b>25:20</b>	<b>38</b>	<b>38</b>

### 7.1 Kujifunza Somo la Elimu ya Dini

Wanafunzi watajifunza somo hili siku yoyote itakayopendekezwa na shule husika isipokuwa siku ya Ijumaa ambapo masomo yatafundishwa hadi saa 6 mchana na kuanzia saa 6 hadi 8 mchana hakutakuwa na vipindi vitakavyofundishwa kwa shule zote na wanafunzi wote. Hii ni kwa ajili ya kutoa nafasi kwa wanafunzi wa madhehebu yanayoabudu siku ya Ijumaa kushiriki ibada. Wanafunzi wasioshiriki ibada wajisomee au washiriki shughuli nyingine mpaka muda wa kumaliza masomo.

### 8.0 Kufundisha na Kujifunza

Mtaala huu unasisitiza mwanafunzi awe kitovu cha ujifunzaji na jukumu la mwalimu liwe kumwezesha mwanafunzi kujifunza.

#### 8.1 Shughuli za Nje ya Darasa

Shughuli hizi zitamsaidia mwanafunzi kuchanagamana na watu wengine pamoja na mazingira nje ya darasa ili kujenga maana kwa yale anayojifunza darasani. Shughuli hizo ni pamoja na:

##### 1. Klabu za Masomo na Maeneo Mengine ya Kujifunza

## DEM FACILITATION NOTES

Klabu zitahusisha masomo mbalimbali na masuala mtambuka kv klabu ya mazingira, VVU na UKIMWI, jinsia, haki za mtoto, stadi za maisha, kupinga/kudhibiti rushwa, afya, uelimishaji rika, biashara, usalama barabarani, nk.

### 2. Shughuli za Michezo na Sanaa

Lengo lake ni kuibua vipaji na vipawa vya wanafunzi vinavyopaswa kuendelezwa. Shughuli hizo ni uigizaji, uimbaji, riadha, mpira wa miguu, mikono, pete, kikapu, wavu, meza, michezo wa bao na michezo mengine.

### 3. Shughuli za Uzalishaji Mali

Shughuli hizi zitahusu uzalishaji mali shuleni ikiwa ni pamoja na duka la shule, bustani za mboga na maua, ufugaji, kilimo, uchongaji, uchoraji, biashara, nk.

## 9.0 Rasilimali Katika Utekelezaji wa Mtaala

Makundi ya rasilimali hizi ni:

### 9.1 Rasilimali Watu

Rasilimali watu hujumuisha mwalimu mahiri wa shule ya msingi aliyepata mafunzo ya kufundisha ngazi hii ya elimu

### 9.2 Rasilimali Vitu

Rasilimali vitu hujumuisha majengo, samani, mihtasari, miongozo vitabu na zana za kufundishia na kujifunzia katika utekelezaji wa Mtaala wa Elimumsingi ili kukidhi malengo ya elimu yanayotarajiwa.

## 10.0 Kupima Ujifunzaji

Kupima ujifunzaji humwezesha mwalimu kubaini kufikiwa kwa ujenzi wa umahiri uliokusudiwa. Zana zinazotumika kupima ujifunzaji ni mitihani ya kuandika, uchunguzi makini, mahojiano, maswali ya ana kwa ana, mkoba wa kazi na orodha hakiki. Aina za upimaji ni:

### 10.1 Upimaji Awali

Upimaji huu hupima kiwango cha uelewa na umahiri wa mwanafunzi kumwezesha mwalimu kujua umahiri alionao mwanafunzi kabla ya mafunzo rasmi.

### 10.2 Upimaji Chekeche/Gunduzi

Upimaji huu hutumika kubaini wanafunzi wenye vikwazo katika kujifunza ili kuandaa mipango ya kuwasaidia

## DEM FACILITATION NOTES

### 10.3 Upimaji Endezezi

Hufanyika wakati wote wa tendo la kufundisha na kujifunza ili kutoa mrejesho kwa mwalimu na mwanafunzi. Humsaidia mwanafunzi kuelewa maeneo yenye ugumu yanayohitaji kutiliwa mkazo. Husaidia mwalimu kubaini wanafunzi wenye matatizo ya ujifunzaji ili waweze kusaidiwa.

### 10.4 Upimaji Tamati

Upimaji huu hufanyika mwisho wa kila mwezi, muhula na mtihani wa mwisho utakaotumika kama kigezo cha mwanafunzi kutoka hatua/ngazi moja kwenda nyingine

### 10.5 Upimaji wa Kitaifa

Kutakuwa na upimaji wa kitaifa kwa Darasa la IV na la VI. Upimaji huu utatumika kubaini kama umahiri unaotarajiwa umefikiwa ili mwanafunzi avuke ngazi moja kwenda nyingine yaani kutoka Darasa la IV kwenda la V na kutoka Darasa la VI kwenda Kidato cha I.

