

## Module 3: School-Based and Cluster-Based INSET (SBI/CBI) Manual

### Users:

Head Teachers (HT)

Curriculum Leaders (CL)

Teachers

District Teacher Support Team (DTST)

### Objectives of this Module:

This module is to explain the School-Based and Cluster-Based INSETs (SBI/CBI). In this module, the users can see the importance and objectives of SBI/CBI, roles and responsibilities of the stakeholders, the concept of Lesson Study which is the key activity of SBI/CBI, the procedures in planning, preparing, implementing, and monitoring SBI/CBI meetings. In this way, SBI/CBI can be successfully conducted at each school and cluster level. Through productive SBI/CBI meetings, the quality of teachers, lessons and finally, the country's education delivery is expected to improve.

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## 1. Introduction and Background

### 1.1. Introduction to School-Based INSET (SBI) and Cluster-Based INSET (CBI)

Most certainly, teachers are the main people who can identify the problems that affect the quality of lessons. It is also certain that classrooms are the places where we can find such problems and the ways to improve the quality of lessons. It is impossible to talk about the quality of lessons without talking about teachers and classrooms. SBI and CBI take place in classrooms where theoretical teaching/learning activities are put into practice.

During SBI/CBI, all the three activities, namely Demonstration Lesson, Peer Teaching and TLM Preparation/Usage, aim at improving the quality of teachers through ensuring “Continuous Professional Development (CPD, see page 10)” for individual teachers and establishing “Collegiality (see page 11)” for a group of teachers.

#### 1.1.1. SBI and CBI

SBI is an INSET which literally takes place at a school, using the school as a venue and the teachers as resource persons. Because SBI involves only the teachers in the school, it does not require much expenditure. For instance, SBI does not incur transport and accommodation costs. Thus, in terms of sustainability of INSET, SBI is an ideal way and should be preferred.

But, in some areas in Ghana, especially in the remote areas, there are many small size schools. The number of the staff members in those schools can be too small to establish a meaningful SBI. In that case, schools nearby can form a cluster to implement Cluster-Based INSET (CBI) instead. For example, three neighbouring schools can form a cluster and select a school as a host. The number of teachers in the three schools should be a good number to constitute a CBI at the host school. Teachers from different schools are expected to bring different ideas to enhance CBI operation. It should enrich INSET activities. Moving teachers for CBI meetings might make CBI more costly than SBI. This should be minimised if schools for the cluster are carefully chosen to reduce long distance travel.

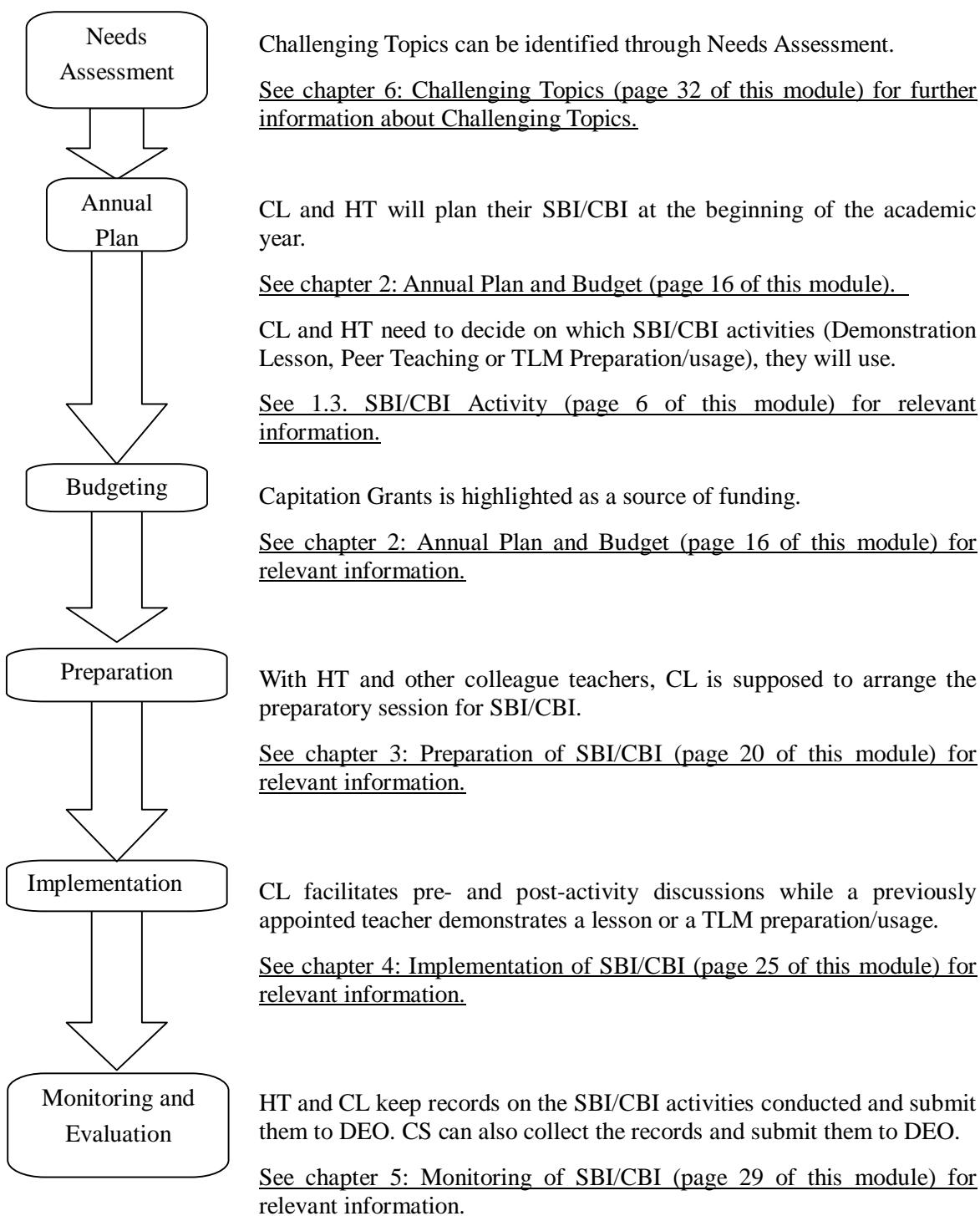
However, CBI has the meaningful benefit that the participants can share their teaching experiences and ideas, and encourage to improve their own daily teaching activities each other across the boundary of schools.

Some tips for CBI are as follows:

- Hosting should be done in turns.
- The number of schools for a CBI should be kept reasonably small (to reduce travel expense and time).
- Invited schools (not host) should contribute in cash or kind towards the CBI programme.

#### 1.1.2. A glance at SBI/CBI Process

The whole SBI/CBI process is briefly presented here in order to give a general picture of its activities.



### 1.1.3. A glance at SBI/CBI Process with Required Forms

The diagram below shows the SBI/CBI process and required forms for each stage. For further information about filling in the forms, read the designated sections.

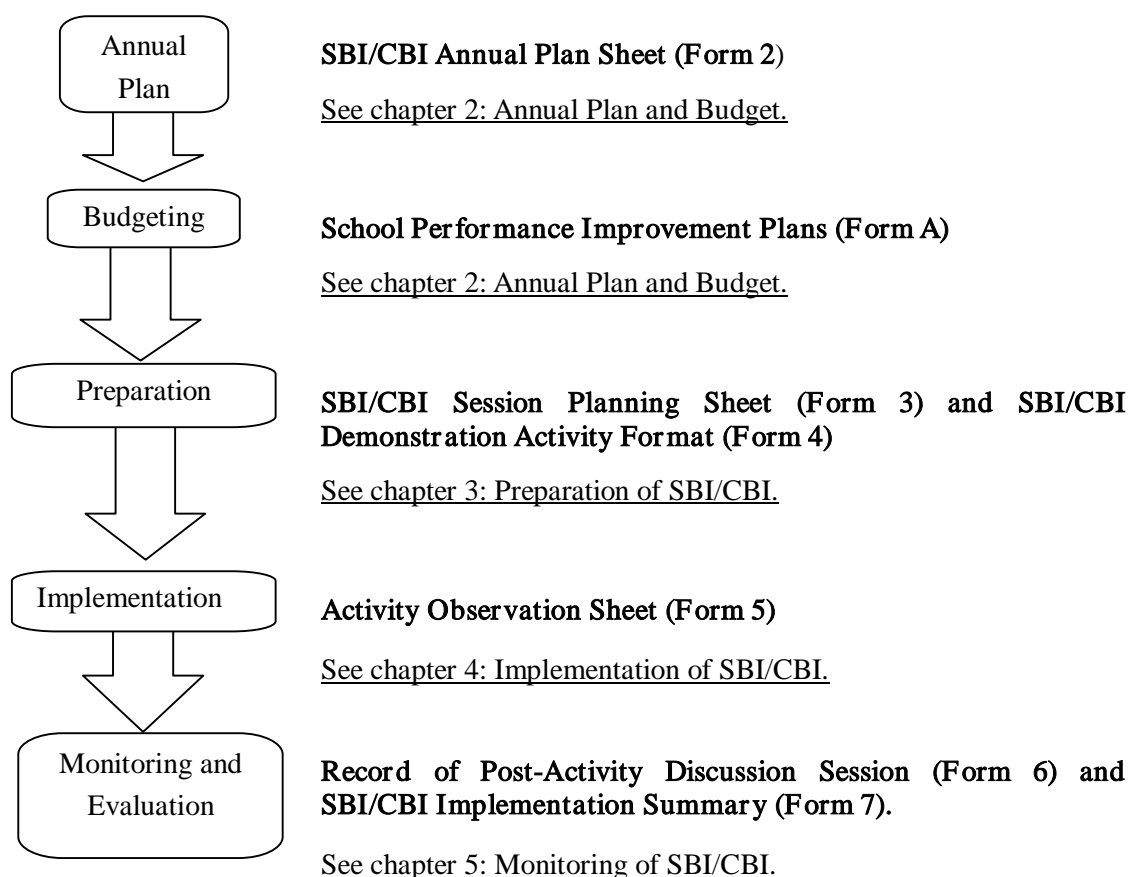


Table 1 indicates the person in charge of writing and collecting each form.

**Table 1: Forms and Person in Charge**

	Form 2	Form 3	Form 4	Form 5	Form 6	Form 7
Who to write	CL	CL	Demonstrator	Teachers	HT	HT
Who to collect	HT	HT	CL	HT	CS	CS

## 1.2. Objectives of SBI/CBI

SBI/CBI is supposed to aim at improving the quality of teachers, that is, ensuring “Continuous Professional Development (CPD)” for individual teachers and establishing “Collegiality” for a group of teachers. The objectives of SBI/CBI can be understood from the explanation below:

### For each teacher as an “Individual”

To improve on each teacher’s competencies (knowledge, skills and attitude) in the following:

- Instructional planning skills,
- Teaching methodology and delivery,
- Classroom organization and management.

### For teachers as a “Group”

- To encourage collaboration and cooperation among teachers,

- To inspire teachers to engage in collaborative activities to improve on the quality of their lessons in their daily teaching,
- To establish “Collegiality” among teachers.

In this INSET programme, the concept of “Lesson Study (see page 12)” is to be introduced as the core activity of SBI/CBI in order to realize the objectives above.

### 1.3. SBI/CBI Activity

To prepare SBI/CBI, it is necessary to have a clear idea of the activities that will be used in the programme.

It is up to the school to decide on which types of activities they want to use for SBI/CBI, but in this module three types of demonstration activities are presented. They are Demonstration Lesson, Peer Teaching and TLM Preparation/usage. These activities are recommended because they were found to be effective in previous SBI/CBI programmes in Ghana. Table 2 shows the three activities and their main features and advantages.

**Table 2: SBI/CBI Activity with their Main Features and Advantages**

Type of Activity	Demonstration Lesson	Peer Teaching	TLM Preparation/usage
Main features	Facilitating a lesson with a live class (with pupils)	Facilitating a lesson with colleague teachers (without pupils)	Demonstrating the preparation/usage of TLM without pupils
Advantages	Ability to see pupils' reaction, level of understanding and way of thinking	Teachers can learn better from their colleague teachers.	Ability to concentrate on TLM and try something new without disturbing pupils.

**Note:** See the latter part of Lesson Study (See page 12).

Demonstration lesson and peer teaching are almost the same. However, a demonstration lesson takes place with a ‘live’ class, meaning a demonstrator teaches a lesson to real pupils. On the contrary, peer teaching does not involve pupils, rather a demonstrator conducts a lesson using his/her colleague teachers as pupils.

TLM preparation/usage is another option and it focuses on TLM rather than a whole lesson. A demonstrator can show how to construct a TLM using locally available resources. It is equally important to consider how TLM can be used in the development of a lesson in order for pupils to understand what they should learn in the lesson. It will be pointless to use a TLM if it is not directly related to the lesson objectives.

#### 1.3.1. Three stages of SBI/CBI activity

All the SBI/CBI activities follow the same stages of Pre-activity Discussion, Demonstration Activity and Post-activity Discussion.

##### 1) Pre-activity Discussion

In the pre-activity stage, CL gives instruction to participants. The instruction includes a short discussion on themes based on the activity. The themes should help participants to focus on which aspects of the activity they are going to observe. Participants fill in portions of the Activity Observation Sheet (name, date, subject to be observed, etc) during this stage and complete the rest of the information as they observe the lesson in the next stage.

## 2) Demonstration Activity

In the activity stage, participants implement a planned activity. For example, if they decide on a demonstration lesson for their SBI/CBI, a demonstrator will conduct a lesson and the other participating teachers will observe it. This is the same for peer teaching except for the fact that there will be no pupils in the peer teaching demonstration. In peer teaching, participating teachers play the role of pupils instead. Participants who have chosen TLM preparation/usage for their SBI/CBI activity will demonstrate preparation and usage of a TLM.

## 3) Post-activity Discussion

In the post-activity stage, participants will evaluate (see) the implementation of the activity and assess the extent of improvement. The participants are also expected to improve on their own daily teaching activities based on the evaluation they have done in the post-activity discussion.

### 1.4. Roles and Responsibilities

#### 1.4.1. Head teacher (HT)

HTs are directly responsible for managing their staff to effectively deliver lessons in all subjects at the basic school level. Thus, the skills they require most are teacher and school management skills.

HTs are also expected to appraise their staff and provide opportunities for them to improve their professional practice through SBI/CBI. In addition to this, HTs are to monitor and evaluate the performance of teachers as a way of helping them to identify their strengths and weaknesses.

In the SBI/CBI model, CL work under the leadership of HTs to deliver SBI/CBI.

