

# Teachers' Professional Development Programme Phase 2

Report on Lead Teacher Training Programme 2009-10

Food for Thought **TEACHERS CPD REPORT**



## Background

The Lead Teacher training programme of 2009-10 was the second phase of an ongoing Teachers' Professional Development Programme for teachers in *Food for Thought* (FFT) schools in three Districts of Uganda – Mubende, Amuru and Gulu (plus Hill Prep in Kampala). The first phase was the Teachers' Refresher Course held in May 2008. (The full background to this work and the outline report on the Refresher Course is provided as Appendix A below).

To follow up the Teachers' Refresher Course and try to assess its impact, in November 2008 Sue Errington, co-ordinator of the FFT programme and Jean Harrison, education consultant, visited Uganda. Jean visited as many schools as possible (two in Gulu, one in Amuru, eleven in Mubende), sitting in lessons being run by teachers, some of whom had and some who had not attended the refresher course and talking to teachers about their work. The picture was very mixed, with some schools showing excellent progress while others had achieved little (See examples, see Appendix B).

However, the progress in some schools was so good that Jean commented, *'I could not believe the changes. I was so excited that I was almost dancing with delight! In every classroom the furniture had been re-arranged to seat the pupils in groups rather than rows – and this had actually created more space for movement inside the rooms. Almost every wall was filled with display material – of varying quality, it's true, but including a lot of pupil-generated material. Younger classes had visual material strung across the room and there was a huge variety of other resources: shops, dolls, even a Wendy house in local style. There were, of course, still problems: for example, the large class numbers; understanding how to run group work effectively, the continuing lack of teaching resources, and an exceedingly complex form of compulsory lesson planning that means that teachers spend hours writing plans in the required format and then plan the lesson they intend to teach. What can be achieved in one week is limited.'* (see photos in Appendix B).



*Before the Refresher Course - empty walls and pupils in rows*

The visit in November 2008 also included meetings in Gulu and Mubende with the District Directors of Education (DEOs), headteachers and representatives of classroom teachers. Unfortunately, the timing was difficult for Ugandan colleagues - it coincided with the Primary Leaving Examinations, validation inspections in Gulu and recruitment interviews in all three Districts, so the time given to FFT by all concerned was greatly appreciated.



*Before the course - chalk and talk*

At these meetings, targets agreed at the 2008 refresher course were reviewed and certificates distributed to all but two schools in recognition of their successful progress. In addition, the Mubende FFT Inspector and Chair of the headteachers' group had identified 15 individual teachers in Mubende who had made outstanding progress since the refresher course and personal certificates were presented to these individuals. Some issues that had arisen since the refresher course were identified and resolved. Both workshops also discussed a proposal for the second year of the FFT Teachers' Professional Development Programme.

## Lead Teachers' training programme 2009-10

As a result of the discussions and school visits in November 2008, a proposal was drawn up and sent to the British and Foreign Schools Society (BFSS) who had earlier indicated that they might be willing to continue to fund this work.

The overall purpose of Phase 2 was to run a 12-month programme in 2009-2010 that developed the capacity of the 22 Food For Thought link primary schools to provide in-school professional development for their teachers, supported by local trainers (Inspectors and others) in three Districts of Uganda. This would be achieved by training one Lead Teacher in each school who would take responsibility for providing in-school professional development. This would be followed by a further Phase 3 programme in 2010-11. See Appendix C for the proposal outline.



*After the Refresher Course*

Unfortunately we were not able to secure all the funding requested from BFSS, so we had to reduce parts of the programme and seek further funding from a range of sources. However we were certain that Phase 2 would start the process of enabling schools to provide their own, sustainable, in-school professional training, so we were determined to run the programme in 2009.

The revised programme consisted of five sections:

- Informing the head teachers and school management committees of the programme and seeking their agreement (The Directors of Education had already approved the plan)
- Creating the FFT Training Team, 3 days working together with UK trainers in Gulu.
- Training the Lead Teachers, 5 days workshop in Mubende.
- Implementation in schools, by the Lead Teachers, with follow-up provided by the Ugandan trainers.
- Monitoring Day, in August 2009 to review progress and set further dates and targets as required or achievable.

Creating the FFT Training Team workshop began in Gulu on 26th May, with 8 participants. The workshop for Lead Teachers ran between 31st May and 5th June 2009, with 17 Lead Teachers, 5 Ugandan trainers and 2 UK staff.

### Stage A. Creating the Food for Thought Training Team

A team of five Ugandan trainers was identified and brought together for three days in Gulu to share skills and develop the training programme, including both theory and practice. The team consisted of the three Inspectors identified by the three Districts as having special responsibility for FFT, plus one Curriculum Coordinating Tutor and one Headteacher who was already involved in training. The latter two were both from Mubende. They were joined by three staff from the UK. The programme modelled activities and ideas that could be used by the trainers during the second week. See Appendix D for the Training Team programme and Appendix E for the Lead Teachers' Training programme.