Upimaji huu utaandaliwa Kitaifa na Baraza la Mitihani la Tanzania na hautakuwa na mchujo bali utatumika kubaini upungufu wa ujifunzaji wa mwanafunzi ili asaidiwe kabla hajaingia ngazi ya juu.

## 11.0 Usimamizi wa Mtaala

Usimamizi wa utekelezaji wa Mtaala utafanyika kuanzia ngazi shule hadi Wizara. Walimu Wakuu, Kamati za Shule na Maafisa Elimu Kata watakuwa ndio wasimamizi wakuu katika ngazi ya shule.

## 12.0 Mafunzo Endelevu ya Mtaala kwa Watekelezaji

Mafunzo haya yatatolewa kwa Walimu, Wasimamizi, Wathibiti Ubora na Wadau wengine wa Mtaala na yataandaliwa na TET. Mafunzo yatatolewa katika vyuo vya ualimu na vyuo vikuu. Mafunzo yatatolewa kwa njia ya ana kwa ana na masafa.

## 13.0 Ufuatiliaji na Tathmini ya Mtaala

### 13.1 Ufuatiliaji

Ufuatiliaji utafanyika ili kukusanya taarifa kuhusu ufanisi wa mtaala na taarifa zitapelekwa TET na kwa wadau wengine wa elimu ili kuweka mikakati ya kuimarisha utekelezaji wa Mtaala. Ufuatiliaji utafanywa na wadau wakuu wa elimu kama Kamati za Shule, walimu, wazazi, wanafunzi na wathibit iubora.

### 13.2 Tathmini

Tathmini itafanyika ili kubaini maeneo yanayohitaji kuboreshwa. Tathmini endezezi na tamati zitafanyika kwa kuwahusisha wadau mbalimbali

## DEM FACILITATION NOTES

wakiongozwa na TET. Tathmini endezezi itafanyika muda wote wa ufundishaji na ujifunzaji wakati tathmini tamati itafanyika kila baada ya miaka minne.

### 14.0 Matokeo ya Kujifunza na Viwango vya Upimaji

Mafanikio ya utekelezaji wa mtaala yataipimwa kwa kuangalia kiwango cha kutenda cha mwanafunzi.

### 15.0 Ushiriki wa Wazazi na Jamii

Ushiriki wao utakuwa katika kufuatilia maendeleo ya Wanafunzi **kitaaluma, kitabia, kiustawi, kuwasaidia kujifunza** na **kushiriki katika ujenzi wa miundombinu ya shule.**

**Imeandaliwa na:** Kaliua, 2017

**Rejea:**

Wizara ya Elimu, Sayansi na Teknolojia (2016), **Mtaala wa Elimumsingi: Darasa la III-VI**, Taasisi ya Elimu Tanzania

## DEM FACILITATION NOTES

### TOPIC 6

Total time 120 minutes

### IMPROVING THE PERFORMANCE OF THE PTP

#### Material

Flip chart, marker pens and masking tape

#### Activity 1 What is the current situation for PTP?

20 minutes

In small group of 6 to 8 participants discuss and record on flipchart paper

- Successes of PTP
- Challenges of PTP

#### Activity 2 Group Feedback and Plenary Discussion

30 minutes

Each Group to put their list on the wall and report back to the whole group.

At the end ask the participants

- How has the PTP had an impact on school improvement?

#### Activity 3 Improving the PTP

20 minutes

In small group of 6 to 8 participants discuss and record on flipchart paper

- What are the roles of the PTP?
- Why is the PTP important?
- How can PTPs improve their influence and support of the school?
- What do PTPs need to do to improve?
- How can WEOs help improve the performance of the PTP?

#### Activity 4 Group Feedback and Plenary Discussion

30 minutes

After each group has reported, discuss and record together what needs to happen next.

#### Suggestions:

- Share success stories
- Ensure PTP is involved in the SDP stakeholder review and implementation
- Praise and support teachers to be cooperative with the PTP
- Appreciate the talents of the PTP members

#### Activity 5 Recap

20 minutes

Facilitator to clarify the outcomes of the meetings:

## DEM FACILITATION NOTES

- The issues for PTP?
- How PTP can improve?
- How the people in the meeting can help the improvements?

## DEM FACILITATION NOTES

### TOPIC 7

Total time 120 minutes

#### WORKING WITH LARGE CLASSES

##### Material

Flip chart, marker pens and masking tape

It may be helpful to write out the ideas and tips before the meeting on Flipchart paper

##### Activity 1 Introduction Question and Answer

10 minutes

##### How big are the classes in your schools?

Facilitator explains:

- In Tanzania, we are talking about very large classes of 150 pupils or more.
- These are often classes of standard 1 and standard 2.
- Classes tend to reduce as children go through the school as pupils drop out and classrooms are allocated for the larger/older pupils

##### Why are some classes large?

- Increased enrollment
- Increased retention of pupils
- Lack of classrooms
- Lack of teachers

##### Activity 2 What are the issues of large classes?

20 minutes

Divide the participants into small groups and give each group marker pens and a flipchart paper.