**Table 3: INSET Responsibilities of the HT**

Head Teacher (HT)	
INSET Responsibilities	Related INSET Tasks
<ul style="list-style-type: none"> <li>Select CL.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Select CL in collaboration with members of staff and in accordance with the criteria.</li> </ul>
<ul style="list-style-type: none"> <li>Prepare an action plan with CL and staff members.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Organise staff meeting and solicit the views of all members.</li> </ul>
<ul style="list-style-type: none"> <li>Sensitise staff to the CL training concept, its implications and the importance of the SBI/CBI programme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Organise meetings for CL to brief the staff after every CL training.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that at least two SBI/CBI programmes are organised every term.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collate teachers' views on challenging topics and decide which ones should be discussed during the SBI/CBI programme.</li> <li>➤ Release funds for the purchase of instructional materials for SBI/CBI.</li> <li>➤ Make sure adequate preparations are made before SBI/CBI.</li> <li>➤ Make sure that the right environment is created within the school for SBI/CBI to take place.</li> <li>➤ Ensure that post- SBI/CBI discussions are held after every SBI/CBI.</li> </ul>
<ul style="list-style-type: none"> <li>Keep records of all SBI/CBI including attendance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appoint a secretary for every SBI/CBI and provide a book for the proceedings of SBI/CBI.</li> </ul>

#### 1.4.2. Curriculum Leader (CL)

CLs play a vital role in the facilitation of SBI/CBI. According to the INSET programme, they

are expected to work under the guidance of HTs in the organisation and delivery of SBI/CBI.

Their main responsibility is to sensitise and organise effective SBI/CBI for teachers. If SBI/CBI is not occurring at the expected frequency and teacher attendance is low, it may be that the CL is not being effective in sensitising teachers regarding its importance. It could also mean that the collaboration with the HT is weak.

CLs have the following terms of reference:

- On a regular basis, organize SBI/CBI on ‘good practices’ and ‘record keeping’ in schools, at least 2 times a term.
- Develop a termly plan on SBI/CBI with his/her HT.
- Ensure free flow of information on all SBI/CBI activities among staff members.
- Work in harmony with his/her HT and other teachers to see SBI/CBI as a useful means of increasing their capabilities in teaching all subjects at the Basic school level.
- Help equip and strengthen colleague teachers’ capacity in teaching all subjects at the Basic school level.
- Be very approachable and willing to help other teachers to overcome difficulty in handling all challenging topics in the primary syllabus.
- Share knowledge (knowledge transfer) with fellow teachers.

**Table 4: INSET Responsibilities of the CL**

<b>Curriculum Leader (CL)</b>	
<b>INSET Responsibilities</b>	<b>Related INSET Tasks</b>
<ul style="list-style-type: none"> <li>• Sensitise and organise effective SBI/CBI for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Report on activities of CL training to sensitise staff to SBI/CBI programmes.</li> <li>➤ Collate teachers’ views on challenging topics and with the HT and other teachers decide which ones should be tackled during SBI/CBI.</li> <li>➤ Prepare an action plan with the HT and staff members.</li> <li>➤ Make sure that adequate preparations are made before SBI/CBI.</li> <li>➤ Make sure that the right environment is created for SBI/CBI to take place.</li> </ul>



**Table 5: Comparison of tasks between HT and CL during PDS stages for SBI/CBI**

	HT	CL
Plan	<ul style="list-style-type: none"> <li>Prepare School Performance Improvement Plan with CL and staff members               <ul style="list-style-type: none"> <li>Organise staff meeting and solicit the views of all members</li> <li>Ensure that at least two SBI/CBI programmes are organised in a term</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Support HT to prepare School Performance Improvement Plan</li> </ul>
	<ul style="list-style-type: none"> <li>Support CL to Prepare SBI Session Planning Sheet for each SBI/CBI with staff members</li> </ul>	<ul style="list-style-type: none"> <li>Prepare SBI Session Planning Sheet for each SBI/CBI with the HT and staff members</li> </ul>
Do	<ul style="list-style-type: none"> <li>Make sure that adequate preparations are made before SBI/CBI               <ul style="list-style-type: none"> <li>Release funds for the purchase of instructional materials for SBI/CBI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Make sure that adequate preparations are made before SBI/CBI</li> </ul>
	<ul style="list-style-type: none"> <li>Support CL to create the right environment for SBI/CBI</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that the right environment is created for SBI/CBI to take place with HT</li> </ul>
		<ul style="list-style-type: none"> <li>Facilitate SBI / CBI with HT effectively.               <ul style="list-style-type: none"> <li>Sharing of knowledge/ knowledge transfer to fellow teachers</li> <li>Maintain discipline</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Collate teachers' views on challenging topics and decide which ones should be discussed during SBI/CBI programme</li> </ul>	<ul style="list-style-type: none"> <li>Collate teachers' views on challenging topics and with the head and other teachers decide which ones should be tackled during next SBI/CBI</li> </ul>
See	<ul style="list-style-type: none"> <li>Ensure that post- SBI/CBI discussions are held after every SBI/CBI</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that post- SBI/CBI discussions are held after every SBI/CBI</li> </ul>
	<ul style="list-style-type: none"> <li>Complete Activity Completion Report with CL</li> </ul>	<ul style="list-style-type: none"> <li>Complete Activity Completion Report with HT</li> </ul>
	<ul style="list-style-type: none"> <li>Keep records of all SBI/CBI including attendance               <ul style="list-style-type: none"> <li>Appoint a secretary for every SBI/CBI and provide a book for the proceedings of SBI/CBI</li> </ul> </li> </ul>	

#### 1.4.3. Teacher

The main purpose of SBI/CBI is to improve teachers' competencies to deliver effective lessons in all subjects. Ultimately, SBI or CBI is about improving teachers' classroom practices so that it impacts positively on pupils' learning and achievement.

Pupils' performance in achievement tests and performance monitoring tests are a proxy measure of teachers' classroom performance. One way in which we can determine the impact of teachers' performance on pupils' learning and achievement is to assess the quality of their instructional practices.

The disaggregated competencies focus on three aspects: lesson plans (assessed through inspection of lesson plans), lesson delivery (through direct observation) and classroom management (through direct observation).

Teachers will only improve their pedagogical practices if they actively participate in SBI/CBI and apply what they learn in their classrooms.

**Table 6: INSET Responsibilities of Teachers**

Teachers	
INSET Responsibilities	Related INSET Tasks
<ul style="list-style-type: none"> <li>Collaborate with HT and CL to prepare action plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Submit challenging topics and contribute to discussions for the running of SBI/CBI.</li> </ul>
<ul style="list-style-type: none"> <li>Assist CL to prepare adequately for the SBI/CBI.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare Teaching and Learning Materials (TLMs), give professional suggestions and facilitate SBI/CBI when necessary.</li> </ul>
<ul style="list-style-type: none"> <li>Implement improved teaching and learning activities from SBI/CBI.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implement instructional plans.</li> <li>➤ Develop skills in teaching methodology and delivery.</li> <li>➤ Implement improved classroom organisation and management practices.</li> </ul>

#### 1.4.4. Selection of CLs

HT is expected to nominate a teacher as CL with the cooperation of DTST at the beginning of each academic year. (However, it is desirable that the selection is conducted after HT orientation because some instructions for the selection are given in the orientation.)

The following criteria should be considered:

**Table 7: Criteria for Selection of CLs**

Essential	Desirable
<ul style="list-style-type: none"> <li>Qualified professional teachers in basic schools.</li> <li>At least 3 years teaching experience in primary school.</li> <li>Interest in and of Science and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of INSET attendance.</li> <li>Motivated to master instructional skills</li> <li>Leadership skills.</li> <li>Ability to cooperate with HTs.</li> </ul>

When HT selects CL, the HT is to use the CL Recommendation Form (Form 1). In this form, basic information on CL (such as name, age, sex, certification, teaching experience, interest in subject matter and knowledge of subject) is to be indicated. And the HT should also write his/her recommendation why the teacher is selected as CL in the form.

After the form is filled in, the HT is supposed to have the approval of DTST for the selection of CL. Firstly, the HT submits the form to DIU (for example, at the school visit of CS or HT meeting etc.). Secondly, the DIU gives it to DTST. Then, the DTST reads it carefully and put their signature as their approval in the form if the selection is well considered. The approval of DTST should be done before the CL participates CL orientation. If the DTST decides that the selection is unsuitable, the HT is informed the decision and needs to select again.

### 1.5. Background and Rationale of SBI/CBI

It is teachers who plan, implement, evaluate and improve lessons, and lessons are the core of knowledge acquisition in education. It is impossible to ignore the quality of teachers when talking about improving the quality of lessons. Therefore, it is necessary to consider how to improve teachers' competencies.

SBI/CBI aims at improving the quality of teachers through ensuring "Continuous Professional Development (CPD)" for each teacher and establishing "Collegiality" for a group of teachers. It is through a lesson that the improvement will be effected.

#### 1.5.1. Continuous Professional Development (CPD)

"CPD" is one of the key concerns in the effort to improve the quality of teachers and lessons.

It is not easy to improve the quality of teachers by offering training through which teachers acquire knowledge only. Such opportunities will become a sort of “book learning” rather than effective training.

Professional development for teachers should be a continuous process. This is because the competencies (i.e. knowledge, skills, attitudes related to teaching) required to be a high quality teacher cannot be static and teachers must always keep pace with the changing trends and curriculum reforms. Therefore, it is important that they make best efforts to develop their own competencies continuously on the basis of their daily teaching activities and experiences at the classroom level.

### 1.5.2. Collegiality

“Collegiality” is another key issue to consider in the plan to improve the quality of teachers and lessons.

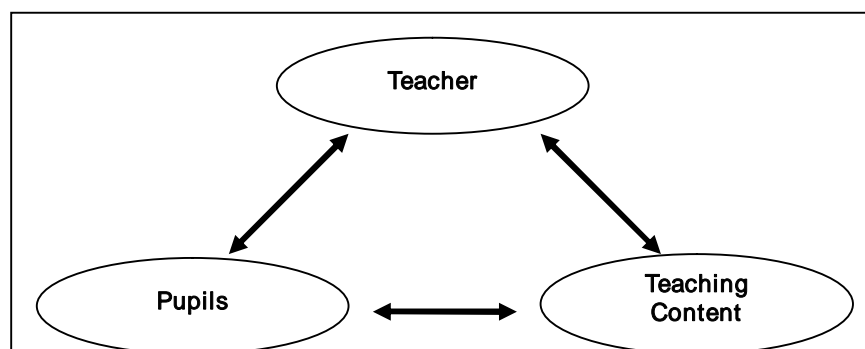
Individually, teachers may have limitations or difficulties in their effort to improve their teaching competencies. In order to overcome such limitations or difficulties, they need to collaborate with each other as colleague-professionals.

Colleagues are those explicitly united by a common purpose and respecting each other's competencies to work toward that purpose. Thus, the word “Collegiality” can connote respect for another's commitment to the common purpose and ability to work towards it.

Through such collegiality, teachers can share their teaching experiences, ideas and knowledge, and can influence one another to employ good teaching practices. Finally, they can improve their teaching competencies through interacting with one another.

### 1.5.3. Three Elements of a Lesson

The three basic elements of a lesson are “Pupils”, “Teacher” and the “Teaching Content” that is dealt with in the course of a lesson. The existence of a “Balanced Relation among the Three Elements” is a precondition for a “Good Lesson”.



**Fig. 1: Pattern of Links between the Three Constituent Elements of a Lesson**

A lesson does not simply consist of the teacher carrying out the act of teaching in line with the demands of the pupils, nor does it consist simply of pupils engaging with the teaching content on their own initiative, nor is it enough simply for the teacher to copy the contents of a textbook onto the chalkboard.

A teacher presents the teaching content which he/she has studied adequately in the course of preparing for a lesson. At the same time, the teacher constantly observes his/her pupils' reactions to the presentation. Then, he/she provides the pupils with more relevant activities considering their reactions. Finally, drawing on the pupils' abilities, the teacher leads them to achieve the objectives of the lesson.

During this process, it may be that the pupils in a particular class will show a reaction that goes beyond what the teacher has anticipated, in which case the competencies with which the teacher has put the lesson together will determine whether or not that teacher can make use of the pupils' reaction and use it to enliven and enrich the lesson. This kind of situation can be termed a "Balanced Relation among the Three Elements", and in such a case the lesson will be evaluated highly.

## 1.6. Lesson Study

A "Lesson Study" is a methodology denoting collaborative action by teachers to improve the quality of lessons. (See Fig.2) It is a device for lesson improvement based on the principle of "Plan-Do-See". In other words "colleague teachers study teaching content as a group, teach a class, discuss their teaching and then use the results of the discussion for the next study session". This involves studying and researching effective teaching methods and ways of conducting a class. It features a process whereby colleague teachers discuss a lesson conducted by one of them.

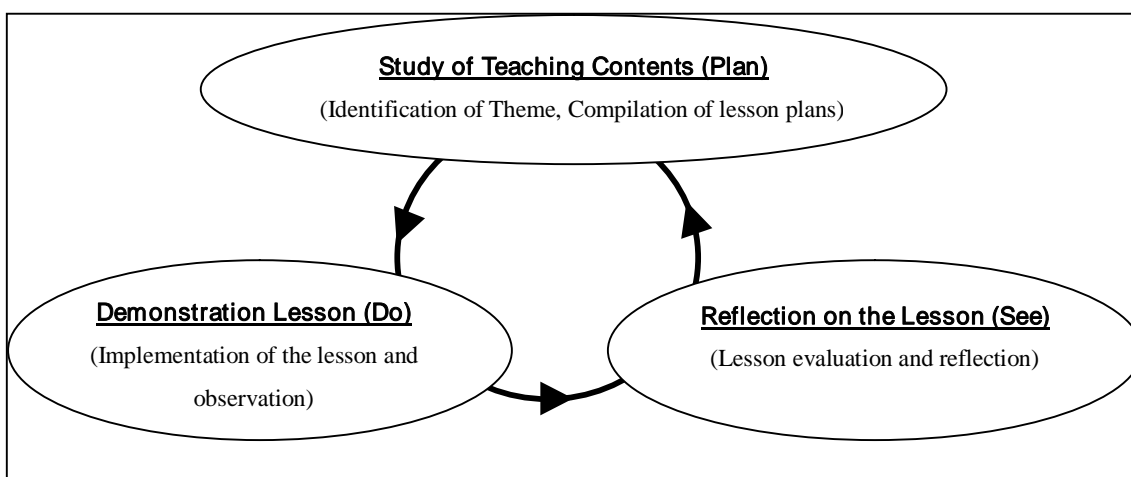


**Fig. 2: Teachers collaborating**

### 1.6.1. Process of Lesson Study

A Lesson Study is made up of three stages, namely: Study of Teaching content, Demonstration Lesson and Reflection on the Lesson.

The succession of these three stages can be expressed as shown in Fig.3.



**Fig. 3: Process of Lesson Study**

These main stages involve a number of successive sub-stages as follows:

- a) Identification of a theme and preparation of lesson plans (Plan)
- b) Implementation of the lesson (Do)
- c) Evaluation and reflection on the lesson (See)
- d) Revision of the lesson (Plan)
- e) Implementation of the revised lesson (Do)

- f) Evaluation and reflection (See)
- g) Sharing of the results.

Through this type of format, it is possible to see the Plan-Do-See cycle coming into being. Repetition of the cycle is needed and the consequent refinement of the lesson constitutes the process of lesson study.

A detailed study of the three stages is as follows:

A) Study of Teaching Content

“Study of Teaching Content” is a succession of activities related to the teaching content, such as selection of a teaching content, detailed analysis of the content, evidence of deep understanding of the essence of the content, planning of a suitable lesson on the content to suit the real situation of the pupils concerned, and development of a lesson plan

B) Demonstration Lesson

In “Demonstration Lesson”, an experimental lesson is conducted, based on the lesson plan prepared during the study of teaching content. During the demonstration lesson, colleague teachers, and sometimes supervisors (such as HT, CS, DTST, District INSET unit and so on) sit in and watch, observing carefully every move the teacher and pupils make so as to be able to give constructive feedback after the lesson.