*FFT Training Team, Gulu*

## Stage B. Training one Lead Teacher from each FFT school

Schools were asked to identify suitable teachers to be trained as Lead Teachers. Ideally they would be: a senior teacher, a teacher of older pupils, a teacher of English and/or Social Studies and selected by his/her colleagues. He/she should have the full support of the head teacher and the Chair of the School Management Committee.

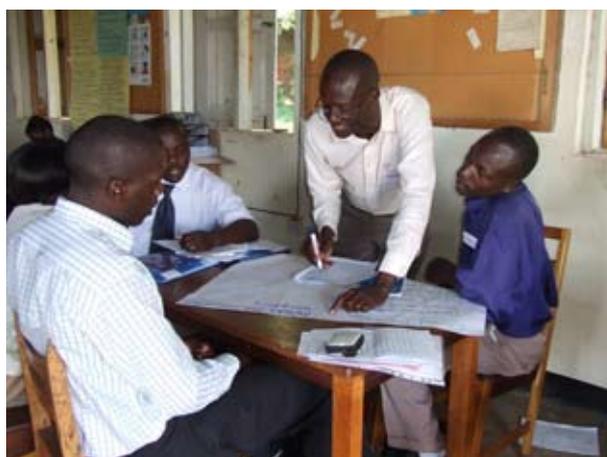
This training was carried out by the Uganda trainers, with the UK trainers taking a mentoring/coaching role. The workshop included:

- two days of intensive work in the Mubende Teachers Centre, based around the Uganda curriculum for English and Social Studies. It dealt with lesson preparation, resources, methods of teaching and assessment and included a school visit to a non-FFT school, to observe classroom teaching. Another important component was to identify the role of a Lead Teacher.
- one day of lesson preparation
- one day in schools, to teach prepared lessons and observe each other.
- one day back together, to enable the teachers to reflect on their experiences and plan implementation in their own schools.

Targets and indicators for assessing impact were agreed during the training programme. Samples of the notes from discussions are given in Appendix F.



*Uganda trainers planning*



*Lead Teachers at work*

## Stage C. Implementation in schools

The Lead Teachers returned to their own schools and classes and implemented their learning. Over the next two months, they shared their learning with their colleagues, using the tools developed and experienced during the training week. This process was continued after the August Monitoring Day.

## Stage D. Monitoring day – 7 August 2009

A Monitoring Day was held in Mubende, for Lead Teachers and the Uganda Trainers. Unfortunately, the date clashed with unavoidable work in Gulu and Amuru, so the trainers and Lead Teachers from the north could not attend. An experienced deputy headteacher from a UK FFT school and another UK teacher also attended. A report of that day is given in Appenx G.

In February 2010, a review meeting was held in Gulu for Lead Teachers, their head teachers and trainers. Unfortunately, heavy rain prevented some from reaching the meeting venue and curtailed the meeting, as it was too dark and too noisy to complete discussions!

## Evaluation and conclusion

At the end of the training week, it was clear that the Lead Teachers were enthusiastically committed to improving their skills. It was also clear that some would find it easier than others to carry out their new responsibilities as some were finding it easier than others to improve their personal skills. However, this is an ongoing programme and change is not easy.

From the August monitoring day in Mubende, we see that all the 10 Lead Teachers who attended are actively trying to implement their learning and having some impact in their schools (Appendix G, already cited). There was evidence of this at the Gulu meeting. From both meetings, we have the continued commitment of the Directors of Education, the head teachers and inspectors. So there is a great interest in continuing this programme of school-based professional development. One unresolved issue is funding for the future.



*Lead Teachers doing a 'Jumpstart' activity*

A further follow-up monitoring visit is being made by the UK FFT co-ordinator and consultant (both giving their time unpaid) in July 2010, when plans for further work in 2010-11 will be discussed and agreed – although dependent on funding.



*A Lead Teacher delivering his trial lesson*



*Lead Teachers, their head teachers, DEO and trainers at the end of the course, June 2009*

## Appendix A: Extract from the Report on Teachers' Refresher Course, June 2008

In 2001, the *Food For Thought* (FFT) School Linking Programme began to link primary schools in Devon with two Districts of Uganda: Mubende and Gulu. (A District is the equivalent of a British county). This work is coordinated by Devon Development Education in England and its partner organisation *Kulika Charitable Trust* (Ugandan Registration number S.5914/1070.) in Uganda. The focus for FFT is food and organic/sustainable food growing in both countries. Linking between schools in different countries is recommended by the UK government and will be a requirement by 2010. Currently 16 primary schools are linked through FFT, including 3 Special Schools. Two secondary schools in Devon have also linked as a spin off from the *Food For Thought* programme.