They should list their answers to the questions:

- What are the issues of large classes?
- How is it worse for the pupils when it is a Standard 1 class?

##### Activity 3 Feedback and discussion Session

20 minutes

Each group puts their flip chart paper on the wall and briefly presents their answers

Follow-up discussion about issues that might be raised:

##### What are the issues of large classes?

- Management of the paperwork: handing out, collecting, and recording tests and other assignments, make-up work
- Management of distractions: talking, late arrivals, early departures

## DEM FACILITATION NOTES

- Hard to build up relationships: difficulty of learning names, of taking register, of getting students to come to class, of getting students to participate in class, of getting students to do work in the time
- Lack of flexibility in class activities: difficulty in varying activities, in doing group work, in enhancing critical thinking and writing skill
- Diverse background and preparation of the students
- Insufficient resources and teaching aids

### How is it worse for the pupils when it is a Standard 1 class?

- Not knowing where to go
- Not knowing what is relevant or important information
- Hesitation in asking questions or in other ways indicating a lack of knowledge
- Hesitation in appearing “smart” to their peers (the “nerd curse”)
- Lack of experience with time management, studying, or other skills necessary for success in school
- Perceived anonymity which allows them to challenge authority and to push boundaries

### Activity 4 Ideas and tips to help teachers with large classes? 20 minutes

In small groups, **list ideas and tips you think can help teachers to manage large classes better and provide good teaching.**

### Activity 5 Feedback and discussion session

20 minutes

The findings will be presented by each group

Follow-up discussion about issues

#### **SOME TIPS and IDEAS for MANAGING LARGE CLASSES**

- Come in early to class and chat to pupils as they arrive to build up rapport
- Learning pupils’ names is important as it gives individual identity
- Have firm discipline to start with
- Prepare lessons well and consider extra time required for activities
- Use monitors to help give out books
- Make classroom routines so pupils know what to do and when
- Before the end of a class pupils are asked to spend one to three minutes writing the main point of the class and questions that remain
- Use an older child in the school to support, e.g. with register or class arrangements
- Break up the board for different groups in the class

## DEM FACILITATION NOTES

- Two teachers can team teach a class

### SOME TEACHING METHODS THAT WILL HELP

Participatory methods that can be used:

- Think Pair Share
- Resume in groups
- Multiple Choice possible voting for best answer
- Oral work in groups
- Group work: this can help with using limited resources
  - In mixed ability
  - In ability groups, set one group working and teach only one group
  - In pairs

### Activity 6 Can other people help in the classroom?

10 minutes

Discuss in small groups:

- Is it possible to have support help for the teacher only?
- How can other people help the teacher in the classroom?
- Do they have other help?
- Can any of these people help: other teachers, parents, PTP, CTA – from SRP, older pupils, class monitors?

### Activity 7 Feedback and discussion Session

15 minutes

The meeting will discuss generally points arising from the Activity 6.

### SOME IDEAS for HELP IN the CLASSROOM

1 Some large classes have 2 teachers but it is rare for them to team teach collaboratively.

When the teacher is not teaching she/he is marking books, or preparing their lessons, or sometimes keeping discipline from the corner of the room

Teachers need to team teach, help each other out the pupils in the lessons. The priority needs to be the pupils' experience.

2 Pupils who have completed their work and can assist slower pupils to complete their work.

3 The teacher needs to prepare for helpers in the classroom. Parents and helpers who come to the classroom can be extremely useful and helpful, but they need help to know what they should do, and how. At the end of the session the helper should have time to feed back to the teacher.

The teacher needs to know exactly what the helper is going to do when they arrive. Such as:

- Listen to some children read

## DEM FACILITATION NOTES

- Test some children on spellings
- Help with a group to complete the work set by the teacher
- Assist a specific group such as the middle ability to do their task
- Prepare some resources

### **Activity 8 Recap the session and brief questions**

**5 minutes**

- Identify the challenges of working with large classes
- Identify some solutions for working with large classes and
- Identify some possibilities for working with large classes

### TOPIC 8

Total time 120 minutes

#### IMPROVING TEACHER ATTENDANCE IN THE CLASS/SCHOOL

##### Material

Flip chart, marker pens and masking tape

##### Activity 1 Introduction

10 minutes

##### How good is the attendance of teachers in your school?

Pupils' progress is dependent on teachers' attendance in the classroom to teach them. This requires teachers to be in attendance, not out of the school completing tasks or ill, and when they are at school they should be attending their lessons.