C) Reflection on the Lesson

After the lesson, then comes the time for the “Reflection on the Lesson” (exchange of opinions concerning the lesson). The meeting normally starts with an explanation of the lesson objectives given by the teacher. After this, all the participant-observers express their opinions or ask questions in turn, clarifying the lesson objectives, or commenting on the basis of their own experience, about such issues as the learning activities of the pupils during the experimental lesson, the role of the teacher, other teaching methods, and so on, so that a lively discussion on a wide-range of issues ensues. Fig.4 shows colleague teachers reflecting on a lesson that has been taught.



**Fig. 4: Colleague teachers reflecting on a lesson**

### 1.6.2. Significance of the Lesson Study

A Lesson Study offers concrete models for improvement at the classroom level, and its significance can be characterized in terms of the ways in which:

- The national-level curriculum is adapted and contextualised to suit the realities of the environment and the classroom.
- Through opportunities for joint study, teaching skills and an exemplar of good teaching practices are passed on and continue to be developed.
- Teachers gain self-confidence, and improve their competencies on their own initiative.

a) Concrete Embodiment of the Syllabus

The Syllabus exists as the national-level curriculum, and textbooks are written based on it. However, even the most splendid educational objectives and high-level teaching content can hardly have any meaning unless they are given specific form and developed within the framework of the classroom lesson. The Lesson Study, in which teachers are the main agents, is a means of embodying the goals of the national curriculum in real lessons in the context of the school. It can be seen as a bridge between the ideal concept and the real world.

b) Transmission and Development of Teaching Skills, and the Formation of the “Image” of a Teacher

Lesson Study has come to play an important role in the accumulation and transfer/sharing of teaching skills as well as in the formation of the image of a teacher<sup>1</sup>. In Lesson Study, a group of colleague teachers and supervisors will assemble together, observe the lesson conducted by one teacher, and during the subsequent lesson discussion meeting, exchange opinions, and thereby deepen their own knowledge and understanding of teaching content, pupils’s learning, lesson composition and so on. Teachers who do this learn from each other, and by means of the repeated process of finding solutions to educational issues through teaching in this way, teachers learn and share their teaching skills with one another, and at the same time, a common pattern of thinking with regard to teaching and learning is formed among the teachers concerned. (See Fig.5)



**Fig. 5: Teachers sharing teaching skills**

Furthermore, in preparation towards the experimental lesson, the teacher develops the lesson plan based on the teaching content which has been subjected to thorough study and examination, and implements the planned lesson. There are a number of occasions when during the preparation of such a lesson, the teacher integrates innovative ideas and teaching methods, and implements them in the course of the lesson. In the discussion that follows the lesson, constructive comments on the lesson will be made from many different angles, and points for improvement are clarified. Through cooperation among the educationists concerned, the process set out here is repeated many times, and as a result, there is a high possibility that new teaching content and methods will emerge and be developed as a innovative ideas for teachers. The Lesson Study has a way of unearthing hidden potential to develop new teaching content and methods.

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<sup>1</sup> The pattern of thinking that forms the basis of what it means to be a teacher is not formed by Lesson Study alone. Before any person becomes a teacher, that person will have passed through 15 to 16 years of education as a school pupil. During that time, the pupil will have been taught by teachers almost everyday, and an image of what teaching is all about will have been absorbed, albeit unconsciously, and internalized by the pupil. In addition, during the teacher training course, the students will have spent every day studying how to become a teacher, with the shared concept of an ideal teacher constantly in mind, and one can say that as a result, the thinking that constitutes the foundation of that person as a teacher, i.e. the person’s view of education, of learning, of children and of teaching contents, will to a certain extent have become shared knowledge and perceptions.



c) Formation of Ability and Self-Confidence in Teachers

In the normal course of events, the teacher is the only educator in a classroom, and that single teacher delivers the lesson to several tens of pupils. (See Fig.6) Moreover, if the objective is to achieve a “Good Lesson”, then a “Balanced Relation among the Three Elements” is always being maintained, linking the teacher with the pupils and with the teaching content. The teacher presents afresh the carefully scrutinized teaching content and develops the lesson, all the time carefully observing the state of the pupils and their reactions, and leads the pupils toward realization of the objectives that have been set for that lesson. Whether the lesson will be a success or not depends on the ability of the teacher.



**Fig. 6: A teacher delivers a lesson**

Within the context of this situation, the teacher is expected to conduct self-examination on whether the lesson plan, the teaching methods and skills and so on, that will be used in implementing it, are appropriate for the lesson in question. To expect all this is in fact to make an exceedingly difficult demand on the teacher.

Lesson study offers an effective remedy to problems of this kind. By having one's lesson evaluated by a third party, the strong points and weak points of the lesson can be clarified. Confirmation of strong points is linked to increased self-confidence, and the teacher is enabled to devise techniques which will utilize these strong points in the next lesson. With regard to the weak points too, methods of improvement can be identified, and with intensified efforts on the teacher's part, it will be possible for solutions to the problems to be found.

In addition, analytical observation of another teacher's lesson is linked to strengthening of one's own reflective capacities, thereby creating opportunities for discovering new lesson styles and effective teaching methods.

As shown in these pages, lesson study can be seen as the most effective method of enhancing the competencies of a teacher to conduct a critical appraisal and be able to consider another teacher's teaching. Also it develops the competencies to construct lessons and to carry out teaching in the classroom, at the same time as providing opportunities to strengthen one's strong points and overcome the weaknesses.

## 2. Annual Plan and Budget

### 2.1. Recommended SBI/CBI Annual Schedule and Time Allocation

The CL with the cooperation of the HT and other staff members should organise SBI/CBI at least twice a term, i.e. at least six sessions in an academic year. Refer to Table 8.

**Table 8: SBI/CBI Annual Schedule**

1 <sup>st</sup> Term				2 <sup>nd</sup> Term				3 <sup>rd</sup> Term			
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
<b>SBI/CBI Annual Schedule</b> ( SBI/CBI, Information Exchange Seminar <sup>2</sup> )											
			Holiday				Easter				Long Vacation

The date and time when each session of SBI/CBI is conducted will be decided in consideration of the local conditions of each school. The HT and CL should select convenient dates and time for conducting SBI/CBI when annual school activities are being prepared (at the beginning of the academic year).

### 2.2. SBI/CBI Annual Plan Sheet

When the date and time are decided, the CL is also supposed to consider teachers who will conduct demonstration activity, the number of participants, materials or items necessary for the SBI/CBI activities. Then the SBI/CBI Annual Plan Sheet (Form 2) should be completed with such information so that each session of SBI/CBI will be implemented successfully.

### 2.3. Budget for SBI/CBI (Capitation Grants<sup>3</sup>)

The HT is expected to release funds for the purchase of instructional materials for each session of SBI/CBI. So the HT is supposed to consider how to manage the school's funds properly for better implementation of SBI/CBI.

In the next part, we are going to see one of the most useful resources for carrying out SBI/CBI, namely "Capitation Grants" set up by the Ministry of Education and Sports in the 2005/2006 academic year.

#### 2.3.1. Background

The Ministry of Education and Sports has set up a Capitation grants Scheme, commencing 2005/2006 academic year, whereby every **Basic School** receives an amount of ₵30,000 per pupil enrolled. This should serve to remove the financial barrier that prevented pupils from going to school at the basic level.

The utilisation of the Capitation grants has been designed to empower the schools to effectively use financial resources to plan and carry out school quality improvement activities. The process of planning activities should be participatory and transparent. The grant is therefore expected to serve as an opportunity to help build school level capacity to effectively implement fiscal decentralization – which is a long term goal of the Government of Ghana.

<sup>2</sup> This seminar is to share the lessons learnt from the implemented SBI/CBIs in a district with DIU, DTST, HT and CL so that the subsequent SBI/CBIs (even other INSET activities in the district) will be improved.

<sup>3</sup> GUIDELINES FOR THE DISTRIBUTION AND UTILISATION OF CAPITATION GRANTS TO BASIC SCHOOLS, Ghana Education Service



### 2.3.2. Selection of Schools

All registered public schools with the Ghana Education Service in all districts are to benefit from the Capitation Grants. These schools should have a code with Education Management Information System (EMIS) as well as the Integrated Personnel Payroll and Database (IPPD) to facilitate monitoring.

### 2.3.3. The Number of Pupils

The maximum number of pupils per school allowed for each year is to be determined in advance for audit purposes. It is advisable that the actual enrollment at the end of the third term for the previous year is used as the base and projected by an expected gross enrollment to get the estimated number of pupils for budget purposes. Enrollment numbers for actual disbursement, however, should be based on actual figures.

### 2.3.4. Eligible Expenditures

The capitation grants are to be used to support the implementation of School Performance Improvement Plans (SPIP, Form A).

### 2.3.5. Management of the Grant

The key players in the management of the Capitation grants are shown in Table 9.

**Table 9: Key players in the Management of the Grant**

Key Players	Roles
District Director of Education Asst Director – Supervision	<ul style="list-style-type: none"> <li>to provide the overall oversight and support towards the implementation of the SPIP</li> <li>to approve the SPIPs for each school in the district</li> <li>to ensure the compliance with all requirements</li> <li>to ensure the opening of bank accounts and the flow of funds on timely basis to each school</li> </ul>
District Accountant	<ul style="list-style-type: none"> <li>to maintain proper books of accounts and other records of all transactions</li> <li>to account for all funds received and transferred to the schools</li> <li>to provide financial and other information required by management to control the effective implementation of the capitation grants</li> </ul>
Circuit Supervisor	<ul style="list-style-type: none"> <li>to provide the day to day supervision on the implementation of the SPIPs</li> </ul>
SMCs Head teachers Assistant Head teachers	<ul style="list-style-type: none"> <li>to ensure the effective utilisation of the capitation grants</li> <li>to implement the activities as provided in the SPIPs</li> <li>to ensure the proper accountability of all funds received and utilised in the Schools</li> </ul>

### 2.3.6. Special Bank Account

The District Education Office would open a Special Account into which funds for the Capitation Grants would be lodged. The signatories to this account are the District Director of Education and the District Accountant. To ensure smooth implementation of the schools' programmes, separate bank accounts would also be opened by the district for each school. The signatories to the school's account are the head teacher and his assistant.

### 2.3.7. Release of Funds

A projected estimate of enrollment levels in each school is made at the beginning of each academic year (based on the GER for the district). This estimate is the basis for the transfer of 50% of funds to the school at the beginning of the first term. Subsequent transfers for the first

term are dependent on the submission of adequate returns on the actual enrollment for the school in the course of the term. For the second and third terms, based on the enrollment levels as established in the first term, funds are to be transferred to schools at the beginning of the term. Efforts should, however, be made to confirm these enrollment figures due to attritions.

### 2.3.8. Monitoring and Evaluation

The Circuit Supervisor is to visit each school twice a term and report to the District Education Office on the ff:

- Abolition of all forms of levies in the school.
- Implementation status of the SPIP.
- Submission of all reports on timely basis.

The District Director as well as the District Teacher Support Team (DTST) and District Head Teacher Advisor are to pay regular visits to each school to review progress on implementation of activities at each school.

Progress Reports (Forms G, H and I) are to be submitted by the Head teacher through the School Management Committee (SMC) to the District Director of Education.

The Regional Monitoring Teams are to monitor and report on the disbursement and utilization of funds at the Districts and Schools respectively on termly basis.

### 2.3.9. Audit

The GES Internal Auditors will monitor the school's accounts, and will conduct at least one audit of the utilization of the capitation grants half yearly and will submit copies of their report to the SMC, DDE and Regional Director of Education (RDE).

## 2.4. How to apply for “Capitation grants”

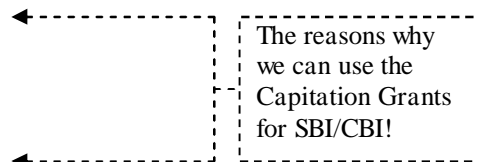
### 2.4.1. Preparation of School Performance Improvement Plan (SPIP)

A SPIP is to be designed to cover the following areas:

- Components/Targets
- Action to be taken
- Who is Responsible
- Resources needed
- Time Frame
- Who Monitors

Some of the key activities to be undertaken are:

- Enrollment Drive
- Provision of Teaching and Learning Materials
- School Management (including T&T and stationery)
- Community and School Relationship
- Support to Needy Pupils
- School and Cluster based In-Service Training
- Minor Repairs
- Payment of Sports and Culture Levies (to be approved nationally)



The SPIP is to be prepared by the head teacher/staff with the approval of the SMC. When the SPIP is prepared, the HT and the SMC should agree on the plan. It is to cover the whole academic year but broken down into terms. The SMC is to oversee the implementation of the

## SPIP.

The SPIP is then forwarded to the DDE for review and approval. The review will ensure that the activities to be undertaken are in line with the Education Strategic Plan and other priority areas of education.

### 2.4.2. Disbursement Process

The executor of an activity within the SPIP applies to the head teacher for funds with a Request Form. (Form B). Cash equivalent to that activity is withdrawn from the bank, an Advance Form (Form C) is completed and cash given to the executor to be used for the purpose as indicated on the request form. After the completion of the activity, the executor submits the relevant documentation (receipts, honour certificates and activity report) to the head teacher and completes an Accounting for Advances Form (Form D) to end the process.

### 2.4.3. Management Control

At the school level, requests for funds are to be endorsed by both the SMC chairman and the head teacher. These persons are jointly responsible for the utilization of the funds towards the attainment of the targets as set in the SPIP.

### 2.4.4. Record Keeping

The school has to maintain financial records (Capitation grants Cash Book - Form F) which report all capitation grants received and disbursed with all appropriate receipts and documentation required. These records are to be made available for review by the SMC, the District Education Office and the Audit, Regional Monitoring Team and other School Inspectors.

### 2.4.5. Reports

Monthly and Quarterly Reports describing activities completed and under way during the period, together with a statement of expenditures for these activities for the period are to be sent to the District Education Office by the head teacher and the SMC Chairman. The District Education Office is also to report on quarterly basis to the Regional Director and Director General on the operations of the Capitation grants.

These reports include:

- Monthly Capitation grants Expenditure Returns —————Form G
- Monthly Capitation grants Activity Completion Report ———Form H
- Termly Capitation grants Status Report —————Form I

### 3. Preparation for SBI/CBI

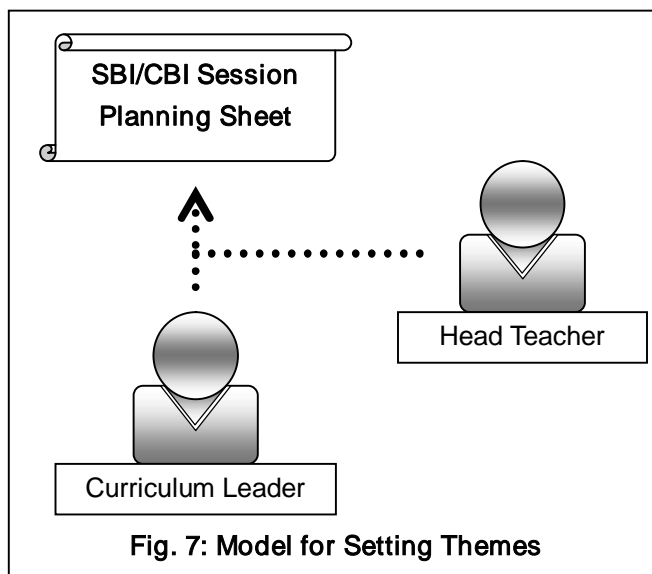
Before implementing each session of SBI/CBI, the CL is supposed to plan the session with cooperation from the HT and other fellow teachers. The “SBI/CBI Session Planning Sheet” (Form 3) will be used for the planning, indicating date, demonstrator, necessary materials/items, and so on. However, when the preparation is ongoing, there is the need to consider some specific aspects, such as setting themes for the session, selecting a demonstrator for the session, planning activities and so on. The following discusses these aspects.

