

Users' Guide

Users:

Users of the Sourcebook.

Objective of this Module

The Users' guide is to assist Sourcebook users to select the right modules and utilise the modules effectively for particular INSET activities.

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Abbreviation

This abbreviation is for all the module of the Sourcebook.

AAP:	Annual Action Plan
ACS:	Activity Completion Sheet
AD:	Assistant Director
ADEAP:	Annual District Education Action Plan
ADPR:	Annual District Performance Report
APR:	Annual Progress Report
CBI:	Cluster-based INSET
CL:	Curriculum Leaders
CP:	Course Prefect
CPD:	Continuous Professional Development
CS:	Circuit Supervisors
DA:	District Administrations
DDE:	District Director of Education
DEO:	District Education Office
DIU:	District INSET Unit
DTST:	District Teacher Support Team
EMIS:	Education Management Information System
FQS:	Feedback Questionnaire Sheet
GER:	Gross Enrolment Ratio
GES:	Ghana Education Service
GOG:	Government of Ghana
HT:	Head Teacher
INSET:	In-Service Training
IPPD:	Integrated Personnel Payroll and Database
JICA:	Japan International Cooperation Agency
JSS:	Junior Secondary School
CLPS:	Curriculum Leaders Performance Standards
M&E:	Monitoring and Evaluation
MGC:	Multi-grade Class
MGT:	Multi-grade Teaching
MOE:	Ministry of Education
MTEF:	Medium Term Expenditure Framework
NGO:	Non-Governmental Organization
NIU:	National INSET Unit
P.E.:	Physical Education
PP:	Planning Paper
PS:	Performance Standards
PTA:	Parent and Teacher Association
R.P.K.:	Relevant Previous Knowledge
RDE:	Regional Director of Education

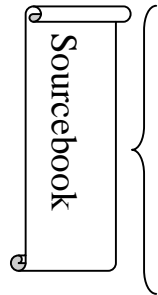
ROOT:	Record of Orientation / Training for HT and CL
SBI:	School-based INSET
SMART:	Specific, Measurable, Achievable, Relevant and time-bound
SMC:	School Management Committee
SPIP:	School Performance Improvement Plans
SSS:	Senior Secondary School
STM Project:	Project of Improvement of Educational Achievement in Science, Technology and Mathematics in Basic Education
TED:	Teacher Education Division
TLM:	Teaching and Learning Materials
TTC:	Teacher Training College
WSD:	Whole School Development

1. Introduction

The Sourcebook is used as a source of guide in various activities of the INSET programme. It is expected that a wide range of personnel involved in the INSET programme utilise the Sourcebook.

1.1. Modules in the Sourcebook

The Sourcebook comprises 6 modules and each module has different purposes and target users. Figure 1 shows the title of each module.



Modules	Titles
Module 1	District Guidelines
Module 2	Operational Manual for District Level INSET
Module 3	School-based and Cluster-based INSET Manual
Module 4	General Pedagogy
Module 5	Sample Lesson Plans in Mathematics
Module 6	Sample Lesson Plans in Science

Figure 1: Title of Each Module

It should be noted that a user is provided with the only modules that he/she needs. A user does not receive modules irrelevant to the INSET activities that he/she is involved in. This is to minimise the cost of provision of Sourcebook and also to make Sourcebook user-friendly.

1.2. Purposes of Each Module

This section briefly explains the purposes of the modules. For further explanations about the purposes, read “The Objectives of this Module” written in the cover page of each module.

Module 1 (District Guidelines) is a set of guidelines for the INSET activities at the district level (as well as the school level). It describes the overview of the INSET programme, roles and responsibilities of the stakeholders and activities of INSET programme at the district and the school level. It is expected that, in various activities at various levels, this module will be used as a source of basic information about the INSET programme. It should be noted that the National level INSET activities are dealt with in the National Guidelines, which is not included in the Sourcebook.

Module 2 (Operational Manual for District Level INSET) is a manual that describes the general operation of the INSET activities at the district level. It elaborates how the INSET activities can be planned, implemented and evaluated efficiently. The **Appendix 1** provides procedures and content of specific INSET activities. These are:

HT Orientation, CL Orientation, CL Sourcebook Training, Information Exchange Seminar, Annual Implementation Workshop, Examples of Workshops/Meetings and Field Monitoring for SBI/CBI.

