



REPORT TO BRITISH & FOREIGN SCHOOL SOCIETY AUGUST 2014

REDEARTH EDUCATION DEVELOPING GOOD PRACTICE IN TEACHING & LEARNING ACHIEVEMENT AWARD PROJECT MASINDI UGANDA

This project has been running in Masindi for the past two years. It is becoming increasingly recognised and schools are keen to participate.

Outputs achieved against outputs proposed.

The grant received from BFSS has enabled Redearth Education to extend the number of schools in which it can offer the 'Developing Good Practice in Teaching & Learning Achievement Award Programme'.

Schools signed up for the award at the beginning of the Ugandan academic year (February) and from 29 schools in 2013, an additional 21 schools were registered for 2014. Other schools have also requested to join programme and are on a waiting list for next year. This means that approximately 200 additional teachers and Headteachers are being reached.

Outcomes/benefits

Training has been provided for teachers both centrally and school based. Schools are allocated to a team member (this includes volunteers, staff from our partner organisation TACLE in addition to the 14 Lead Teachers who are now involved in the Programme) for support and development. Regular visits are made to the schools to observe lessons, give feedback, mentor, lead CPD sessions and hold discussions with various stakeholders. Additionally specific training is being provided for Headteachers in 'Leading and Managing Learning'. Sharing visits are beginning in the new term.

In the great majority of schools, improvements are being seen in the learning environment and in behaviour management techniques used by teachers. There is also an increase in the amount of interactive teaching strategies being used which better engage and motivate pupils. Baseline lesson observations were undertaken at the start of the year and will be repeated this term which will enable us to identify the extent of the improvements. In addition to this, baseline basic skills tests were administered in mathematics and in reading at the start of the year and will be repeated at the end of the year. Again, this should give us an indication of any impact on attainment. However, it should be noted here that impact of teaching and learning methodologies on attainment takes time and is more likely to be seen over a two year period than a one year period.

In our mid-year review of schools we are projecting that of the 21 newly added schools:

5 schools will achieve a Foundation level 1	24%
13 schools will achieve a Foundation level 2	62%
2 schools will achieve a Bronze level 1	10%
1 school will achieve a Bronze level 2	5%

The local District Inspectorate is very supportive of the programme and will provide inspectors to assist in the school assessments in November. This assists in sustainability as the inspectors themselves are then receiving on task training.

Schools are very positive about the programme. On asking Headteachers how they felt the programme was impacting on their schools the following comments were made:

Kinumi Head teacher, Asiimwe Moses had this to say.

- 'It has improved in the methods of teaching, it is Learner centred, mostly the group work method.
- It has improved the mood of teachers in teaching, that is they love teaching more than before. This is seen from their attendance and availability in classes.
- The learning environment has improved greatly. There are more displays than before.
- It has improved in the way teachers handle the learners, they are more lovely than before.
- It has improved on the way teachers reward their learners, that is, giving of points, Star of the day, trophies. This has been so much got from the trainings they attend.
- The discipline of learners has improved, this is as a result of the reward system and the good teaching methods.
- It has promoted competition amongst learners due to the different reward systems. Learners want the points so much.'

Rukondwa Head teacher, Kunihira Monica had this to say;

- 'The good methods mostly group work.
- Resource making which has improved on the learning aids being used during lessons.
- Classroom environments have improved greatly.
- The sitting arrangement, that is learners are seated in groups, and some learners are able to interact freely with colleagues.'

Bigando Head teacher, Businge Fred had this to say;

- 'Teachers have improved greatly on the methods of teaching and it is so lovely for the learners.
- Preparations have improved, in that teachers now make schemes of work and lesson plans on time. This makes their teaching more detailed and interesting.

- Resource making sessions have helped teachers to have enough learning aids for the learners to use during lessons and so has also improved the learning environment.
- It has also helped teachers to use and follow the curriculum effectively, this is through following the timetable which is always emphasized by Redearth.
- There is serious Assessment and Evaluation of learners, which is bringing positive results.'

We have recently made presentations to the Ugandan Ministry of Education Basic Education Working Group and also to the Teacher Education Working Group and have been invited to return for another meeting in the near future.

Lessons Learned

We have learned that:

- 1) Headteacher understanding and commitment is absolutely key in respect of their chances for success in this programme. The Headteacher training has assisted in supporting this, particularly in their understanding of how they need to monitor teaching and learning and has been extremely well received by the Headteachers who tell us they have never had training in these areas before.
- 2) Hierarchical and cultural barriers need to be overcome to enable dissemination by local teachers to be effective. e.g. Lead teachers need support and training in working with Headteachers to ensure they are not perceived to be superior in attitude or action.

Future Activities and Any Significant Changes

The local Primary Teacher Training College in Masindi is keen for Redearth to deliver the programme in the college and a meeting to set this up is planned for September.

A number of other NGO's working in Uganda have come to visit our programme and are keen for partnerships to be established to deliver the programme elsewhere.

We hope to continue to support the schools currently registered to achieve higher levels in the coming years and to add schools who will be part of our Early Reading Project as the Developing Good Practice and Achievement Award provides a sound basis for improving the teaching of reading.

We have decided that in the future, if the programme is delivered elsewhere, it will be in the form of modules, of which each module can be eligible for assessment and certification. This will enable schools to embed changes fully over a longer period of time and ensure that changes do not overload schools.

Sustainability

As we are partnering with a local NGO, we are providing on the job training for the staff to enable them to take on the programme in the future. This should provide good sustainability, particularly with the additional group of Lead Teachers to support this. These Lead Teachers along with the Project workers from TACLE are gaining a huge amount of experience and expertise and should be able to run the programme independently within two years. In a country where there are few

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resources for education, CPD provided by teachers themselves is a very cost effective and appropriate method of improving and disseminating practice.

In addition to this, if we train at the PTC, the tutors will also be trained in delivery of good practice methodology which can be incorporated into their own training programmes.

Financial Report

The funding provided by BFSS is supplementing funding from the Waterloo Foundation. Approximately £2000 of the £4600 provided has been used on baseline assessments, on training and on support visits to schools and the budget is therefore on track. This term there will be a number of sharing visits where teachers will be taken from their school to another school to observe good practice as well as end of year basic skills assessments and assessments for the Award. A full financial report will be available at the end of the year itemising expenditure under the different cost centres.

Lynne Pritchard

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