#### 3.1. Setting Themes for the Session

Setting themes for each session of SBI/CBI is the most important aspect of the planning and implementation of the session. The themes are supposed to be the issues which emerge from daily teaching activities in the school and should therefore be resolved by teachers themselves. If they are not set appropriately, it means that the participants will lose focus. Without setting proper themes, it is difficult for teachers to work with the aim of improving the quality of lessons.

The HT is supposed to observe and consider the current status of the teaching activities conducted by his/her colleagues and the issues or needs related to their teaching in order to set relevant themes. The best way to identify relevant themes is to encourage information exchange and discussion among colleague teachers in daily teaching activities. See fig. 7 for a model for setting themes.

See Module 4 to find examples of themes setting. It has various topics on educational issues and needs related to our teaching activities. These topics are used as the themes of the session of SBI/CBI, and shown in Table 10:



**Table 10: List of Topics in Module 5**

No.	Topic in Module 5
1	Study of the Primary School Curriculum Materials
2	Good Primary Practices
3	Teaching and Learning Activities
4	Lesson Plan Preparation and Presentation
5	Assessment
6	English as a Tool to support Understanding of Science and Mathematics

The topics in Table 10 can be selected if it is applicable to the school. The best people to identify educational issues or professional needs of teachers in the school are the teachers themselves. So make an effort to foster good communication links with colleague teachers in daily school activities, and try to set as many adequate themes as possible towards the improvement of lessons.

### 3.2. Selection of Demonstrator

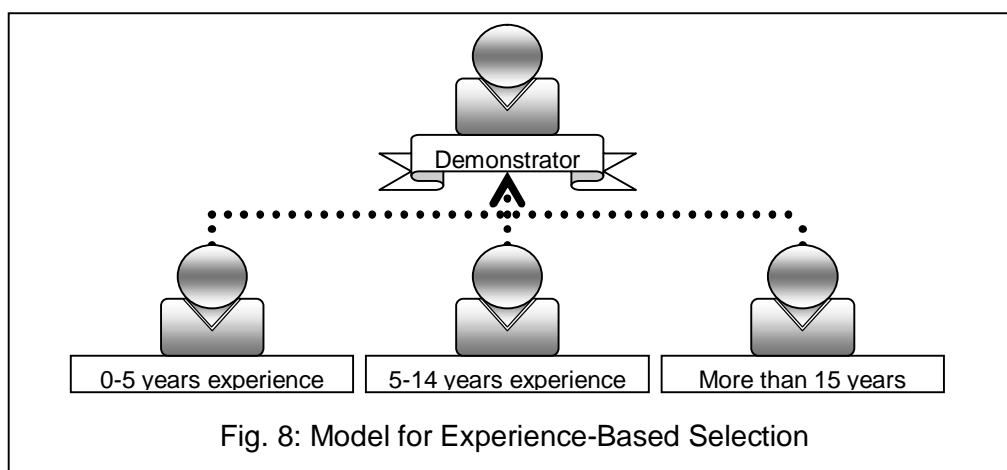
A teacher who will conduct a demonstration activity (lesson or TLM Preparation/usage) is one of the key players in the SBI/CBI. Therefore, selecting a teacher as a “Demonstrator” is very important and great attention should be paid here. While the selection depends partly on the kinds of themes for each session, below are four recommended criteria for selecting the demonstrator.

- Experience-Based Selection
- Subject-Based Selection
- Class-Based Selection
- Suggestion-Based Selection

#### a) Experience-Based Selection

An experienced teacher has a variety of teaching experiences, including both successful and unsuccessful ones. Their current competencies of teaching are on the basis that they might have had several opportunities to address the challenges they have encountered in their effort at improving the quality of their lessons. We can learn a lot of things from the experiences of these teachers, such as the challenge teachers they have encountered, their current teaching practices, their methodologies of teaching and so on. Therefore, it is quite meaningful to select an experienced teacher as the demonstrator of a session for the improvement of lessons.

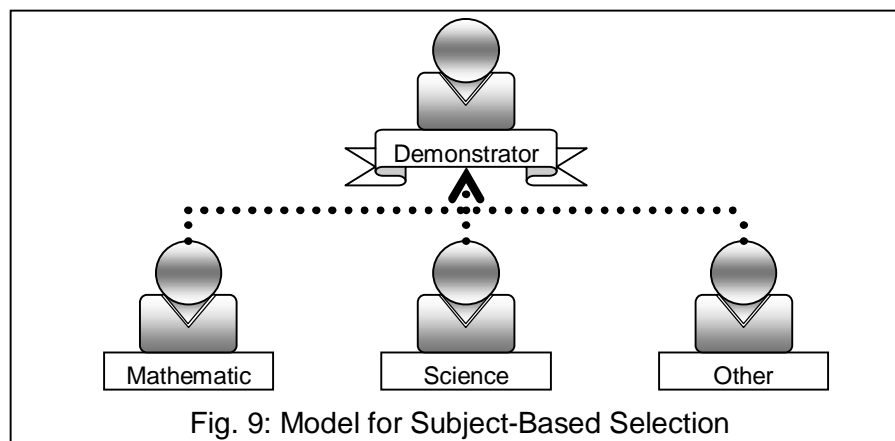
Meanwhile, since teachers who have just graduated from teachers’ college or university and started working are inexperienced in teaching, the knowledge they have acquired about teaching is not assessed in actual classrooms. In order for such teachers to improve their teaching competencies, it is helpful for them to make their classes open for observations and suggestions from their colleague teachers. Meanwhile, despite their limited practices, the inexperienced teachers may have some updated and fresh knowledge, skills or methods of teaching which they might have learnt at teachers’ college or university recently. If they are allowed to give demonstration lessons, then we may be able to get such new ideas in teaching through that. It is also helpful for other teachers to learn some new approaches to teaching. See fig. 8 for a model for experience-based selection.



#### b) Subject-Based Selection

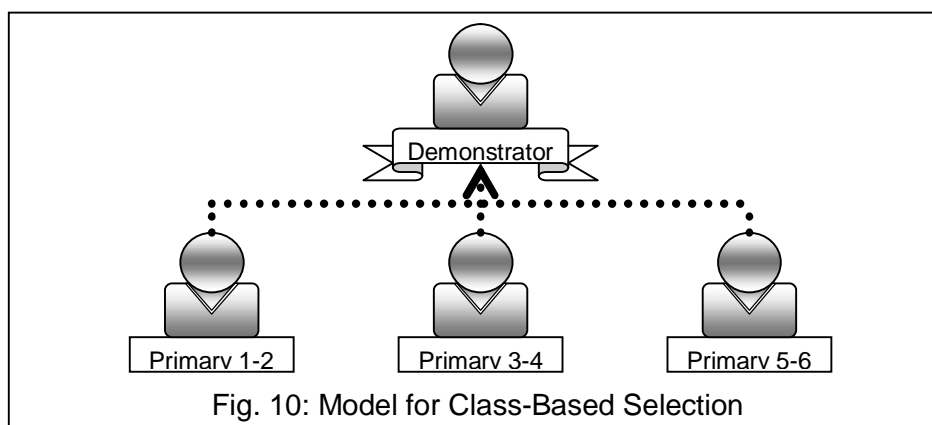
Generally speaking, teachers may not be all round. However, every teacher has different characteristics and experiences, and each may have good points in the teaching of specific subjects. If teachers can share such strong points in teaching a certain subject, which they

should learn, it becomes much easier to improve the quality of their teaching activities. Selecting teachers who are good at teaching specific subjects is also acceptable for the facilitation of SBI/CBI. See fig. 9 for a model for subject-based selection.



### c) Class-Based Selection

Each class has particular issues which concern the development of the pupils at that level. If it is necessary to consider the issues related to each class in a school, this class-based selection is chosen. For example, when teachers identify low achievement of pupils in a certain topic as a problem, they may be able to relate its cause to previous learning and understanding of the topic. When teachers want to know the relation between their pupils' learning and understanding of a topic and the following topics in the next class, they may be able to consider the relation through observing lessons in upper classes. Therefore, this kind of selection is appropriate for battling with such issues which cut across classes. This can be done in collaboration with various class teachers. See fig. 10 for a model for class-based selection.



### d) Suggestion-Based Selection

Some of the teachers may have various suggestions on teaching methods, teaching-learning materials, and so on. SBI/CBI sessions are really the right opportunities for such teachers to share their suggestions with their colleagues, so that they can all examine them in actual practice and conduct critical discussion towards the improvement of the ideas. If such teachers can be found in your school, this selection is recommended.

## 3.3. Planning a Demonstration Activity

After selecting a demonstrator, he/she will start to plan a demonstration activity for a SBI/CBI session. This should be done with the cooperation of the CL (note that the CL can be a

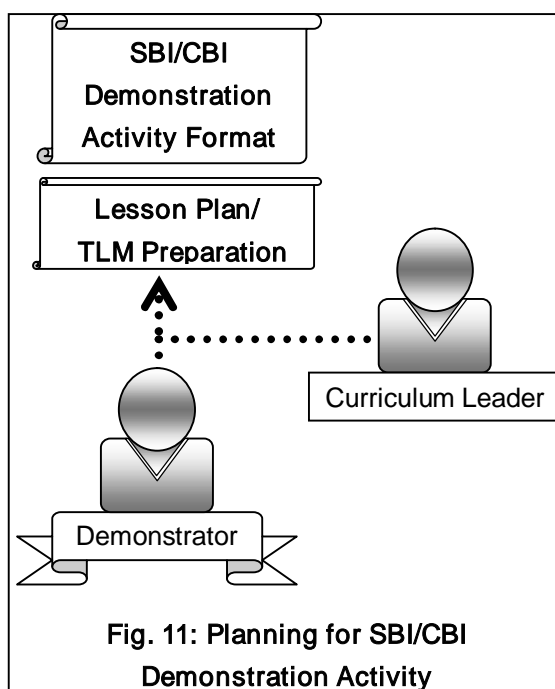
demonstrator). See fig. 11 for planning for SBI/CBI demonstration activity.

### 3.3.1. Planning and studying the activity

The CL and demonstrator will plan what activity they want to do during the SBI/CBI. More importantly, they will spend ample time to study the activity they are going to do. They can discuss it with their colleague teachers and read reference books to arrive at a good idea. They can refer to **Module 4 for general pedagogy** and **Modules 5, 6 and other subject modules for sample lesson plans**.

If their choice of SBI/CBI activity is Demonstration Lesson or Peer Teaching, then, they will plan a lesson to demonstrate through studying a teaching content. For those who have chosen TLM preparation/usage for their SBI/CBI activity, a study of TLM should be done.

In planning the activity, they are supposed to develop a lesson plan (for a demonstration lesson) or a TLM Preparation/usage. They are also required to complete the “SBI/CBI Demonstration Activity Format”



### 3.3.2. Preparation of SBI/CBI Demonstration Activity Format

The “SBI/CBI Demonstration Activity Format” (Form 4) is used for indicating points on the demonstration activity and summarising the lesson plan or TLM Preparation/usage plan. It helps HTs and other supervisors to grasp the intentions and aims of the activity. In addition, the demonstrator or CL can also use the format to present their ideas in the pre/post-activity (discussion). Before SBI/CBI session begins, CL should receive the format as well as the lesson plan or TLM preparation/usage plan from the demonstrator.

### 3.3.3. Preparation of Lesson Plan (for Lesson Study and Peer Teaching)

When the demonstrator prepares the lesson plan for a SBI/CBI activity, he/she needs to consider the objectives, teaching/learning activities and materials, core points and evaluation/exercise of the lesson, and even the choice of the topic/sub-topic. They should be related to the themes of the session of SBI/CBI as much as possible. The demonstrator can prepare his/her own lesson plan or refer to sample lesson plans. The sample lesson plans are presented in the Modules 5 and 6. See Table 11 for List of Topics in Modules 5, 6 and other Subject Modules.

**Table 11: List of Topics in Modules 5, 6 and other Subject Modules**

Module 5: Mathematics	Module 6: Science	Other Subject
<ul style="list-style-type: none"> <li>– Measurement (Area)</li> <li>– Operations on fractions (Multiplication)</li> </ul>	<ul style="list-style-type: none"> <li>– Water and Other Liquids</li> <li>– Porosity of Soils</li> </ul>	(To be developed)
<ul style="list-style-type: none"> <li>– Collecting and Handling Data (Constructing a pictograph)</li> <li>– Shape and Space (Right angles)</li> <li>– Investigation with number (Triangular numbers)</li> </ul>	<ul style="list-style-type: none"> <li>– Properties of Air</li> <li>– Rusting (Characteristics of Metals and Non-Metals)</li> <li>– Energy in the Production of Sound</li> </ul>	(To be developed)

The demonstrator and CL can seek relevant information from Module 4, General Pedagogy. For example, Lesson Plan Preparation and Presentation in Module 4 should be useful.

#### 3.3.4. Preparation of TLM Plan (for TLM Preparation/usage)

When the demonstrator prepares the TLM Preparation/usage for SBI/CBI activity, he/she needs to consider what materials to use and how these will be used in the lesson. The TLM should be related to the themes of the session of SBI/CBI as much as possible. While the demonstrator can develop his/her own TLM plan, he/she can refer to the resource books for ideas. Some of the sample lesson plans in Modules 5 and 6 include preparation and usage of TLM. Besides, the demonstrator and CL can seek relevant information from Module 4, General Pedagogy. For example, Teaching and Learning Activities in Module 4 should provide useful information. Good Primary Practice in Module 4 also talks about TLM and activity.



## 4. Implementation of SBI/CBI

### 4.1. General Information about SBI/CBI

Implementation of the SBI/CBI is divided into the three stages: **Pre-activity Discussion**, **Demonstration Activity** and **Post-activity Discussion**. The duration of each stage can be shown as in Table 12.