### The Ugandan context

This has two strands

- In the 1990s, *Kulika Charitable Trust* recognised that one way to make a real impact on the lives of the poorest people in Uganda was to give them skills in organic (sustainable) farming, so that they can feed themselves and earn some income to meet their basic needs. 80% of the Ugandan population are subsistence farmers. So Kulika trains small scale farmers to become 'Key Farmer Trainers' (KFTs), able to develop their own farms and share their enhanced skills with their neighbours through farmer groups. The *Food For Thought* programme began by taking successful Key Farmer Trainers into rural primary schools, where they share their skills and enthuse the pupils to become successful small farmers. Teachers, parents and the local community are also benefitting from this work.
- Primary education became free in Uganda after debt cancellation in 1997, and secondary schooling followed suit in 2008 for some. However most children (up to 90% in northern Uganda and over 60% in Mubende) drop out of primary school and return home to work as subsistence farmers. There are several reasons for this, but one is the poor quality of much of the primary school teaching, resulting from the limited skills and experience of the teachers. Primary school teachers in Uganda leave school after taking the local equivalent of GCSE exams and then follow a two year teacher training course. After that there is virtually no opportunity for continuing professional development unless the teacher is able to fund for him/herself a distance-learning course that is almost totally theoretical in nature. As teachers are poorly paid (£70 per month approx), it is hard for them to afford such courses. The Uganda Government is currently



introducing a new 'thematic' curriculum (similar to the UK approach) into the lower years of primary education but teachers have received only introductory training for this new approach and some lack confidence in handling it. Another major issue is coping with the huge numbers in P1 and P2 classes – 100 children in one class with one teacher is not unusual.

**Building links between education offices in Devon, Mubende, Amuru and Gulu**

In November 2007 three Directors of Education from Mubende, Gulu and Amuru (a new District created by cutting Gulu in half: some of the FFT schools are now in Amuru) were invited to visit Devon by Devon Local Authority: Children and Young People's Services (CYPS). One aim of the visit was to build structural links between Devon CYPS and the District Education Offices in Uganda. Another was to enable the Ugandan DEOs to develop their professional understanding of education structures in the UK and explore new ways of working, applicable to their own situations. During the visit a 'Memorandum of Understanding' between Devon CYPS and the 3 DEOs was signed and the Adviser for Geography/ International Education was asked to begin developing a 5 year Joint Action Plan between Devon County and Mubende, Amuru and Gulu Districts, which will include further training in specific areas for teachers. This was a significant opportunity to have an impact on teacher effectiveness in Uganda (with clear benefits for teachers and pupils in the UK also). The one-year course discussed here is an important first step towards that goal. Meanwhile, the FFT programme with its focus on food and food growing will continue and develop.



**The Teachers' Professional Development Programme 2008**

In 2007, Jean Harrison, an education consultant, approached Devon Development Education to offer her expertise to the Food For Thought programme. She was asked to visit the Ugandan schools on a three-week fact finding visit to assess the professional needs of the teachers in the FFT schools. She visited twelve of the schools, sat in on 28 classes and held staff meetings at each school where she invited the teachers to identify for themselves their key professional needs. In her report *A Review of Teacher Effectiveness in FFT Schools, Uganda July 2007* (available on request), these needs are listed (see Appendix A).

The report's key recommendation was to run a residential refresher course as part of a one year course, for four teachers plus the head teacher from each FFT school. This course would be in three sections – lower primary (P1-P3), upper primary (P4-P7), and head teachers, and would deal with the main issues identified in the report. Recommended content given in Appendix A, Table B. The residential was followed by support and supervision visits in the classrooms for the next three terms. This follow-up was being provided through the District Education Offices by District Education Inspectors.

The one week residential refresher course took place in May 2008.

## Appendix A: The positive impact of the course in classrooms



## Appendix B



# Appendix C: Proposal to develop School-based Professional Development in Food for Thought Primary schools in Uganda

## Overall purpose

To run an 12-month programme in 2009-2010 that develops the capacity of 20 Food For Thought link primary schools to provide continuing professional development for their teachers, supported by local trainers (Inspectors and others) in three Districts of Uganda. This will be achieved by training one lead teacher in each school who will take responsibility for providing in-school professional development.

## Beneficiaries

The Head teachers, teachers and pupils of 20 Uganda rural primary schools, comprising approximately 300 teachers and 12,000 pupils in the three Districts of Mubende, Gulu and Amuru.