In small groups of 6 to 8 participants answer the question

- How good is the attendance of teachers at your schools?

##### Activity 2

##### General feedback and discussion

10 minutes

The meeting to share the answers to Activity 1

Emphasise:

Whether with the teacher is absent with permission or without permission, the pupils receive no teaching and no learning. This has an impact on pupil motivation and achievement.

##### Activity 3

20 minutes

##### What are the factors which lead to teacher absenteeism from school?

Still in small groups, discuss and record answers to the following questions using flipchart paper and marker pens:

- What are the factors which lead to teacher absenteeism from school?
- What are the solutions?
- What can be done to Improve the situation?

Here, the question should focus on those teachers **not** at school (absent teachers).

##### Activity 4

##### Feedback and discussion Session (all participants)

20 minutes

The findings should be listed on a flipchart paper and presented by each group

## DEM FACILITATION NOTES

Follow-up discussion about issues

### Activity 5

20 minutes

**What are the factors which lead to teacher absenteeism from classrooms, even when they are at the school?**

Here, the question should focus on those teachers not attending in the classroom to teach (teacher is at school, but not teaching).

Still in small groups, discuss and record answers to the following questions using flipchart paper and marker pens:

- What are the factors which lead to teacher absenteeism from the classroom?
- What are the solutions?
- What can be done to Improve the situation?

Here, the question should focus on those teachers **not** at school (absent teachers).

### Activity 6

**Feedback and discussion Session (all participants)**

20 minutes

The findings should be listed on a flipchart paper and presented by each group

Follow-up Discussion about issues

### Activity 4

**Recap points**

20 minutes

Look closely at what can WEOs/QAs/Education Officers do to improve teachers' attendance in class.

## DEM FACILITATION NOTES

### TOPIC 9

Total time 120 minutes

#### PERFORMANCE MANAGEMENT INTERVIEW FOR THE HEAD TEACHER

##### Material

Flip chart, marker pens and masking tape

Some copies of the example of the Head Teacher's Job Description.

##### Activity 1 Introduction

10 minutes

Go through the Head teacher's Job Description.

Explain that the head teacher influences many areas but there are two main aspects. These are linked to the School Development Plan.

Objective 1 Leadership and Management

Objective 2 Pupil Progress linked to teaching and learning, curriculum and Standards

Key points to emphasise:

- The aim of the Performance Management interview is to assess the head teacher's work so far and support head teacher to improve
- It should be an open and honest conversation
- Clear objectives should be set out in the SDP for the coming year
- There should be an interview in June to assess progress to the objectives
- There should be another interview in November to assess achievement of the objective
- There should be a clear outcome from the meeting and a written report

##### Activity 2 Imagine you are a head teacher

10 minutes

Individual activity – Reflect and write down one thing under each objective that you can expect to be covered in the School Development Plan.

Objective 1 Leadership and Management

Objective 2 Pupil Progress linked to teaching and learning, curriculum and standards

## DEM FACILITATION NOTES

Under each heading list what success would look like.

### **Activity 3 Discuss and share the success criteria** **10 minutes**

In small work groups share the objectives and success criteria.

Check with the team that the criteria selected would be indicative of the objective's success.

### **Activity 4 Whole group Question and Answer + Discussion** **10 minutes**

Facilitator to bring together all the groups for discussion.

Here are some prompt questions to draw the discussion:

- How easy is it to draw up success criteria that helped you to know if the objective was completed?
- Were there any disagreements in the group about any of the success criteria?
- If you were the head teacher how would you feel about answering questions about the success criteria?

### **Activity 5 Designing questions for the WEO to ask** **15 minutes**

Small group work with flipchart paper and pen.

Half the groups will make a list of questions they, as a WEO, would ask to gain answers about objective 1, leadership and management.

Half the groups can make a list of questions they, as a WEO, would ask to gain answers about objective 2, pupil progress.

### **Activity 6 Gallery Walk** **15 Minutes**

**Put lists on the wall and gallery walk to read each**

Walk around to draw out issues and questions from the participants by reading each others' questions

- Are all the questions clear?
- Are any of the questions expecting a particular answer?
- Are the questions open ended?

## DEM FACILITATION NOTES

- Do the questions draw out enough information?
- Are any of the questions aggressive in nature?
- Do the questions draw out the best in the head teacher?

### Activity 7 Role Play a performance Management Discussion

35 minutes

Groups of three: 1 'Head teacher', 1 'WEO' and 1 Observer

**Head teacher** will have their head teacher's objectives from Activity 1

**WEO** will select questions to ask the head teacher from the lists on the wall from Activity 3.

**The WEO and head teacher** will have an interview/conversation for 8 minutes to establish if the head teacher has performed well for the year.

**Observer** will observe the head teacher and WEO and after their interview will give them feedback on how effective the interview was.