**Table 12: Three Stages of SBI /CBI Activity and Time Allocation**

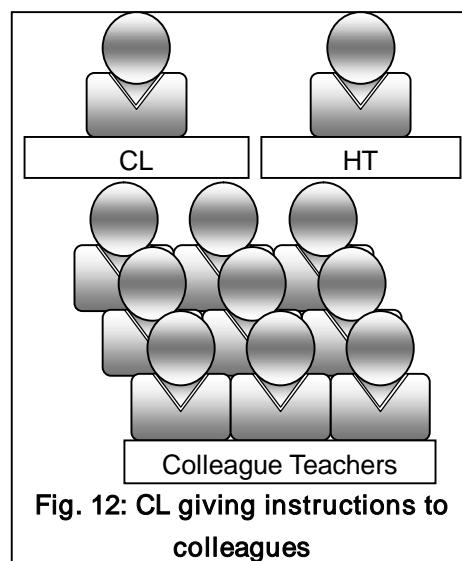
	Pre-activity Discussion	Demonstration Activity	Post-activity Discussion
Duration	15 minutes	60 minutes	45 minutes
Demonstration Lesson	Instruction and Activity Observation Sheet Writing	Demonstration Lesson (and Observation)	Reflection on the Lesson
Peer Teaching	Instruction and Activity Observation Sheet Writing	Demonstration Lesson ( and Observation)	Reflection on the Lesson
TLM Preparation/usage	Instruction and Activity Observation Sheet Writing	Demonstration of Preparation/usage of the TLM	Reflection on the Preparation/usage of the TLM

But the CL and HT can modify the time allocation, making it more suitable to the real teaching situations in their school. (For example, Pre-activity Discussion: 10 minutes, Demonstration Activity: 60 minutes, Post-Activity Discussion: 50 minutes etc.)

### 4.2. Pre-activity Discussion

The first part is “Pre-activity Discussion”, in which the CL plays the role of a facilitator and gives colleagues the following introduction:

1. State the theme(s) for the session and its background (the reason why we are considering the themes through the session)
2. Introduce the demonstrator and his/her class, the subject and topic/sub-topic
3. Give participants instructions for the observation (how to use the observation sheet, the areas which the participants are expected to observe, and so on)
4. Set any other ground rules the group considers necessary (e.g. “Switch off mobile phones!” “Stay for the whole session!” “Participate actively!” “Complete the tasks!” and so on)



At the same time, all the participants should get copies of the “Activity Observation Sheet (Specific)” (Form 5-a) and follow the CL’s instruction to fill out them. If the sheets are not available, the CL can ask the participants to use their notebooks for the task.

If there is the need to assess the demonstrator’s teaching ability in terms of the performance standards of teachers, the CL can hand the “Lesson Observation Sheet (based on Performance Standard)” (Form 5-b) to HT or supervisors and ask them to fill in the sheet at the time of the lesson.

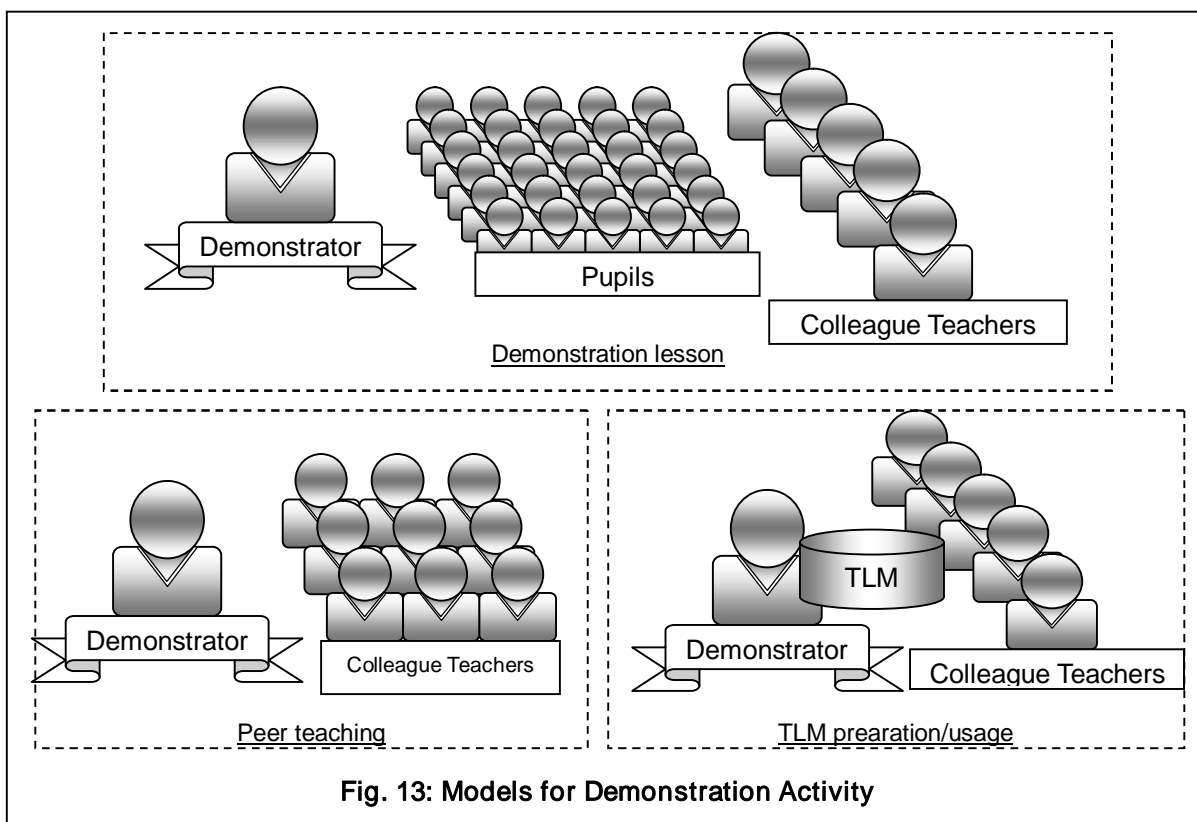
**Table 13: Suggested Steps for “Pre-activity Discussion”**

<b>Step 1</b> (7 mins)	Instruction	CL gives colleague teachers necessary information such as the themes, the demonstrator, ground rules, areas to observe during the demonstration activity etc.
<b>Step 2</b> (8 mins)	Activity Observation Sheet Writing	CL asks the colleague teachers to fill in the Activity Observation Sheet (putting general information, the themes of the session and so on)

### 4.3. Demonstration Activity

The second stage is the Demonstration Activity, in which the demonstrator conducts a well-planned activity. Meanwhile, other colleagues use the lesson plan or the TLM prepared by the demonstrator as reference material as they observe the activity, and put their own comments (including strong and challenging points) on the activity into the observation sheet given in the pre-activity discussion.

The observers should bear in mind that their own behaviours during the activity change the atmosphere of the class or make the pupils behave unusually. The atmosphere and their attitude must be kept as normal as possible so that the observers can observe and study the activity properly.



**Table 14: Suggested Steps for Demonstration Activity**

Step 1	Before the Activity	Before starting the demonstration activity, CL leads all the colleague teachers to the classroom where the lesson is to be conducted. The demonstrator organises his/her class well so that the lesson can begin on time.
Step 2 (60 mins)	Demonstration Activity	The demonstrator conducts the demonstration activity. All the colleague teachers observe the activity in silence from the back of the classroom, putting comments into the observation sheets.
Step 3	After the Activity	CL leads all the colleague teachers to the room where the Post-activity Discussion will be held. The demonstrator gives his/her pupils necessary instructions (asking them to go home, giving some exercises, and so on)

#### 4.4. Post-activity Discussion (Reflection on the Activity)

The last part is the Post-Lesson Discussion, in which the CL again facilitates the discussion while the demonstrator and observers exchange their opinions, ideas and so on.

Firstly, the demonstrator will present the rationale for the choice of the topic/sub-topic, the objectives and core points of the lesson, expected teaching/learning activities and materials and so on. Then, the demonstrator will give his/her comments on the demonstration activity, reporting on his/her self-assessment of the lesson as follows:

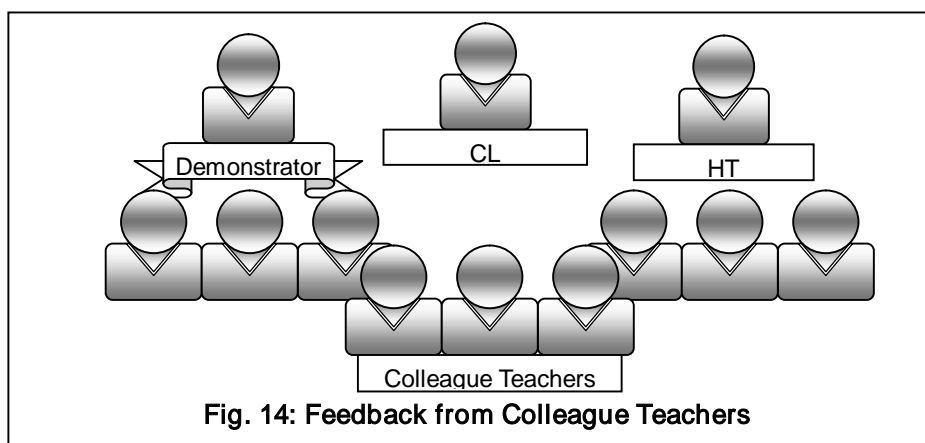
- Did it go according to plan?
- Was there a part of the lesson which was more of a challenge?
- How did he/she feel the pupils responded to the lesson?
- What could be improved next time?

Following the demonstrator's report, other teachers should be invited to give their comments (mentioning strong and challenging points) on the lesson. The comments are intended to be Cooperative and Constructive not Critical. They need to be Fruitful for all the teachers in improving their teaching practice.

It is important to avoid one or two teachers dominating the discussion and to encourage all the teachers to share their ideas and observations. For example, each teacher can be invited to give one feedback to the group.

The CL is expected to pay attention to the following points when facilitating the discussion:

- Point out similarities and differences in feedback
- Look for what is missing from the feedback as well as what is there
- Relate comments to the real world of the classroom
- Allow everyone an opportunity to give feedback if they want to
- Do not allow anyone to monopolise the discussion
- Summarise the comments



One person from the staff should be appointed to **keep a record** of the key points discussed. The person should use the form “Record of Post-Activity Discussion Session” (Form 6).

Finally, the HT (or other supervisors) should be invited to give their comments on the discussion as the conclusion for the session of SBI/CBI.

**Table 15: Suggested Steps for Post-activity Discussion**

Step 1 (7 mins)	Comments from Demonstrator	CL invites the demonstrator to give colleague teachers his/her comments on the activity. (Plan, Implementation, Self-assessment and so on)
Step 2 (30 mins)	Discussion	CL invites the colleague teachers (including CL him/herself) to give their comments on the activity focusing on the themes of the session.
Step 3 (8 mins)	Conclusion by HT	CL invites HT (or supervisors) to give comments on the discussion.

#### 4.5. Conclusion

As we have seen, this section shows us some ideas on how to conduct each session of SBI/CBI. However, the situations, the issues and the challenges for improving the quality of lessons are quite varied. Therefore, we need to consider how to make our SBI/CBI activities more relevant to our own situations.

This section shows only the suggested ideas for conducting SBI/CBI activities (not perfect ideas). So, we can create more adequate and meaningful SBI/CBI on the basis of this section in order to improve the quality of lessons.

## 5. Monitoring of SBI/CBI Activity in School

It is important to monitor and share information about SBI/CBI to improve the quality of teaching at the classroom level. Quality improvement can be realised through self-monitoring as well as feedback from district/national level. This chapter introduces the sheets for monitoring SBI/CBI activities and how to make information on SBI/CBI activities available to the district level.

### 5.1. Purpose and Procedure for Using Each Sheet

Monitoring Sheet for SBI/CBI activity should contain both quantitative and qualitative data. Quantitative data shows objective and numerical information about SBI/CBI implementation, such as number of times, attendance rate, etc. On the contrary, the qualitative data shows the information on respondents' views. The table shows the necessary sheets for monitoring SBI/CBI activities used for data collection at the school level.

**Table 16: Sheets for Monitoring SBI/CBI Activity**

Sheet	Form	Type of Data	Writer
– SBI/CBI Activity Observation Sheet	Form 5	Qualitative	– Colleague Teacher
– Record of Post-Activity Discussion Session	Form 6		– One of the colleague teachers
– SBI/CBI Implementation Summary	Form 7		– Head Teacher
– SBI/CBI Data Sheet	Form 8	Quantitative	– Head Teacher

#### 1) SBI/CBI Data Sheet

##### Purpose

The purpose of the SBI/CBI Data Sheet is to record the implementation of SBI/CBI in the school accurately. It includes related information on SBI/CBI implementation such as the name of the demonstrator, the subject implemented, topics, the number of participants, etc.

##### Procedure

1. HT receives blank SBI/CBI Data Sheets from CS or at HT training.
2. HT attends SBI/CBI session and obtains information about the conduct of the activity.
3. HT fills in SBI/CBI Data Sheet.
4. HT duplicates the sheet.
5. HT files one sheet in school, and passes one to CS.

#### 2) SBI/CBI Activity Observation Sheet

##### Purpose

The SBI/CBI activity observation sheet includes colleague teachers' comments made during SBI/CBI activity. It consists of strong points and points for discussion (issues). In the post-activity discussion, colleague teachers can use the sheets to share their opinions.

##### Procedure

1. Colleague teachers who attended the activity fill in the sheet.
2. Colleague teachers participate in post-activity discussion during which they refer to the

sheets.

3. CL collects the sheets after the post-activity discussion and submit them to HT.
4. HT files the sheets and stores them.

### 3) Record of Post-Activity Discussion Session

#### **Purpose**

This record summarises what was discussed at the post-activity discussion session.

#### **Procedure**

1. CL assigns one teacher as a memo taker.
2. The teacher picks up some major comments and write up the record sheet.
3. CL collects the record after the post-activity discussion and submit it to the HT.
4. HT duplicates the sheet.
5. HT files one sheet in school, and passes one to CS as part of SBI/CBI Implementation Summary.

### 4) SBI/CBI Implementation Summary

#### **Purpose**

SBI/CBI implementation summary includes questionnaires with regard to the conduct of SBI/CBI and record of post-activity discussion. The school keeps its copy and send another copy to the district as a record of SBI/CBI activity. The district uses the information at Information Exchange Semniar, which is held per term among CLs, DTSTs, and DIU.

#### **Procedure**

1. HT fills in the first part, which is mainly about preparation and implementation of the activity.
2. HT compiles Record of Post-Activity Discussion.
3. HT submits SBI/CBI implementation summary to CS.