## The background to this proposal

1. This proposal seeks to build on the learning from the Teachers Refresher Course at Lutisi, May 2008. Thee week-long course was highly successful. The evaluation report revealed that the participants were greatly enthusiastic, kept focused and worked very hard, that the DEOs and Inspectors (all three DEOs and four Inspectors attended some parts of the course) are deeply committed and that the UK Team is willing to commit more time to this work. However it also made clear the need to focus closely on the Uganda Primary Curriculum (because it is so prescriptive), and demonstrated the wide variety in skill levels and experience of the teachers (few have received any practical in-service training).
2. The DEOs, especially the DEO Mubende, took great interest in school-generated professional development during their visit to Devon in Nov 2007. As DEOs, they have no programme of *in-school* in-service training. Typically, DEOs and Inspectors decide on a training need and organize and run a training session on it. There is no expectation that individual schools will assess their learning needs (pupils and teachers) and devise training to meet these needs. The DEO Mubende correctly identified that school-cased in-service training does not require much additional funding, should be more relevant to the school and therefore will be more effective and sustainable.
3. The FFT Head teachers, meeting in Mubende, March 2008, noted that their exam results are not improving despite the input to their schools through FFT. This input has been primarily concerned with improving agriculture teaching and some curriculum development with their link schools in UK.
4. The aim of this proposal is to create a sustainable, low cost CPD framework and build the capacity of school and Districts to deliver it. For this to be successful it has to be run and owned by the FFT schools, DEOs and Inspectors, and be focussed on the Uganda UPE curriculum. This proposal is the outcome.

The outline of this proposal was discussed with DEOs, Inspectors, head teachers and some teachers from all three Districts in November 2008 and received strong support.

# Appendix D: Creating the Food for Thought Training Team

## Programme for 26 May – 29 May 2009

### Tuesday 26th May (Day One)

Morning Session (with tea break) 8.30am -1.00pm

8.30am Registration at Teachers' Resource Centre

9am Greetings and opening – DEO Gulu  
Introductions

A Shared Learning Experience

Agreement on tasks and programme for the week

Briefing on purpose of school visit (Day Two)

1-2pm Lunch

2-3pm How we learn and how children learn

3pm Visit to Food For Thought School and IDP Camp(for orientation of Mubende members)

5pm Debriefing and personal reflections

### Wednesday 27th May (Day Two)

8.00pm Meet at Acholi Ber Hotel

8.30am Travel to Gulu Primary School to observe lessons

10.30am Return to Teachers' Resource Centre for mid morning tea

11am-1pm Feedback on observation, leading to drawing up a template

1-2pm Lunch

2-5pm Effective lessons – 'Jump Start' activity

Classroom organisation – how to make groups work

Lesson planning

5pm Debriefing and personal reflection

### Thursday 28th May (Day Three)

8.30am Registration at Teachers' Resource Centre

Planning for the training week with Lead Teachers in Mubende

1-2pm Lunch

2 – 5 pm Continue planning

Evaluation of the week.

Thank you and closing – DEO Amuru.

5pm Personal reflections

6pm Supper with headteachers from Food For Thought Schools

## Appendix E: Training the Lead Teachers

### Programme for 31 May – 5 June 2009

#### Monday 31 May (Day One) - Day leader - Joseph

8.30 – 10.30	Arrival and registration at Teachers Resource Centre, Mubende Opening of the workshop by DEO or other Introductions (pairs) Overview of the programme
10.30 – 11.00	Break
11.00 – 1.00	Structure and role of the Lead Teacher (Norms; Expectations; Fears; Helping hands) Lesson planning
1.00 – 2.00	Lunch
2.00 – 5.00	Group Work Jumpstart
5.00 – 5.15	Personal reflections

#### Tuesday 1 June (Day Two) - Day leader - Cornelius

8.30 – 10.30	How we learn and how children learn
10.30 – 11.00	Break
11.00 – 1.00	Lesson observations and the observation tool –
1.00 – 2.00	Lunch
2.00 – 4.00	School visits
4.00 – 5.00	Discussion about visits
5.00 – 5.15	Personal reflections

#### Wednesday 2 June (Day Three) - Day leader - Santo

8.30 – 10.30	Lesson preparation for Social Studies and English –
10.30 – 11.00	Break
11.00 – 1.00	Lesson preparation continued
1.00 – 2.00	Lunch
2.00 – 5.00	Visit to place of local interest
5.00 – 5.15	Personal reflections

#### Thursday 3 June (Day Four) - Day leader - Sue

8.00 – 4.00	Trialling lessons in FFT schools
5.00 – 5.15	Personal reflections

#### Friday 4 June (Day Five) - Day leader - Richard

8.30 – 10.30	Evaluation of the trial lessons –
10.30 – 11.00	Break
11.00 – 1.00	Planning for the next three months & twelve months. What Lead Teachers will do. How the Team will support them. How the HTs will support them. Monitoring meeting after three months (August 2009) in two venues.
1.00 – 2.00	Lunch
2.00 – 4.00	Head teachers meet Lead Teachers & Training Team - discussion on how Headteachers will support colleagues
4.00 – 5.00	Closure by the DEO Mubende