After 10 minutes, they will switch roles and repeat:

Head teacher becomes WEO

WEO becomes observer

Observer becomes head teacher

After 10 minutes switch roles, again.

### Activity 8 Whole group Q and A feedback

HEAD TEACHER

5 minutes

How did it feel to be the head teacher?

Did you feel you could present yourself fairly?

Is there anything that would help make the interview better for you?

WEO

5 minutes

How did it feel to be asking the questions?

Did you feel you assisted the head teacher to present well?

## DEM FACILITATION NOTES

Which questions enabled you to find out most?

Is there anything that would help make the interview better for you?

OBSERVER

5 minutes

Who did the most talking, the head teacher or the WEO?

Was the seating arrangement good?

Was the eye contact good?

What body language did you observe?

What were your observations about the interviews?

Is there any behaviour or process that could be done to improve the interview?

Are there any further Questions?

### Activity 9 Wrap Up

5 Minutes

#### Seeing the WEO role in Performance Management of headteacher

Everyone sitting back in their seats

#### Explain:

- The WEO should hold discussions with the head teacher to questions the head teacher's performance
- The questions should always link to the School Development Plan objectives
- The questions should be well prepared before the visit
- Such discussions should be every 6 months:
  - In June, half-way through the year, to judge progress of the objective achieved, you will praise them
  - In December, to judge the objective's success. If it is not achieved some honest assessment needs to be made about why and addressed in the next year's SDP.

# DEM FACILITATION NOTES

## PAPER FOR TOPIC 9

Head teacher Job Description

compiled from examples on the Internet

### Role of the Head teacher

To provide effective, dynamic and inspirational leadership in order that every child can fulfil their true potential.

#### 1. Ethos and Vision

- To promote a culture of encouragement, support and challenge to achieve each child's full potential and the highest possible educational standards.

#### 2. Leadership and Management

- Develop, motivate and lead all staff to achieve the highest professional standards
- Build a collaborative learning culture within the school
- Maintain and develop community links
- Manage change effectively
- Manage the school finances effectively
- Proactively seek further funding opportunities as required
- Ensure job descriptions and roles and responsibilities are reviewed annually
- Ensure all policies are kept up to date
- Maintain sound procedures for the security of all members of the school
- Ensure health and safety regulations are met

#### 3. Pupils' Progress: Teaching, Learning, Curriculum and Standards

- Lead implementation of a curriculum which inspires pupils
- Ensure a focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual pupil progress
- Challenge and remedy under-performance
- Provide nurturing and attentive pastoral care for all pupils
- Ensure high standards of behaviour and attendance
- Monitor, evaluate and review classroom practice and promote improvement strategies that aim for outstanding standards of learning and teaching at all times

#### 4. Communication and Consultation

- Build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice
- Consistently use and develop information systems to ensure exemplary communication
- Co-ordinate the school's work with pre-school and secondary schools to ensure smooth transitions
- Regularly and effectively communicate the progress of every child's learning to the relevant stakeholders

## DEM FACILITATION NOTES

## DEM FACILITATION NOTES

### TOPIC 10

Total 120 minutes

#### HOW TO GIVE FEEDBACK TO HEAD TEACHERS AND TEACHERS

##### Material

Flip chart, marker pens and masking tape

##### **Activity 1 Introduction - Identify the issues of giving feedback** 20 minutes

Divide the participants into small groups and give each group marker pens and a flipchart paper. They should list:

- Why do we give feedback?
- What are the Issues of giving feedback to head teachers and teachers?
- Give examples of good practice

##### **Activity 2 Plenary and discussion session** 25 minutes

The findings should be listed on a flipchart paper and presented by each group

Follow-up discussion about issues

Share situations where the feedback has gone well and the impact

Share situations where the feedback was ignored and why

##### **Activity 3** 20 minutes

##### **Ways to provide quality feedback head teachers and teachers**

Ask the small groups to list:

- Types of good practice
- Ways and techniques of providing good feedback
- Types of difficult feedback
- Ways and techniques of providing difficult feedback

##### **Activity 4 Feedback and discussion session** 40 minutes

*See 16 SUGGESTIONS BELOW*

##### **Activity 5 Recap and summarise the meeting** 15 minutes

Facilitator should summarise the session and list any actions that WEOs can make for improving their feedback.

## DEM FACILITATION NOTES

### SUGGESTIONS for providing quality feedback to head teachers and teachers

#### 1. Feedback should be educative in nature

Providing feedback means giving the head teacher or teacher an explanation of what they are doing correctly AND incorrectly. However, the focus of the feedback should be based essentially on what is positive. It is most productive when they are provided with an explanation and an example as to what is successful and less successful about their work.