## **5.2. Responsibilities**

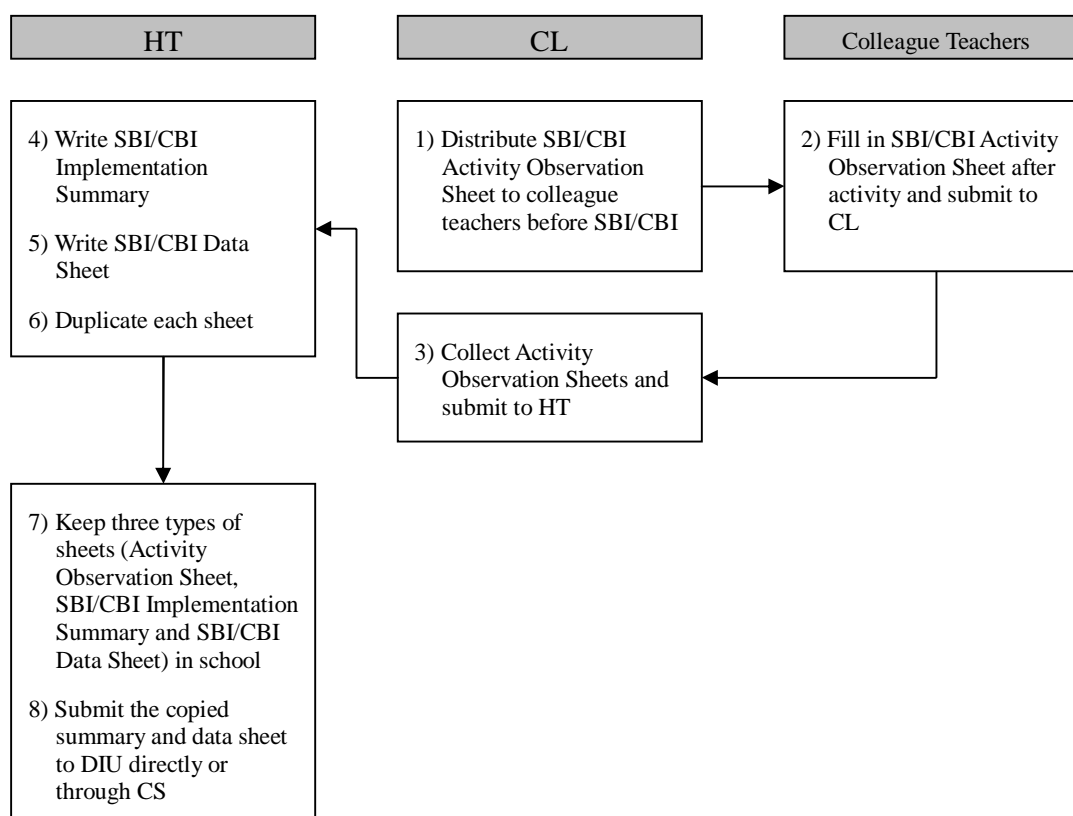
The following table summarises the responsibilities of Colleague Teacher, CL, and HT with regard to monitoring SBI/CBI Activities.

**Table 17: Responsibility of Colleague Teacher, CL, and HT in Monitoring**

Name	Responsibility
Colleague teacher	<ul style="list-style-type: none"> <li>– <u>Give feedback to demonstrator</u> <ul style="list-style-type: none"> <li>- Fill in SBI/CBI Activity Observation Sheet after activities</li> <li>- Attend post-activity discussion</li> <li>- Take memo during post-activity discussion</li> </ul> </li> </ul>
CL	<ul style="list-style-type: none"> <li>– <u>Facillitate SBI/CBI activity</u> <ul style="list-style-type: none"> <li>- Conduct SBI/CBI Activity</li> <li>- Obtain SBI/CBI Activity Observation Sheet from colleague teachers</li> <li>- Submit SBI/CBI Activity Observation Sheets to HT</li> </ul> </li> </ul>
HT	<ul style="list-style-type: none"> <li>– <u>Manage and Evaluate SBI/CBI activity</u> <ul style="list-style-type: none"> <li>- Attend SBI/CBI activity and contribute to post-activity discussion</li> <li>- Submit all the monitoring sheets (SBI/CBI Activity Observation Sheets, SBI/CBI Implementation Summary, and SBI/CBI Data Sheet) to CS</li> <li>- File and store the monitoring sheets</li> </ul> </li> </ul>

### 5.3. Flow of the Sheets for Monitoring among HT, CL, and Colleague Teachers

Fig.15 shows how the sheets for monitoring SBI/CBI activities flow among HT, CL, and Colleague Teachers.

**Fig. 15: Flow of the sheets for monitoring**

## 6. Challenging Topics

### 6.1. Introduction

Some teachers in primary schools think that some topics are too difficult or challenging to teach. They call the topics Challenging Topics. The teachers claim that the topics require subject specialists to teach them. However, with adequate preparation, teaching these topics should not be problematic. It is a matter of preparation not qualification. A little bit of extra effort and time to prepare a lesson makes a big difference, helping teachers to improve their lessons greatly.

This section provides some useful information about challenging topics for CLs and teachers. Firstly, some challenging topics are identified. Secondly, the section gives what strategies we can use to tackle challenging topics. The fundamental principle that underlies the section is that teachers learn effectively through discussion and implementation of a lesson with their colleagues. In order to put this into practice, the section tries to use SBI/CBI, Curriculum Leader Training and Module 4.

### 6.2. Identification of Challenging Topics

#### 6.2.1. Preferred Topics

It is important to examine topics that teachers prefer to teach. When we think about the preferred topics, we need to consider reasons for preferring the topics. This should help us to see why some topics are thought to be challenging.

Teachers in Primary schools seem to prefer teaching some topics in Science. Some examples are:

Food, Plants, Animals, Water, Soil, Air, the Family, the Community

There are some reasons why primary school teachers prefer teaching the topics listed above other than others. They are shown below.

- The topics present real and familiar information.
- There are relevant curriculum materials and teaching/learning materials to use in lesson delivery.
- Local teaching and learning materials could be used.
- The topics lend themselves to the use of the activity method of teaching

#### 6.2.2. Challenging Topics in Science and Mathematics

The following are some examples of challenging topics. These are based on opinions collected from teachers in an in-service programme for primary school teachers.

##### Science

Earthquakes, Movement of the Earth, Formation of Clouds, Force, Electrical Circuits, Constraints to Healthy Living: HIV/AIDS, Body Framework of Mammals, Magnets and non-magnets, Reflection of Light, Dispersal of fruit and seed, Pollination and fertilization in Plants

##### Mathematics

Operation of Fractions, Measurement of Area, Investigation with Numbers, Shape and Space, Collecting and Handling Data

It seems that the reasons why teachers perceive some topics as challenging topics vary from



teacher to teacher. However, some typical reasons are identifiable. For example, one of the reasons is that challenging topics are seen to be abstract because they are not seen in real life situations. Another reason can be that challenging topics lack relevant curriculum materials that teachers can use as resource materials. The following are also some reasons teachers gave as to why teachers perceive some topics as challenging topics.

- Difficulty in getting subject experts to support teachers to teach the challenging topics
- Lack of relevant teaching/learning materials to teach the challenging topics
- Inadequate funds for purchasing some teaching/learning materials e.g. consumable materials
- Low teachers' level of interest in some subjects (e.g. Mathematics and Science).
- The problem of untrained teachers who lack subject-specific knowledge and skills to handle the subject.
- Large class sizes do not lend themselves to the activity method of teaching.
- Inadequate preparation by the teachers
- Inadequate practical lessons in pre-service training at colleges due to the emphasis on passing of examination.

### 6.2.3. Summary

The challenging topics are seen to be abstract in nature. Besides, there seem to be no teaching/learning materials and relevant curriculum materials to support teachers to teach such topics. Some teachers do not use appropriate teaching methodology, and large class size makes the use of the activity method of teaching difficult.

These problems can be overcome by adopting good strategies in the teaching/learning processes.

## 6.3. Strategies for Teaching Challenging Topics

### 6.3.1. Introduction

Challenging topics can be made interesting and easy to teach if appropriate teaching strategies are used. To determine and use appropriate teaching strategies, adequate preparation for the lesson is needed. A good lesson preparation would help the teachers to teach well. What one can do is to discuss challenging topics with other teachers at the school.

It is always beneficial for teachers to share thoughts and ideas about challenging topics. By exchanging ideas, they can come up with a better strategy for teaching. Through discussion, teachers can improve their knowledge of subject content. Sharing difficulties and good practices of teaching challenging topics would benefit all.

It is advisable for teachers to discuss challenging topics from time to time. This does not have to be at a formal training setting that is held outside the school. This can be done at the school.

### 6.3.2. Using SBI/CBI for Challenging Topics

Although there are several ways for teachers to perform the above actions, one of the best ways is to use SBI/CBI. At SBI/CBI, teachers can share thoughts and ideas about strategies for teaching challenging topics. When they attend SBI/CBI meetings, teachers see a lesson demonstrated by one of their colleagues dealing with a challenging topic. This should help all teachers in their lesson preparations. After the demonstration lesson, teachers discuss the lesson conducted and consult one another. A CL is asked to facilitate the discussion while other teachers are also encouraged to do so. SBI/CBI provides good occasions for teachers to improve their knowledge and skills for the teaching of challenging topics. It should be also noted that the teachers can see how pupils take a lesson of a challenging topic.

To deal with challenging topics in SBI/CBI, the following basic steps can be applied.

Step 1: CL and teachers become aware of what challenging topics are.

Step 2: CL (or sometimes teachers) collects topics perceived by other teachers at the school as challenging.

Step 3: CL (or sometimes teachers) organizes a SBI/CBI.

Step 4: CL (or sometimes a teacher) conducts a demonstration lesson on a challenging topic and discuss for the improvement.

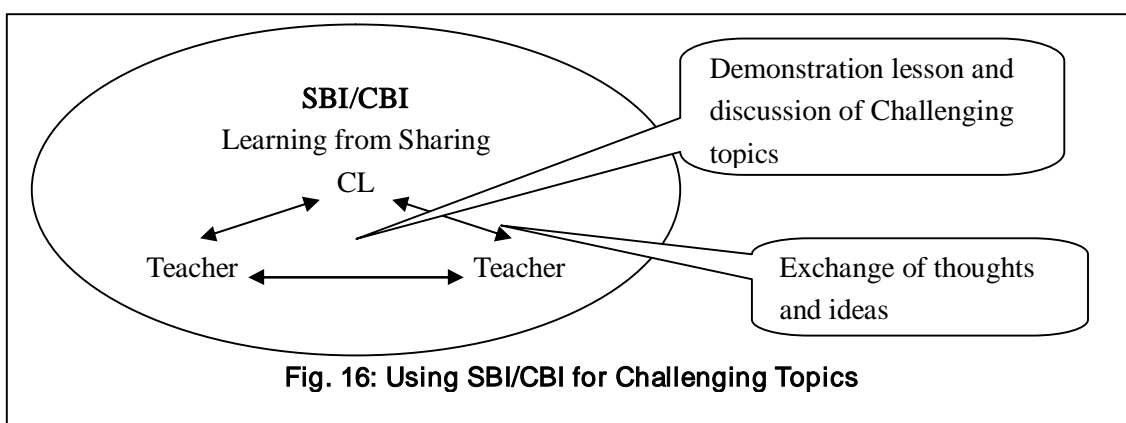
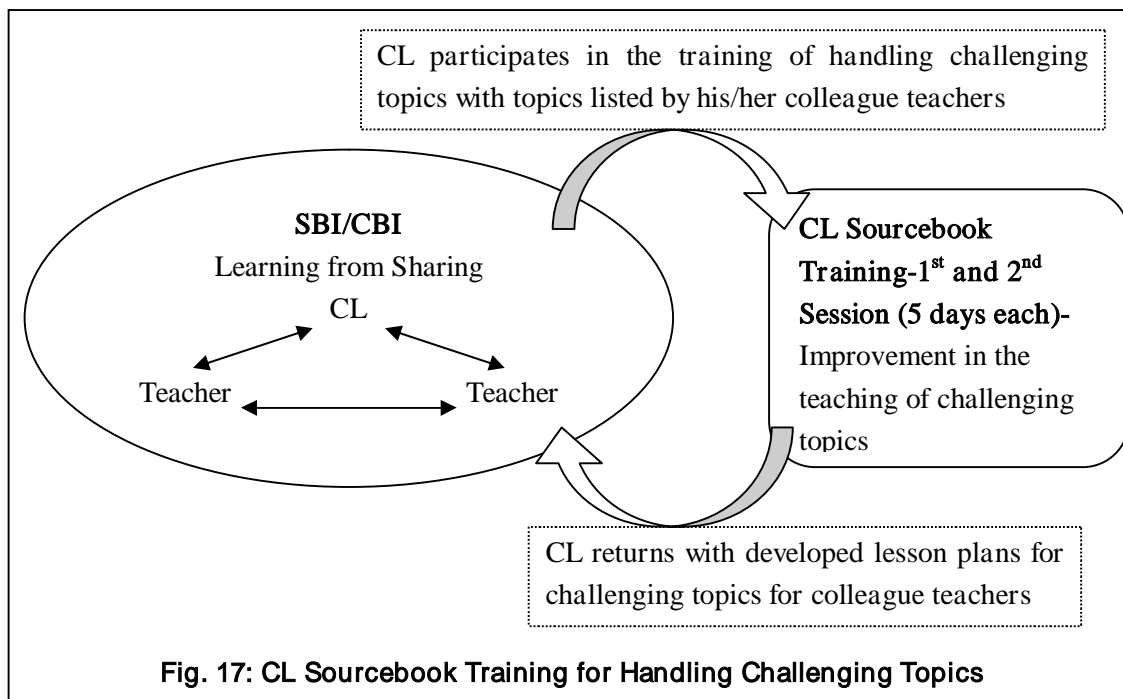


Fig. 16: Using SBI/CBI for Challenging Topics

### 6.3.3. Using CL Sourcebook Training for Treating Challenging Topics

The CL Sourcebook Training also offers an ideal opportunity for teachers as well as CLs to share thoughts and experience about challenging topics. Before the training, CLs are requested to list challenging topics with their colleague teachers. They discuss the challenging topics during the training, and try to develop a better way of teaching the topics. CLs go back to their schools with the developed lesson plans of challenging topics and teachers at the schools are expected to benefit from that in various ways.

Although there is **No Third Session** (of Sourcebook Training) programmed, it is significantly important for a CL to continue reflection and discussion with his/her colleagues at their own schools. They need to keep trying to improve SBI/CBI and their knowledge and skills for better teaching. One of the occasions for CLs and teachers to carry out another session can be **CBI**. Inviting teachers and CLs from other schools means there will be more to share. This should be an excellent opportunity for all.



#### 6.3.4. Using the Reference Resources for Teaching Challenging Topics

Whether at SBI/CBI, CL Sourcebook Training or at any other occasion, CLs and teachers are encouraged to refer to various resources when discussing how they can improve teaching and learning of challenging topics. CLs and teachers should make use of available resources and materials. In this respect, Module 4 (General Pedagogy) should be useful since the module is a reference book that provides helpful information for better teaching and learning. CLs and teachers should find the module useful particularly when they know in what area they want to improve teaching and learning of challenging topics.

For example, Good Primary Practices in Module 4 discusses questioning skills, the use of the chalkboard and so on. When CLs and teachers want to improve on questioning skills, they can look them up in the module for some theoretical explanation and examples of questioning skills.

When a discussion on challenging topics seems to require information on methods of teaching, Teaching and Learning Activities in Module 4 might be helpful. It describes some teaching methods such as activity method and the discussion method.

#### 6.3.5. Using Sample Lesson Plans on Challenging Topics

Sample lesson plans on challenging topics are given in modules 5 and 6 for the benefit of teachers. These lesson plans can be examined as samples.

Module 5 comprises samples for challenging topics in Mathematics. Module 6 comprises sample lesson plans for challenging topics in Science. Each module has two types of sample lesson plans, Type A and Type B. Sample lesson plans of Type A have additional information and teaching hints to those of Type B. The teaching hints suggest some practical teaching skills and methods relevant to a particular teaching point in the course of a lesson. For example, some questions relevant for achieving the core point are shown.

The CL and teachers can simply use some of the sample lesson plans for their SBI/CBI. They can also develop their own lesson plans for challenging topics using one of the samples as a model.