# Appendix F: Sample notes from discussions during Lead Teachers' Training Week

## Group work

### 1. What is group work?

- Team work – working together as different roles
- Joint work – working together – same roles
- Working together/work given to be worked on together
- Putting together different individuals to work to achieve set objectives

### 2. Benefits of group work

- promotes leadership skills
- improves recording skills
- leads to active participation among learners
- enables learners to share ideas and experiences
- promotes social skills
- is easier for learners to use
- is good for class management
- motivates learners
- leads to peer learning and teaching
- helps the teacher to cover more work in short time
- is easier for teachers to correct
- creates competition among the learners
- caters for individual participation
- is less costly in terms of teaching materials
- creates more physical space for learning

### 3. Limitations of group work

- discourages the weak learners
- consumes a lot of time
- is expensive to buy materials
- individual assessment may be a problem
- can lead to poor classroom control
- doesn't cater for individual differences
- teacher/pupil relationship is limited
- doesn't cater for special needs

### 4. When organising groups, consider:

- the number of learners
- the number of groups to form
- the resources available
- the space available
- the level of learners
- time (duration)
- gender
- the task to be handled
- giving instructions
- environment
- weather conditions
- catering for individual difference eg the blind, deaf
- use appropriate language
- mix size and age

### 5. Role of the teacher, in group work

- preparation of activities
- selection and making of resources
- formation of groups
- giving instructions
- giving out task and materials
- support monitoring
- guides the display
- guides the discussion
- makes the final assessment and appraisal
- gives remarks and comments

## Lesson observation

### 1. Why do we observe lessons? What are the benefits?

- to find out whether the teacher is prepared
- to identify both strong and weak areas
- to see whether the teacher achieved her/his objectives
- to correct errors
- to understand the lesson
- to encourage better practice
- to offer advice on proper use of teaching aids
- to check time management (teacher)
- to learn better skills, by observing other teachers
- to develop good judgement skills (observer/supervisor)

### 2. What did you learn from lesson observation?

- Arrangement of furniture to fit particular activities is necessary
- Preparation of lessons is important for effective teaching
- Observation skills are useful for both the teacher/pupil and the one observing
- Giving feedback is important
- Confidence in teaching is important
- The teacher needs to identify appropriate activities for the learners
- Children learn by exploring
- Qualities of a good teacher and a good lesson
- I am not very good at lesson observation!
- The teacher needs to pay attention, keep focused, be proactive
- Good teaching and learning involves all senses

### 3. Discussion after observing trial lessons

#### **Good points noted**

- Improvement of learners in the lesson
- Effective use of teaching learning aids
- Good time management
- pupils were assessed and marked
- Motivation of learners
- Monitoring pupils activities
- Use jumpstarts to motivate learners
- provision of various activities
- giving of clear instructions
- Good attempts at practical aspects
- Teachers were composed and ready
- Teachers tried to be innovative
- Good relationships between teachers
- good content delivery as planned
- teachers have improved in group work
- use of variety of methods
- active learner participation
- teachers moving round the room
- questioning techniques
- encouraging remarks
- mastery of content

#### **Areas for improvement**

- Closed and open questions, not closed only
- Timely use of teaching and learning aids
- More involvement of learners needed
- inadequate motivation of learners
- Avoiding use of local language in an English lesson
- a lot of time taken on lesson introduction
- inadequate instructional materials
- poor rapport between pupils and teachers
- poor class control
- Integrating the practical aspect into the lesson, so that it flows well
- Clear setting of tasks
- Relating learning to the learners' experiences
- Making the learning challenging.
- time management
- use of teaching/learning aids
- individual differences were not catered for
- too broad lesson objectives
- inadequate teaching/learning materials
- big classes
- poor communication
- lesson plans not followed
- inappropriate language – discouraging
- poor seating arrangement – no space for free movement
- teachers getting fixed on particular spots/no movement
- repetition of pupils' answers by teachers
- relating content to experience

## Lesson Planning

Lesson planning is always of great importance. However, in Uganda there is particularly heavy emphasis on the need to include all the items listed below. Lesson plans are checked by inspectors and other classroom visitors. It sometimes appears that (to a British teacher) that time spent on the plan and time spent thinking through the actual teaching of the lesson is not balanced. A better balance might achieve more successful outcomes in terms of teaching and learning.

### 1. Essential elements of a lesson plan.

Date

Class and stream

Number of pupils: boys and girls

Time of lesson

Topic

Sub topic

Objectives of lesson (What children will learn/achieve).