#### 2 Use the concept of a “feedback sandwich” to guide your feedback:

- Compliment
- Correct
- Compliment

#### 3. Feedback should be given in a timely manner

When feedback is given immediately after an activity it is received more readily. If we wait too long to give feedback, the moment is lost and the head teacher or teacher might not connect the feedback with the action.

#### 4. Be sensitive to the individual needs of the head teacher or teacher

It is vital that we take into consideration each person when giving feedback. Some head teachers and teachers need to be nudged to achieve at a higher level and others need to be handled very gently so as not to discourage learning, damage their self-esteem and working relationships. A balance between not wanting to hurt a person’s feelings and providing proper encouragement is essential.

#### 5. Ask the 4 questions

Studies of effective teaching and learning have shown that learners want to know about the quality of their work. Providing answers to the following four questions on a regular basis will help provide good quality feedback. These four questions are also helpful when providing feedback to parents:

- What can the head teacher or teacher do? – successes
- What can’t the head teacher or teacher do? – weaknesses
- How does the head teacher or teacher’s work compare with that of others?

## DEM FACILITATION NOTES

- How can the head teacher or teacher do better? – solutions

### **6 Give feedback to keep head teacher or teacher “on target” for achievement**

Regular ‘visits’ are encouraging and help people to know where they stand. The WEO can coach continued improvement.

### **7. Arrange a one-on-one conference**

Providing a one-on-one meeting with a head teacher or teacher is one of the most effective means of providing feedback. They will look forward to having the attention and the meeting provides an opportunity to ask necessary questions. A one-on-one conference should be generally optimistic, as this will encourage them to look forward to the next meeting. As with all aspects of teaching, this strategy requires good time management. Time the meetings so that they last no longer than 30 minutes.

### **8. Feedback can be given verbally, non-verbally or in written form**

Be sure to keep your frowns to a minimum. It is imperative that we examine our non-verbal cues. Facial expressions and gestures are also means of delivering feedback. Make sure any written report is accurate about the meeting.

### **9. Concentrate on one ability**

It makes a far greater impact on the head teacher or teacher when only one skill is considered at a time.

### **10. Educate others on how to give feedback to each other**

Demonstrate for head teachers and teachers what appropriate feedback looks like and sounds like. Elementary teachers call this ‘peer conferencing’. Train teachers to give each other constructive feedback in a way that is positive and helpful.

### **11. Suggest that the head teacher or teacher take notes**

During a meeting ask them to write notes while you do the talking. They can use a notebook to jot down notes as you provide the verbal feedback.

### **12. Use a notebook to keep track of their progress**

## DEM FACILITATION NOTES

Keep notes about each meeting. Write dated comments about each meeting as necessary. Keep track of good questions the head teacher or teacher asks, behavior issues, areas for improvement, test scores etc. Of course, this requires a lot of essential time management but when it is time to meet them you will be well prepared.

### **13. Give genuine praise**

People are quick to figure out when you use meaningless praise to win approval. If you are constantly telling your students “Good Job” or “Nice Work” then, over time, these words become meaningless. Make a big deal out of a specific success on that vocabulary test. If you are thrilled with the progress go above and beyond with the encouragement and praise. Let the School Committee know this. Comments and suggestions within genuine feedback should also be ‘focused, practical and based on an assessment of what can be achieved’.

### **14 “I noticed....”**

Make an effort to notice specific effort at a task. For example: “I noticed when you regrouped correctly the SIS data”; “I noticed you arrived on time to class this entire week.” Acknowledging the efforts, they are making goes a long way to positively influence academic performance.

### **15. Provide a model or example**

Communicate with your head teachers and teachers the purpose of the feedback. Demonstrate what you are looking for by giving them an example of what you need, maybe from another school, head teacher or teacher.

### **16. Invite head teachers and teachers to give YOU feedback**

What did they learn the most from your meeting and support? If we are open to it, we will quickly learn a few things about ourselves as educators. Remember that feedback goes both ways and it is wise to never stop improving and honing our skills.

### IMPORTANCE OF THE STUDENT GOVERNANCE: Student School Council and School Prefect System

#### Material

Flip chart, marker pens and masking tape

#### Activity 1 Introduction

5 minutes

#### What is the Student School Council/ Government Prefect System?

Facilitator explains that in this session, we are considering the school governance the Student School Council and the School Prefect System. We are examining the way the Student School Council and Prefect systems work and how to support schools to arrange them better.

#### Activity 2

25 minutes

#### What is the current situation of School Student Councils and the Governing Prefect System?

In small groups of 6 to 8 participants discuss and record on flipchart paper. Ask half the groups to answer set of questions A and the other half questions B.

A Half the groups to discuss School Council:

- What is the School Student Council?
- How is it made up? How are the secretary and chairperson selected?
- Are the School Councils active?
- What do they discuss and achieve?
- Are they sustainable?