Module 3 (School-based and Cluster-based INSET) is a manual that explains how School-based and Cluster-based INSET (SBI/CBI) are planned, implemented and monitored. The module focuses on a concept that teachers improve themselves from sharing lesson preparation, implementation and discussion.

Module 4 (General Pedagogy) is a reference book that provides the users with helpful information for better teaching and learning. The module describes how teachers can develop lesson plans and practice adequate lesson preparation as well as how teachers can conduct lessons effectively. It also depicts subject-specific teaching skills that users can refer to when needed. The module uses several examples of the skills and methods for the sake of explanation; however, those who need more practical examples are advised to also refer to Modules 5 and 6, which elaborate how to use some of those skills and methods in actual lessons. It is recommended that the users refer to some sections of Module 4 when they are involved in SBI/CBI and CL Sourcebook Training.

Modules 5 and 6 (Sample Lesson Plans in Mathematics and Science) comprise sample lesson plans of challenging topics. While Module 5 deals with challenging topics in Mathematics, Module 6 deals with challenging topics in Science. The sample lesson plans are in accordance with the MOE Teaching Syllabus for Mathematics (Primary School) and Integrated Science (Primary 4-6). Each module has 2 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. With the extra information, the sample lesson plans of Type A should be very helpful when preparing and implementing demonstration lessons. The sample lesson plans of Type B, with less volume, may be realistic samples for teachers to refer to when they develop their lesson plans.

2. Guide for Selecting Modules

Users need to select modules depending on the INSET activity that they are involved in. This section helps each user to determine which modules are needed for a particular INSET activity.

2.1. The Users of the Sourcebook

Table 1 shows the major users of the Sourcebook.

Table 1: Users of the Sourcebook

Level	User
District	<ul style="list-style-type: none"> – District INSET Unit (DIU) – District Teacher Support Team (DTST)
School	<ul style="list-style-type: none"> – Head Teachers (HT) – Curriculum Leaders (CL) – Teachers

The following describes modules needed for a particular INSET activity with regard to users.

2.2. District INSET Unit (DIU)

Table 2 shows the modules that the DIU needs to use depending on INSET activities.

Table 2: Selecting Modules for DIU

User	Modules	INSET activities involved in
DIU	Module 2	General administrative matter of District Level INSET
	Appendix 1 of module 2 (Activity 4)	Information Exchange Seminar
	Appendix 1 of module 2 (Activity 5)	Annual Implementation Workshop
	Appendix 1 of module 2 (Activity 6)	Examples of Workshops/Meeting

DIU uses Module 2 for various administrative matters relating to INSET provision at the district level. DIU should utilise the module when planning, implementing and evaluating the INSET activities. Specifically, DIU needs to use designated sections of Module 2 for the particular INSET activities shown below.

Information Exchange Seminar: When preparing Information Exchange Seminar, DIU is supposed to use the Appendix 1 of Module 2 (Activity 4), which describes the specific content

of Information Exchange Seminar.

Annual Implementation Workshop: When preparing Annual Implementation Workshop, DIU should use the Appendix 1 of Module 2 (**Activity 5**), which explains the specific content of Annual Implementation Workshop.

Examples of Workshops/Meetings: When preparing some other necessary workshops, DIU can refer to the Appendix 1 of Module 2 (**Activity 6**), which presents several examples of workshops and meetings that DIU might want to organise.

2.3. District Teacher Support Team (DTST)

Table 3 shows the modules that the DTST needs to use depending on INSET activities.

Table 3: Selecting Modules for DTST

User	Module	INSET activities involved in
DTST	Module 2	General information relating to the facilitation of District Level INSET
	Appendix 1 of Module 2 (Activity 1)	HT Orientation
	Appendix 1 of Module 2 (Activity 2)	CL Orientation
	Appendix 1 of Module 2 (Activity 3), Modules 3, 4, 5 and 6	CL Sourcebook Training (1 st and 2 nd)
	Appendix 1 of Module 2 (Activity 7)	Field Monitoring for SBI/CBI

DTST should use Module 2 for facilitating various INSET activities that they are responsible for. Specifically, DTST needs to use designated sections of Module 2 and other modules for the particular INSET activities shown below.