Methods and organisation – procedures to achieve objectives

Teaching aids, materials, resources

References: books consulted (could also include consulting experienced teachers)

Sequence of the activities

### 2. Phases of the Lesson plan for Social Studies

Introductory phase

Experience

Sharing

Evaluation

### 3. Good strategies for a successful lesson

- always time the phases
- set appropriate objectives
- use learning aids well
- provide various activities for learners
- prepare thoroughly methods and application
- note the difference between preparing and being prepared to teach

## Lesson Observation 1: The pupil's view

Lead Teacher's name

Name of Teacher

Class

Date

Lesson

ENVIRONMENT			
1. Is the physical environment conducive to learning?	Yes	No	
Comments			
2. Is the atmosphere in the classroom friendly and relaxed?	Yes	No	
Comments			
3. Is there a lot of distraction inside or outside the room?	Yes	No	
Comments			
4. Do the displays facilitate relevant learning? How/ how not?	Yes	No	
Comments			
5. Can all the pupils see and hear the teacher?	Yes	No	
Comments			
6. Are all the pupils sitting comfortably and with enough air?	Yes	No	
Comments			
COMMUNICATION			
1. Can the children communicate effectively with the teacher?	Yes	No	
Comments			
2. Are the pupils given an opportunity to express their ideas?	Yes	No	
Comments			
3. Are ALL the pupils given the opportunity to participate in this lesson?	Yes	No	
Comments			
4. Are the pupils challenged to think? In which ways?	Yes	No	
Comments			
5. Are the pupils challenged to make connections with other experience & knowledge?	Yes	No	
Comments			
6. Do the pupils feel that the teacher knows them and listens to them?	Well	A little	Not at all
Comments			
7. How well are the pupils interested and motivated in their learning?	Well	A little	Not at all
Comments			
8. Can the pupils understand the teacher?	Well	A little	Not at all
Comments			
9. Are the pupils helped to understand by appropriate teaching aids?	Yes	No	
Comments			

PUPILS' EXPERIENCE OF THE LESSON		
1. Do the pupils understand why they are doing this lesson?	Yes	No
Comments		
2. Are the pupils being given a variety of learning activities?	Yes	No
Comments		
3. Are the pupils involved in different learning styles?	Yes	No
Comments		
4. Can the pupils describe what they have learnt?	Yes	No
Comments		

## Lesson Observation 2: Teacher's view

Name of Lead Teacher

Name of Teacher

Class

Date

Lesson

TEACHER'S PREPARATION				
1. Is the teacher teaching what s/he planned?	Yes	No		
Comments				
2. Objectives of the lesson	Appropriate	Inappropriate		
Comments				
3. Learning aids: charts, models, pictures, real objects: Quality.	Good	Poor	Appropriate	Inappropriate
Comments				
4. Does the teacher relate the child's experience to the new work?	Very well	A little	Not at all	
Comments				
5. Are the activities within the lesson well timed?	Yes	No		
Comments				
6. Are the activities appropriate?	Yes	No		
Comments				
7. Are activities assessed?	Yes	No		
Comments				

METHODS OBSERVED IN THE CLASSROOM				
1. Does the teacher provide positive feedback to the pupils?		Yes	No	
Comments				
2. Questioning technique		Closed only	Closed & open	
Comments				
3. Does the teacher use illustrations and pictures?		Yes	No	Appropriate
Inappropriate				
Comments				
4. Level of language		Appropriate		Inappropriate
Comments				
5. Has the teacher organised a variety of activities for the pupils?		Yes	No	
Comments				
PARTICIPATION OF LEARNERS				
1. Positive and appropriate pupil to pupil interaction		Much	Occasional	None
Comments				
2. Positive and appropriate pupil to teacher interaction		Much	Occasional	None
Comments				
CLASSROOM ENVIRONMENT				
1. Classroom organisation of desks: rows, groups, columns		Rows	Groups	Columns
Comments				
2. Are the chalk board and any other materials clearly visible to the pupils?		Yes	No	
Comments				
3. Are materials displayed on walls?		Yes	No	Good condition
Poor condition				
Comments				
4. Are displayed materials appropriate?		Yes	No	
Comments				
5. Is pupils' work displayed?		Yes	No	
Comments				

## CLASSROOM COMMUNICATION

1. Has the teacher created a relaxed, happy, conducive learning environment?	Yes	NO
Comments		
2. Does the teacher communicate clearly and audibly?	Yes	No
Comments		
3. Does the teacher have a good relationship with the students?	Yes	No
Comments		
4. How well does the teacher show interest in the students?	Well	Not well
Comments		
5. How well does the teacher organise and manage the class?	Well	Not well
Comments		
6. Does the teacher move effectively within the classroom?	Yes	No
Comments		
7. Does the teacher respond and feed back well to the students?	Yes	No
Comments		

## Role of the Lead Teacher

### A Lead Teacher is:

- A good teacher
- Aims to achieve best practice
- Intrinsically motivated
- A committed teacher
- Respected for their teaching skills
- Ideally nominated by other teachers in their school
- Not paid any additional salary

### A Lead Teacher will:

- Work with head teachers, Deputies and other senior staff in order to improve the learning and teaching in their school
- Seek to improve their own teaching
- In collaboration with colleagues, carry out classroom observations
- Seek to support colleagues in improving their teaching skills
- Disseminate best practices in learning and teaching wherever possible
- Liaise with the Food For Thought Training Team, to share, receive support and keep updated.