Once CL and teachers have become familiar with the sample lesson plans and their teaching and learning strategies, it is strongly recommended that CL and teachers start developing their own initiated lesson plans for challenging topics.

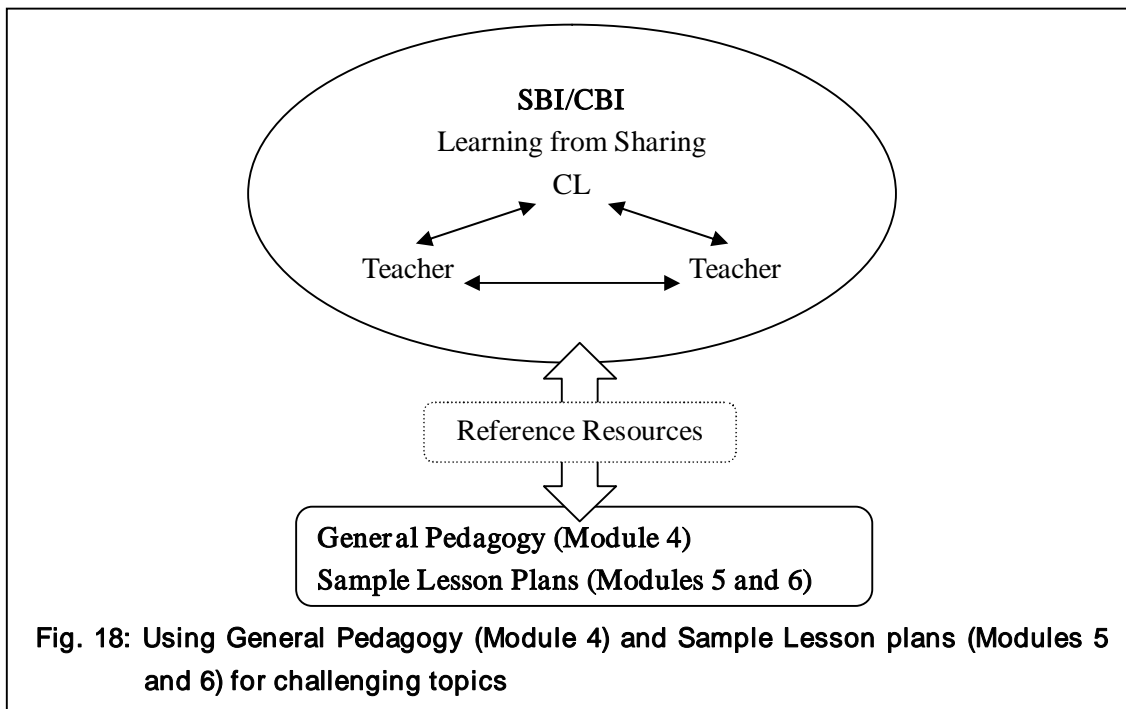


Fig. 18: Using General Pedagogy (Module 4) and Sample Lesson plans (Modules 5 and 6) for challenging topics

#### 6.3.6. Examples of general strategies for teaching challenging topics

##### Examples of general strategies for **lesson planning**

- Teacher should **prepare adequately** in advance before attempting to teach some of these topics. Where possible, they should consult other colleagues or experts in the field for more reliable and relevant information.
- Consult many curriculum materials for relevant and simple information about the challenging topics you are to teach.
- **Improvise** (Develop) relevant TLMs to make the lessons real and appealing to the pupils.
- Systematic teaching by translating the syllabus into **real life situations**. For examples, it is better to teach flowers when flowers are in season. It is best to teach a lesson on “Water” during the raining season when different types of water can be obtained.
- Organize field trips to help the pupils to learn about the challenging topics **through first-hand experience**.

##### Examples of general strategies for **lesson delivery**

- **Use pictures and charts** to explain difficult concepts when the concepts are abstract in nature.
- On systematic teaching of concepts, **start from easy topics** before teaching challenging topics.
- **Avoid difficult vocabulary**. The teacher should use simple scientific words. Use the local language to explain certain vocabulary.

## Appendix 1: Overview of INSET Programme

### 1. Overview of the Structure of INSET Programme

The structure of INSET programme comprises three levels, namely National, District and School levels. Each level has specific roles to play for the successful implementation of the programme. Their simplified structure is shown in Fig.19.

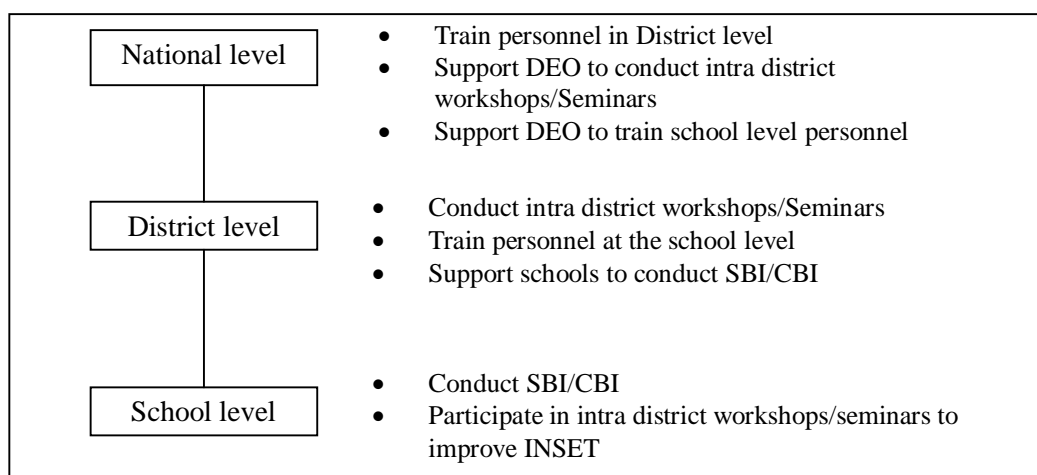


Fig. 19: Structure of INSET Programme

### 2. Guiding Documents Related to each level

Several documents have been prepared for the implementation of the whole INSET Programme. These are National Guidelines, and INSET Sourcebook which consists of six modules (the number of the modules may be increased in future). These documents provide the guides to implement INSET programme at national, district and school levels. The structure of the documents is shown in Fig.20.

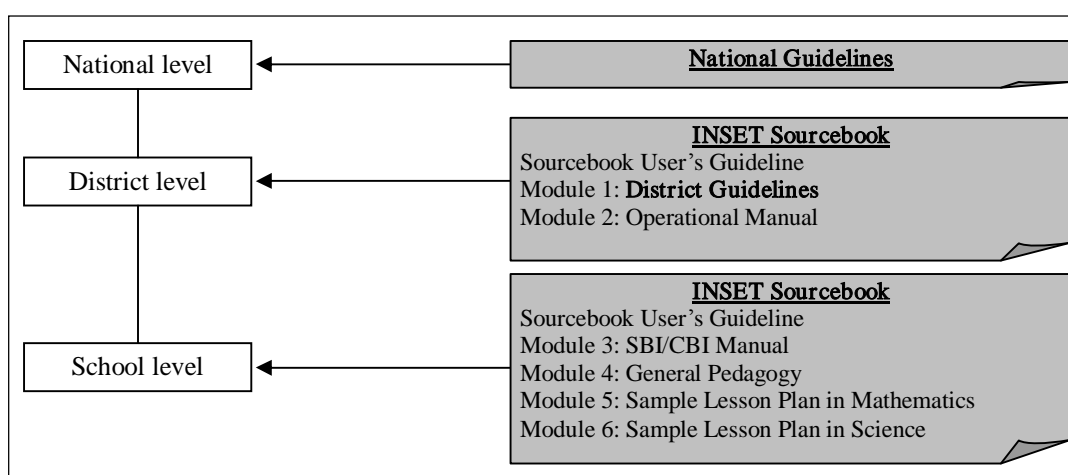
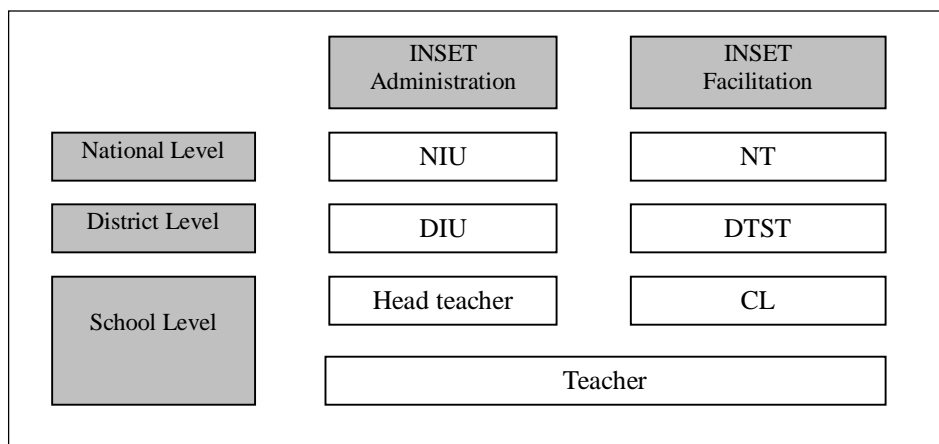


Fig. 20: Structure of guiding documents related to each level

### 3. Key Players of the INSET Programme

Personnel at each level are divided into two groups; one is responsible for administrative matters and the other is responsible for issues related to the facilitation of the INSET activities. Fig. 21 illustrates the two groups for administrative and facilitation matters at each level.

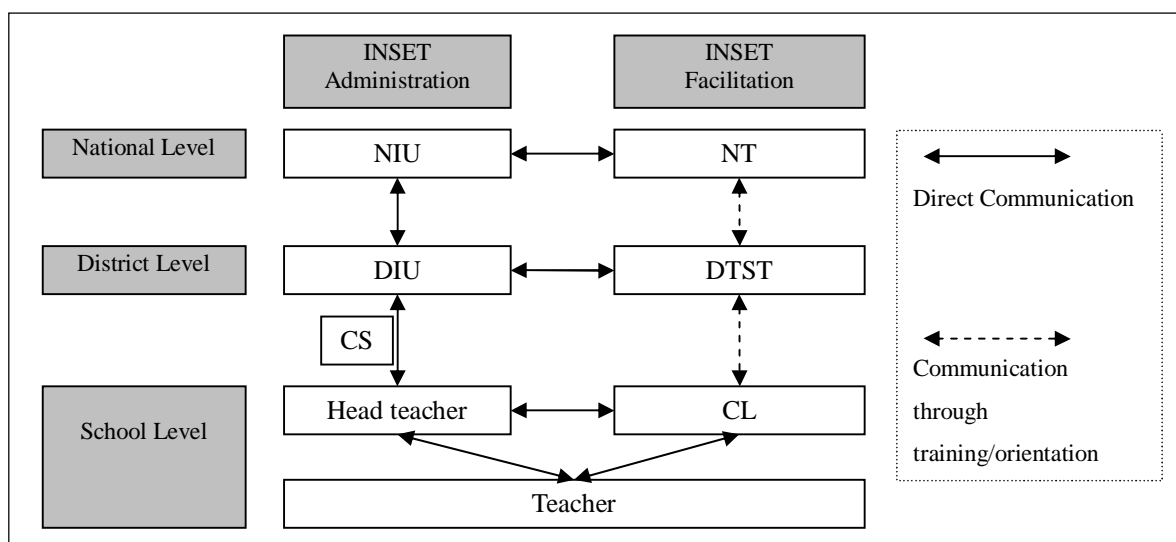


**Fig. 21: Personnel and their roles at each level of INSET**

For instance, at the national level, the National INSET Unit (NIU) is in charge of administration and the National Trainers (NT) take care of the facilitation of the INSET. At the district level, the District INSET Unit (DIU) is responsible for administration and District Teacher Support Team (DTST) takes care of the facilitation as well. The DIU belongs to District Education Office (DEO). Some of the DTST members also belong to DEO. At the school level, moreover, Head Teacher (HT) and Curriculum Leader (CL) mainly take responsibility of administration and the facilitation respectively.

### 4. Structure of INSET Programme

To implement INSET successfully, it is necessary to establish structured and standardised communication among the key players of the INSET programme. Fig. 22 shows a structure of such communication channel.



**Fig. 22: Structure of Communication Channel**

The groups of the personnel described in Fig.21 are the key players of the INSET programme. They give training/orientation to other key players of the INSET programme and they also

receive training/orientation from other key players. For example, National Trainers give training to DTST while CL and HT receive training/orientation activities from DTST. Figure 23 shows the flow of the training/orientation activities among the key players of the INSET programme.

The arrows indicate the directions of the flow of training/orientation activities. Some of the directions are from higher levels to subsequent levels. However, it should be noted that, SBI/CBI at the school level does not have to be this way at all. SBI/CBI places emphasis on collegial learning and sharing where teachers learn from their colleagues, i.e. teachers.

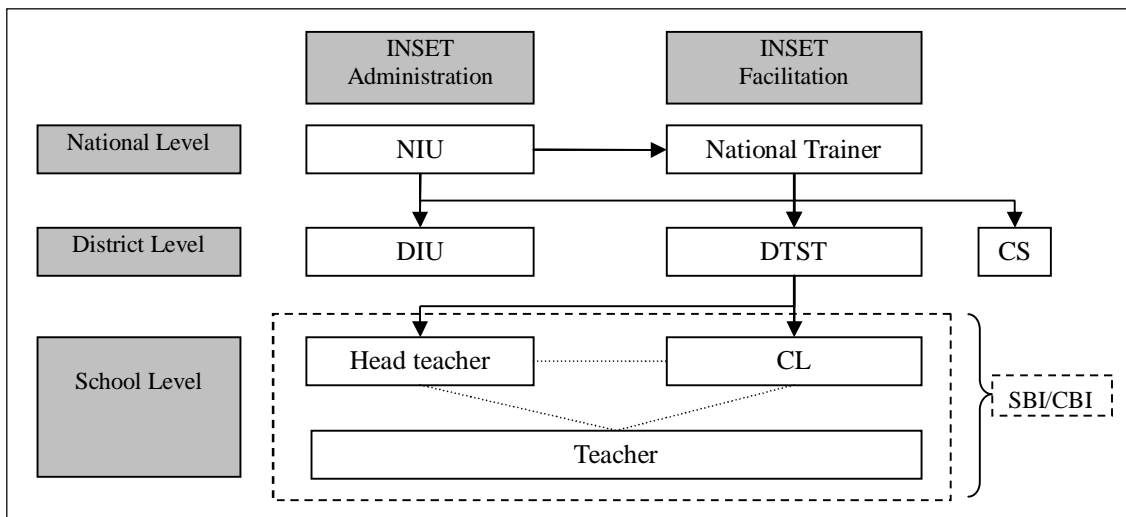


Fig. 23: Flows of training/orientations among the key players of the INSET programme

## 5. Information Management System

In order to improve INSET programme, there is the need to collect, store, share and utilize the information on the programme among all stakeholders. Well-managed information is easily analysed and shared among the stakeholders, and this leads to a better planning. To manage information effectively, it is important to standardise the procedure and items to be collected, so that all the stakeholders can understand who collects the information and how it is collected.