B Half the groups to discuss School Prefect Systems:

- What is the School Prefect System?
- How are they chosen? Are they elected by the students?
- Are the Prefects active?
- What do they do?
- Are they worth having?

#### Activity 3 Group Feedback and Plenary Discussion

25 minutes

## DEM FACILITATION NOTES

Each group feeds back their responses to the questions.

Points to emphasise:

- Students should be elected
- A school council should have equal numbers of boys and girls
- The council should meet regularly and be celebrated for its contribution to the school
- The members should be given real responsibility and monitored, but not managed, by the teachers

### Activity 4 Valuing the Council and the Prefects

25 minutes

In small group of 6 to 8 participants discuss and record on flipchart paper

Why is School Student Council/Government important?

How can their work be celebrated?

In what way can their work be monitored?

How can WEOs, QAs and Officers improve School Student

Council/Government?

What are the successes?

What are the challenges?

What are the solutions?

### Activity 5 Feedback and Plenary Discussion

25 minutes

**What needs to happen to improve the school council and prefect system?**

Each group reports their findings

Point to emphasise:

- Share success stories
- Ensure the community is involved as well as the school
- Share information from school council and prefects on the noticeboard
- Appreciate the talents and contributions of the students
- Plan and take seriously the activities for the council and the prefects

### Activity 6 Recap

15 minutes

- The council and prefects are a form of democracy
- The prefects set role models for others to emulate

## DEM FACILITATION NOTES

- The council is a forum for all issues
- The prefects grow in confidence and taking on responsibility prepares them well for transfer to secondary school

## DEM FACILITATION NOTES

### TOPIC 12

Total time 120 minutes

### WEOs and INSPECTIONS

#### Material

Flip chart, marker pens and masking tape

#### Activity 1

15 minutes

#### What is the current situation for WEOs at Inspections?

In pairs, discuss:

What has been your experience of inspections as a teacher?

What has been your experience of inspections as a WEO?

Is there a role for WEOs in inspection?

#### Activity 2 Plenary Discussion

20 minutes

The whole meeting to share with others their answers in Activity 1.

Encourage WEOs to share stories of their personal experience as WEOs at an inspection.

#### Activity 3 External and Internal Quality Assurance

20 Minutes

Facilitator informs WEOs that the new QA framework will make better links between the work of the WEO and QA. Try not to encourage questions at this stage as they will come later in Activity 4 and 5.

Explain

#### External Quality Assurance

Traditionally Quality Assurers were known as Inspectors of Schools and their major role was to inspect schools which is essentially judgmental in nature. This is followed by face to face feedback and a written report.

However, due to the reform that is going on within the Inspection Department, Inspectors are now called Quality assurers. School Inspectors are now External Supervisors. The Ministry of Education and Science and technology (MoEST) is developing a new Quality Assurance Framework with more roles for the WEO as Principle Officer at ward Level. The WEOs' major roles are to: -

- (i) advise the DQAO on all matters concerning quality of education in the ward
- (ii) support and review the SDP and School- Self Evaluation process and its implementation
- (iii) empower the head teacher as an internal supervisor at the school.

#### Internal quality assurance

## DEM FACILITATION NOTES

The head teacher is expected to be an internal supervisor at the school. The head teacher is responsible for preparing School Self Evaluation which looks critically at the school in order to improve further the quality of provision and performance at the school. It is becoming more important to accept and promote school self-evaluation as a valuable and essential way of raising the standards of achievement in schools. This is closely linked to the SDP process and the Community of Learning -Weekly Meeting. The WEO ensure these activities are all implemented.

### Activity 4

25 minutes

#### What are the benefits of WEOs doing inspections with QAs

Divide the participants into small groups and give each group marker pens and a flipchart paper.

They should list **their answers to the following questions:**

What are the benefits of WEOs doing inspections with QAs?

What benefits are there for the school?

What benefits are there for the pupils?

What are the challenges?

How can the challenges be overcome?

What are the Improvements needed for the SDPs?

Is there potential for WEOs to review schools together?

### Activity 5 Group Feedback and Plenary Discussion

30 minutes

After each group has reported, lead the discussion.

Discuss and list the connections between WEO and QA work.

Discuss and record together what needs to happen next.

Emphasise the following points:

It is essential for any inspection/review that the purpose is clear.

QAs have a list of criteria and rigorous standards to keep to.

QAs are looking for evidence, not making opinions.

QAs make judgements.

WEOs do not make judgments, they support and review.

### Activity 6 Recap

10 minutes

Make a resume of the discussion

### TOPIC 13

Total Time 120 minutes

### WORKING WITH CHALLENGING HEAD TEACHERS

#### Material

Flip chart, marker pens and masking tape

Slips of paper with the Role Play written on them. One each for 6 groups

Write the list of 10 questions in Activity 3 on flip chart paper

#### Activity 1

15 minutes

##### Introduction Challenging Head teachers

Divide the participants into 6 groups and give each group marker pens and a flipchart paper They should list:

- In what ways are some head teachers challenging to work with?
- Why are these head teachers challenging and behaving this way?
- Why do some head teachers avoid talking openly about their school?