## Role of the Training Team

- To support FFT schools and headteachers to improve their learning and teaching skills
- To carry out regular support supervision for FFT schools, focussing on learning and teaching skills
- Respond to requests from FFT schools for support in this work, eg assisting with organising in-school professional development training
- To monitor the progress of Lead Teachers
- Hold a monitoring meeting after 3 months (August 2009) on the progress so far in schools and planning for the next 2 terms (9 months).

## Indicators of progress of Lead Teachers against duties

A Lead Teacher will:

Duties	Indicators	Review and comments Aug 2009	Review and comments Nov 2009	Review and comments April 2010
1. Work with head teachers, Deputies and other senior staff in order to improve the learning and teaching in their school.	1. Evidence of discussions with H/Ts and senior staff, eg meeting notes.			
2. Seek to improve their own teaching	2. Evidence from observations & observation check lists			
3. In collaboration with colleagues, carry out classroom observations	3. Reports from observation sheets			
4. Seek to support colleagues in improving their teaching skills	4. Notes from discussions with colleagues, including observation sheets and recommendations			
5. Disseminate best practices in learning and teaching wherever possible	5. Notes from Lead Teacher of occasions. When? What? Impact? (what happened as a result?)			
6. Liaise with the Food For Thought Training Team, to share, receive support and keep updated.	6. Dates of phone calls, meetings, discussions etc			

## What was expected of a Lead Teacher after training?

- Explain to the HT what was learnt from workshop
- Sensitizing the other teachers in the school (through the HT/Administrator)
- Putting into practice what was learnt from the training
- Classroom environment
- Preparation, use and display of learning aids
- Time keeping
- Involving pupils in learning/teaching
- Preparation of lesson >regular >thorough >details clear
- Display pupils work
- Make lessons lively/practical

## Lead Teacher – plan for next 3 months (June - August 2009)

### Activity

Report to the H/T

Meeting staff

Improving your own teaching

Informal discussion with colleagues

Classroom observations

Meeting in August

Demonstration lessons

Support by the training team

### Time

8th June

8-15th June

ongoing

ongoing

ongoing

7th August

end of July/15th

### Evidence

Training programme minutes

Checklists filled

Lesson plan

Report by observers

## Appendix G: Lead Teachers' Monitoring Day August 2009

The Monitoring Day was held in Mubende. Unfortunately, Lead Teachers and Trainers from Gulu and Amuru were not able to attend. 10 Lead Teachers, 2 Trainers and 2 teachers from UK attended. Lead Teachers were asked to complete this monitoring form

### **Food for Thought School-based Professional Development Programme Stage Five: Monitoring Day**

Monitoring Form to be completed by Lead Teachers, discussed and handed in.

Name of Lead Teacher:

School:

Phone number:

Email address:

#### **1. Your teaching:**

- **has it changed since the last meeting?**
- **in what way?**
- **do you have a story to tell about this?**

#### **2. Influencing others:**

- **have you managed to observe other classrooms and lessons?**
- **What did you find?**
- **do you have a story to tell about this?**

## **Notes from Monitoring and Evaluation day, 7 August 2009**

Lead Teachers, trainers and UK visiting teachers went into two groups to compare the successes and to note the challenges experienced by the lead teachers through the process of implementation

### **Successes**

- regular lesson preparation
- sensitisation was done
- awareness raised on the use of teaching/learning aids
- working together/sharing ideas
- putting learners at the centre of learning
- teacher pupil rapport improved
- improvement in classroom environment
- motivating learners
- display of pupil's work
- display and use of instructional materials
- time management
- catering for individual differences
- proper use of local environment
- provision of teaching/learning materials by administrators
- some children are getting more practice in English language especially in class
- simplification of marking pupils' books
- some teachers have started getting motivated
- FFT teachers are getting used to supervision processes
- proper use of records (checklists)
- group work/team work is put in place
- grouping pupils was tried

### **Challenges**

- limited time due to other fixed programmes
- difficulty in changing fellow teachers from their modes of teaching
- poor attitudes towards the Lead Teacher
- lack of enough instructional materials
- seating arrangements proved to be a problem
- big number of pupils in classes
- less numbers of teachers on the ground
- lack of enough space in classrooms
- teacher & pupils absenteeism
- poor attitudes towards the process of the Lead Teacher (supervision)
- some pupils were unfamiliar to group method of sitting
- some felt muscle pains (neck pains) due to stretching of their necks and twisting due to the sitting method
- some Head Teachers and the deputies left the task to the lead teachers without any support
- resistance of some teachers
- grouping pupils is proving to be difficult due to large numbers of pupils

## Example experiences

**Katoma Lead Teacher** - reported to the Head Teacher on 10/6/09, 13/6/09 sensitised teachers, 13/7/09 made observation lessons, observed one further teacher 18/7/09.