Information Management System is structured collection and management of relevant information. It is described in Fig. 24. The figure shows that there are two main lines of information-flow in the Information Management System:

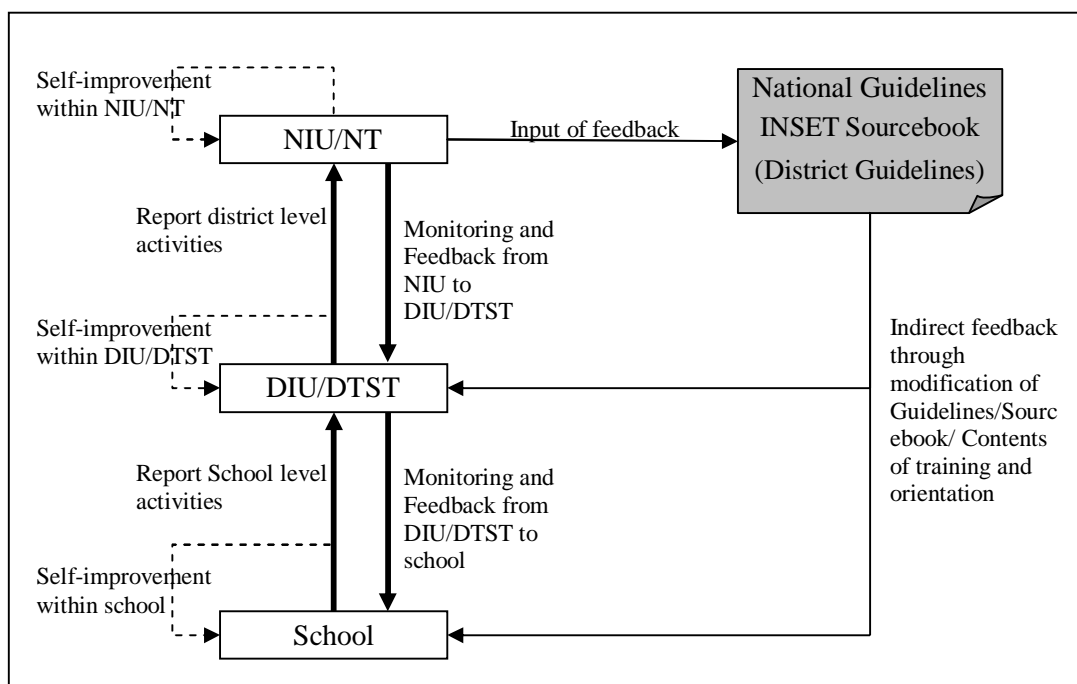
1. Flow of information for self-improvement (indicated in dotted arrows)
2. Flow of information for reporting to upper levels (indicated in bold arrows)

The first flow means the utilization of information for self-improvement at the school, district and national levels. Self-improvement involves the process whereby the facilitators will utilize lessons learnt to improve the following programmes within the same levels through analyzing the training/orientation programmes.

For instance, at the district level, we can regulate the planned budget better through analysing the information gathered that are related to all the training/orientation programmes within DEO. We can also make a better arrangement of time schedule and venue for the next year.

The second flow means to report information on the implemented INSET programmes to upper levels. Through reporting the information, the personnel at upper levels can be aware of the programmes at lower levels. If they are aware of that, not only can they give the personnel at the lower levels some feedback in order to improve the following programmes, but can also revise

and enrich the National Guidelines and INSET Sourcebook (District Guidelines) based on the concrete experience of conducting INSET programme.



**Fig. 24: Information Management System**



## Appendix 2: Forms for SBI/CBI Activities

### List of Forms

Form 1	CL Recommendation Form	p.42
Form 2	SBI/CBI Annual Plan Sheet	p.43
Form 3	SBI/CBI Session Planning Sheet	p.44
Form 4	SBI/CBI Demonstration Activity Format	p.45
Form 5	Activity Observation Sheet	pp.46-47
Form 6	Record of Post-Activity Discussion Session	pp.48-49
Form 7	SBI/CBI Implementation Summary	p.50
Form 8	SBI/CBI Data Sheet	p.51
Form A	School Performance Improvement Plan	p.52
Form B	Request Form	p.53
Form C	Advance Form	p.54
Form D	Accounting for Advance Form	p.55
Form E	Honour Certificate	p.56
Form F	Cash Book	p.57
Form G	Monthly Expenditure Returns	p.58
Form H	Activity Completion Report	p.59
Form I	Termly Status Report	p.60

## CL RECOMMENDATION FORM

1. Date: .....

2. Name of School: .....

3. Basic Information on CL:

Name of Recommended Teacher: .....

Age: .....years old

Sex: Male / Female

Certification: .....

Teaching Experience: ..... years

Interest in Subject Matter: Enough / Not enough

Knowledge of Subjects (Math & Sci): Enough / Not enough

4. Recommendation (in terms of attendance in INSET, instruction skills, leadership skills, motivation and cooperation, etc.):

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.....  
Signature of Headteacher

.....  
Signature of DTST who has approved

.....  
Name of Headteacher

.....  
Name of DTST



## SBI/CBI SESSION PLANNING SHEET

General Information		
School (hosting and invited):	CL (of host school):	
Date/Year/Term:	Time:	Session:
Type of Activity:   Lesson Study   Peer Teaching   TLM Preparation/usage		
Themes of the Session:		
Demonstration Activity		
Demonstrator:	Class:	Subject:
Topic/Sub-Topic:		
Necessary Materials/Items		
TLM Resources:		
Equipment to be provided in the classroom:		
Others (for Pre/post-activity Discussion etc):		
List of Participants (and schools)		

## SBI/CBI DEMONSTRATION ACTIVITY FORMAT

General Information		
School:	Demonstrator:	
Date/Year/Term:	Time:	Session:
Type of Activity: Demonstration Lesson    Peer Teaching    TLM Preparation/usage		
Class:	Subject:	
Points on the Demonstration Activity		
Topic/Sub-Topic:		
Rationale for choice of Topic/Sub-Topics:		
Viewpoints from Observers:		
Summary of the Lesson Plan or TLM Plan		
Objectives:		
Teaching/Learning Activities & Materials (in brief):		
Core Points:		
Evaluation/Exercise:		

**Note:** To be prepared by the demonstrator to submit with the lesson plan to the CL

## ACTIVITY OBSERVATION SHEET (Specific)

School: ..... Date: ..... Time: ..... – .....

Observer: ..... Demonstrator: .....

Type of the Activity: Demonstration Lesson Peer Teaching TLM Preparation/usage

Class: ..... Subject: .....

Topic/Sub-topic: .....

Objectives of the Activity: .....

Put your comments (Strong Points/Points for Discussion) in terms of the themes for the session, so that the post-activity discussion will be enriched. The themes are supposed to be given by the facilitator of the session in the pre-activity discussion.

### Themes for the Session:

### Strong Points:

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### Points for Discussion:

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### Lessons Learned for Subsequent Teaching and Learning:

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# ACTIVITY OBSERVATION SHEET

(based on Performance Standard)

School:..... Date:..... Time:..... –  
 Observer:..... Demonstrator:.....  
 Class:..... Subject:.....  
 Type of Activity: Demonstration Lesson Peer Teaching TLM Preparation/usage.....  
 Topic/Sub-topic:.....  
 Objectives of the Lesson:.....

Indicate by ticking (✓) in the appropriate box how far the demonstrator has achieved each of the following viewpoints.

(Degree: 1-Not achieved, 2-Minimally achieved, 3-Partially achieved, 4-Fully achieved)

Instructional Planning Skills	1	2	3	4
• Well laid out plans with well coordinated features (clear and ‘SMART’ objectives) S-Specific, M-Measurable, A-Achievable, R-Relevant, T-Time-bound				
• Well stated core points clarifying main skills and/or concepts				
• Logical sequencing of teaching and learning activities				
• Indicates appropriate stages in lesson plan where TLMs are used				
• Provides varied teacher learner activities (e.g. group work, role play etc)				
Teaching Methodology and Delivery	1	2	3	4
• Uses language appropriate to the level of pupils				
• Writing on chalkboard is systematically organized				
• Writing on chalkboard is easy to read				
• Chalkboard is used to summarise important or core points of lesson				
• Questioning techniques place emphasis on ‘why’ and ‘how’ questions to promote higher order cognitive responses				
• Offers feedback to pupils’ responses that promote further or better understanding (does not simply tell pupils their answers are right or wrong)				
• Relevant and appropriate use of TLMs by either teacher or pupils				
• Introduces activities to promote pupils’ active participation				
• Uses activities that are related to lesson objectives/core points				
• Uses activities to help pupils understand new concepts				
• Evaluation of pupils closely related to core points/objectives of lesson				
Classroom Organisation and Management	1	2	3	4
• Arranges class to suit learning activity (e.g. group work activity in or outside the classroom)				
• Uses appropriate class control measures (e.g. appointment of group leaders, free movement of teacher in class etc.)				

**Notice: Please keep a record of your comments at the back of the sheet.**

## Record of Post-Activity Discussion Session

**Major Comments from Demonstrator**

**Comments by Colleague Teachers (based on their Observation Sheets)**

**Discussion Summary**



**Discussion Summary (continued)**

**Comments by Head Teacher**

**Lessons Learned for Subsequent Teaching and Learning (Participants):**

**Lessons Learned for Subsequent Teaching and Learning (Demonstrator/CL/HT):**

## SBI/CBI Implementation Summary

School:..... Date:..... Time:..... – .....

Observer:..... Demonstrator:.....

Type of the Activity: Demonstration Lesson Peer Teaching TLM Preparation/usage .....

Class:..... Subject:.....

Topic/Sub-topic:.....

Objectives of the Activity:.....

### 1. Questions about activity administration

Was the venue appropriate (capacity and location) to the participants?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, please explain the reasons.		
Was the date and time the same as planned?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, please explain the reasons.		
Were necessary handouts distributed adequately?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, please explain the detail and its reasons.		
Was the number of the participants as planned?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, what are the reasons of their absence?		

### 2. Implementation Challenges

Please describe implementation challenges of SBI/CBI activity.

### 3. Record of Post-Activity Discussion Session

Please attach Record of Post-Activity Discussion Session.

## SBI/CBI Data Sheet

School:	District:
---------	-----------

### 1. Activity Information

SBI <input type="checkbox"/> CBI <input type="checkbox"/>	Class:
Number of the Participants / Total Number of Teachers:	
Date:	Time:
<b>Type of Activity (Tick One) :</b> <input type="checkbox"/> Lesson Study <input type="checkbox"/> Peer Teaching <input type="checkbox"/> TLM Preparation/Usage	
<b>Subject (Tick One):</b> <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> English <input type="checkbox"/> Other (specify):	
Name of Demonstrator:	
Topic/Sub-Topic:	
Objectives /Purpose of the Session:	
Names of the Participants:	

### 2. Budget

Items	Budget	Actual Amount Spent	Amount Left
Total Amount			

Name: \_\_\_\_\_

# SCHOOL CAPITATION GRANTS

## SCHOOL PERFORMANCE IMPROVEMENT PLAN

DISTRICT: .....

NAME OF SCHOOL: .....

COMPONENT/TARGET	ACTION TO BE TAKEN	WHO IS RESPONSIBLE	RESOURCES NEEDED	TIME FRAME	WHO MONITORS
1 IMPROVING ACCESS i enrolment drive ii support for the needy					
2 PROVISION OF TEACHING AND LEARNING MATERIALS Adequate textbooks esp. English and Maths, cardboards, felt pens, clock, strings, crayons etc					
3 SCHOOL MANAGEMENT i update site plan and inventory for school ii provision of stationery iii effective SMC/PTA iv effective administration v maintaining discipline					
4 COMMUNITY AND SCHOOL RELATIONSHIP i organise school visits ii organise communal labour iii effective PTA meetings iv provide welfare service to teachers					
5 SCHOOL FACILITIES i provide desks to school ii rehabilitate classroom iii provide toilet and urinal to school iv provide equipment for games					

## SCHOOL CAPITATION GRANTS REQUEST FORM

Name of School: \_\_\_\_\_

Based on the School Performance Improvement Plan, I/we request for the release of funds for the performance of the following activity/(ies):

Activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Amount: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Approval:

Head teacher: \_\_\_\_\_

SMC Chairman: \_\_\_\_\_

# SCHOOL CAPITATION GRANTS

## ADVANCE FORM

DATE

No. ....

NAME OF SCHOOL .....

In consideration of your application for the release of funds for the performance  
of .....

you are hereby advanced an amount of .....

as per cheque No. .... for same.

Kindly account for the money latest .....

.....  
Signature of Recipient

.....  
Signature of Headteacher

.....  
Name of Recipient

.....  
Name of Headteacher

## SCHOOL CAPITATION GRANTS ACCOUNTING FOR ADVANCE FORM

DATE

ADVANCE FORM REF. NO

Kindly find attached:

Receipts totalling.....

honour certificates totalling.....

cash amounting to.....

in full discharge of the Advance as per the above reference number.

.....  
Signature of Officer

.....  
Approved by Headteacher

.....  
Name of Officer

.....  
Name of Headteacher

# SCHOOL CAPITATION GRANTS HONOUR CERTIFICATE

I ..... in the interest of the Service purchased the items listed below for which no official receipts were obtainable.

DATE	DETAILS OF ITEMS	QTY	UNIT PRICE	TOTAL COST
		TOTAL		

Totalling: .....

TEACHER/OFFICER VOUCHING

Approved by \_\_\_\_\_  
Headteacher



## SCHOOL CAPITATION GRANTS

# CASH BOOK

[illegible]

# SCHOOL CAPITATION GRANTS

## MONTHLY EXPENDITURE RETURNS

School:

Reporting Period:

Term: .....

Month of:

Date of Report:

1. Amount received from District to date for Term.

Tranche 1 .....

Tranche 2 .....

Tranche 1 .....

Total: .....

2. How was the money spent: indicate each activity and budget cost involved as stated in your SPIP, as well as actual costs.

No	Description of Activity/Activities	Budget	Actual Amount Spent	Amount Left
1				
2				
3				
4				
5				
6				
	Total Amount			

I certify that I have checked this report against all presented receipts

.....

Signature of Headteacher

.....

Attach copy of bank statement for the period

## SCHOOL CAPITATION GRANTS ACTIVITY COMPLETION REPORT

1 Name of School: .....

2 Target Group: .....

3 Activity: .....

4 Location, Duration and Time of Activity

Venue	Start Date	Finish Date	No of Days

5 Budget

Original Estimates	Total amount Spent	Balance

6 What was the overall assessment of the activity completed? Tick where appropriate.

Excellent	Very Good	Fair	Poor

7 Comments: .....

.....

8 What problems did you encounter in implementing this activity?

.....

Any other comments?

eg: what did you learn from doing this activity? What will be changed if this activity is to be done again? What follow up will you do for this activity?

.....

.....

.....  
Signature of Headteacher

# SCHOOL CAPITATION GRANTS

## TERMLY STATUS REPORT

1 Name of School: .....

2 Term: FROM:..... TO:.....

3 Status of Planned Activities

No	List of Activities in SPIP	Status			
		completed	On-going	Not-started	Suspended
1					
2					
3					
4					
5					
6					

4 What planned activities were not covered? .....

.....  
 .....  
 .....

Give reasons: .....

.....  
 .....  
 .....  
 .....

.....  
 Signature of Headteacher