#### Activity 2 Group feedback and discussion

15 minutes

Put list answers on the wall and each group feeds back their responses

#### Activity 3

20 minutes

**What questions and behaviour might be useful to use when talking to challenging head teacher about what is happening in the school?**

##### A Explain

Ask the meeting to share questions they might ask shy or reticent head teachers about their schools.

Here are ten example questions that may help...

- 1) What's the school's weakest curriculum area, and what is the school doing to address this?
- 2) What is the school's strongest curriculum area, and what is the school doing to spread this good practice throughout the school?
- 3) What percentage of staff are outstanding, good, satisfactory and inadequate teachers? How does the head teacher know?
- 4) What role do the school committee, staff, and students have in contributing to

## DEM FACILITATION NOTES

the school improvement plan?

5) What role do the parents play in the life of the school?

6) What strategies does the school have for getting the views of students, parents and staff and how is this information used throughout the school?

7) How does the school ensure the continued safety of students when in school?

How compliant is the school with all government health and safety regulations?

8) What support does the school provide for students who have a poor attendance record and are in danger of exclusion? How does the school know its support is effective?

9) How is the school curriculum geared to meet the needs of slow learners? What can the school do better?

10) How is the school budget? What are the plans to address any problems?

Can you think of more questions?

### B Explain

30 Minutes

Ask the meeting to share behaviour and language they might use with challenging head teachers? It is best to use "Twiga" behaviour.

#### Points to emphasise:

Communication and responses are **effective** when you use **giraffe** language:

- Understand yourself --> ***I feel .... because I need ....***
- Understand the other person --> ***Do you feel ... because you need ... ?***

Communication and responses are **ineffective** when you use **jackal** language:

- Blaming the other --> ***I feel ... because you..... !!!***
- Blaming the situation --> ***I could not... because the internet was not working***

The importance of using observations instead of opinions or judgements when communicating

The difficulty we have in identifying and expressing feelings

The effect of using effective communication skills on others, it keeps the communication "open"

## DEM FACILITATION NOTES

### Activity 4 (In 6 groups)

15 minutes

Share examples of how WEOs have overcome challenging situations with head teachers?

Why was this successful?

#### Points to emphasise:

- When making a statement, ask yourself "what need am I expressing, and what am I requesting?"
- When someone makes a statement, guess what they might be needing and requesting. If you are not sure, ask! Check it out with them!

### Activity 5 Each group feedback

20 minutes

Share their examples with the meeting.

### Activity 6 Role Play Activity 5 Each group feedback

20 minutes

Share their examples with the meeting.

### Activity 6 Role Play

30 minutes

Each group role plays an interview between a challenging head teacher and a WEO using questions and answers. Complete one role play at a time. After each role play ask what they observed and discuss together a resolution to the issues.

#### Role Play 1

The WEO wishes to see the accounts and check the financial situation at the school.

The head does not wish to show the accounts or any information regarding this.

The WEO needs to challenge the head and find out the reason.

## DEM FACILITATION NOTES

### Role Play 2

The head teacher is often late for school and not present. The staff and the parents are complaining. She has a very young baby and her husband has just left her. She lives a long way from the school. How does the WEO deal with this?

### Role Play 3

The head teacher has been slow to complete the SDP for the year. It is now February and the WEO is shown the plan, but sees it is last year's plan and not a new one for this year.

### Role Play 4

The head teacher has provided the WEO with the SDP. However, when the WEO discussed this with the School Committee and PTP, he/she realises they have not been consulted and are not aware of the content of the plan. What does the WEO do?

### Role Play 5

The parents are not happy with the school. They say the head teacher and teachers are always hitting the children. The children are afraid to come to school. The behaviour of the children is bad. The children are not learning anything.

### Role play 6

The teacher at the school in standard three is not performing well. Many students drop out because they are not learning well and do not understand the teacher. Standards in the school are going down.

### Activity 6

5 minutes

Recap and pick out the main points for working with challenging head teachers.

#### TIPS

- Discuss issues when they arise to enable the head teacher and the school to solve them before it is too late. No need to wait till the end of the month or term.

## DEM FACILITATION NOTES

- Give and receive information on how the school is progressing in achieving the school's mission statement
- Highlight successes
- Tell each other about their concerns, what is hampering them, and generate ideas
- Find solutions for issues that are hampering improvement of school performance in a participatory way (ensuring team work, directing teaching staff, improve teacher behaviour and teaching performance)
- Determine what to do about it (actions to be taken)
- Joint decision making --> who is going to do what and by when