*Successes:* managed to achieve the classroom contact, a fellow teacher consulted him due to his special ways of handling lesson, he improved his ways of rewarding pupils

*Challenges:* large numbers of pupils, lack of enough instruction materials

**Rwabagabo Lead Teacher** - informed the Head Teacher, met fellow staff members, improved own learning teaching process, conducted a prepared demonstration lesson, directed fellow teachers to observe themselves while conducting a lesson

*Interesting areas:* teaching proved to be lively, pupils are happy with him due to rewards given to them whenever they do perform, work now at his place is proving to be less tiresome

**Buganyi Lead Teacher** - informed (reported to the H/t), his ideas were welcomed, made fellows to supervise him first, he observed them later

**Buwaata Lead Teacher** - reported to the H/T, briefed fellow teachers, demonstrated before fellows, pupils showed signs of a high rate of interest, teacher/pupil relationship improved in his school

*Challenges:* big numbers of pupils, lack of teaching materials, pupil attendance is not good due to nearby market

**Kitgenga Lead Teacher** - reported to the Head Teacher, conducted two meetings with fellows, carried out lesson observation on 16/6/09, taught fellow teachers new methods of making lesson plans (use of the four steps: introduction, presentation, practice and evaluation), made supervision to fellow teachers, shared with them in making lesson plans

*Challenges:* large numbers of pupils, poor attitude of teachers towards the process

**Kakenzi Lead Teacher** - reported to the Head Teacher, organised a meeting with fellow teachers on 12/6/09, made preparations for the observation lesson on 18 June, on the way observing they found many areas that need improving and they promised to change

**Kyamukoona Lead Teacher** - reported to the head teacher and organised when to meet fellow teachers

**Kabowa Lead Teacher** - reported to the head teacher and they came together to photocopy more lesson observation tools, managed to introduce the group work system, class teachers managed to improve the classroom environment, came to service a transfer due to the fact of being a lead teacher

**Kasambya DAS Lead Teacher** - introduced team work in teachers, introduced groupings in pupils, learnt to reward pupils instead of caning them

*Challenges:* time was limited

**Maaya Lead Teacher** - reported to the lead teachers, made arrangements of meeting teachers, sensitised fellows and they admired the system, was successful with a good number of teachers i.e. in observing them and her while conducting lessons.

*Challenges:* one teacher i.e. from P2 rejected to be observed by the lead teacher

## Appendix H: Expenditure and Income for 2009-10 project

EXPENDITURE - Budget Item	Revised budget £	Actual expenditure £
<b>Stage A: Creating the FFT Training Team</b>		
Accommodation & food in Gulu	142.00	508
Materials & resources for dev. training programme UK & Ugandan	500	316
Honoraria for Ugandan Members of Training Team, 6 Ugandans	370	707
Transport to workshop venue	207	49
Travel costs for 3 UK trainers: inc. flight, visa, insurance	3,600	1908
<b>Stage B: Training workshop</b>		
Accommodation & food 31 people @ 16,000/- a night, 6 nights	1031	1309
All transport for all participants and trainers	622	909
Training materials and other resources £100 per school	2,200	354
Honoraria for Ugandan Members of Training Team,	463	800
<b>Stage C: implementation &amp; follow up by inspectors/trainers</b>		
Fuel incentive for school follow-up by Inspectors	391	0
<b>Stage D: Monitoring and evaluation day</b>		
Venue and lunch, transport and honorium	100	420
<b>Preparation and co-ordination costs</b>		
Set up/preparation costs in UK	1000	0
Set up/preparation costs in Uganda	500	102
<b>Contingency</b> (eg changes in exchange rate, failure of electricity)	1,000	0
<b>Total</b>	<b>14,290</b>	<b>7382</b>
<b>INCOME</b>		
British and Foreign Schools Society		5000
Donations from UK trainers (payments towards their flights)		1694
Other donations		688
<b>Total</b>		<b>7382</b>

*Notes:* Totals: the total budget for this work was reduced from £18,461 to £14,290. The actual direct expenditure was £7,382. Additional funds were provided by the UK trainers themselves (paying for their own flights) and by donations from FFT supporters. There were other costs which were not in cash or did not have to be paid for directly, and so do not appear here. Other aspects of the work had to be curtailed.

The Food For Thought Teachers' Professional Development Programme is a programme of Devon Development Education (DDE), based at The Global Centre, 17 St David's Hill, Exeter, EX4 3RG, 01392 438811, [www.globalcentredevon.org.uk](http://www.globalcentredevon.org.uk).  
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