HT Orientation: When preparing HT Orientation, DTST is supposed to use the Appendix 1 of Module 2 (**Activity 1**), which elaborates the specific content of HT Orientation.

CL Orientation: When planning CL Orientation, DTST should use the Appendix 1 of Module 2 (**Activity 2**), which explains the specific content of CL Orientation.

CL Sourcebook Training: DTST should use the Appendix 1 of Module 2 (**Activity 3**) for CL Sourcebook Training. For the training, DTST also needs to comprehend Module 3, SBI/CBI Manual, since the CL Sourcebook Training is to describe SBI/CBI. In addition, DTST should refer to Module 4, 5 and 6 for SBI/CBI demonstration activities (lessons), which is the major content that the training is to deal with.

Field Monitoring for SBI/CBI: When going Field Monitoring for SBI/CBI, DTST should use the Appendix 1 of Module 2 (**Activity 7**), which explains the procedure of the monitoring.

2.4. Head Teacher (HT)

Table 4 shows the module that the HT needs to use for the INSET activity.

Table 4: Selecting Modules for HT

User	Module	INSET activities involved in
HT	Module 3	School-based/Cluster-based INSET (Administration)

HT should use Module 3 for administrative matters concerning SBI/CBI.

2.5. Curriculum Leaders (CL)

Table 5 shows the modules that the CL needs to use, depending on the roles that he/she plays at the INSET activity.

Table 5: Selecting Modules for CL

User	Module	INSET activities involved in
CL	Module 3	School-based/Cluster-based INSET (Facilitation)
	Modules 4, 5 and 6	School-based/Cluster-based INSET (Demonstration Activity)

CL should use Module 3 for facilitating SBI/CBI. CL can also seek relevant information about general teaching and learning methods in Module 4 when preparing SBI/CBI activities. In addition, sample lesson plans in Modules 5 and 6 can be used or modified for SBI/CBI demonstration lessons.

2.6. Teachers

Table 6 shows the modules that the teachers need to use at the INSET activity.

Table 6: Selecting Modules for Teachers

User	Related Module	INSET activities involved in
Teacher	Modules 4, 5 and 6	School-based/Cluster-based INSET (Demonstration Activity)

Teachers can also seek relevant information about general teaching and learning methods in Module 4 when preparing SBI/CBI activities. In addition, sample lesson plans in Modules 5 and 6 can be used or modified for SBI/CBI demonstration lessons.

3. Guide to the Effective Use of the Modules

3.1. Module 1 (District Guidelines)

Since Module 1 has not been designed as a training manual for a particular INSET activity, it will not be used as the main module for any INSET activity. However, reference should be made to it for extra information and clarification whenever INSET implementers require basic information about the INSET programme.

3.2. For SBI/CBI

As shown in Tables 5 and 6, it is very important that CL and teachers make good use of Modules 4, 5 and 6. Wise use of the modules helps them to conduct beneficial SBI/CBI.

Use of Module 4 for SBI/CBI

Module 4 (general pedagogy) deals with several aspects of teaching and learning, each of which can be an objective of SBI/CBI. CL can refer to Module 4 when he/she designs an objective for SBI/CBI, i.e. a theme for SBI/CBI.

Because Module 4 also provides users with specific skills of teaching and learning, CL and teachers can refer to Module 4 when they try to develop lesson plans for challenging topics. It is expected that Module 4 will give an idea of how to tackle the challenging topic.

Use of Modules 5 and 6 for SBI/CBI demonstration activity (lesson)

Modules 5 and 6 comprise sample lesson plans for challenging topics. CL and teachers can simply use some of the sample lesson plans for their SBI/CBI. They might find that the sample lesson plans of Type A are more helpful and useful than those of Type B because the lesson plans of Type A give a detailed explanation of how to teach.

They are also expected to develop their own lesson plans for a challenging topic 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.

3.3. Module 4 and Practical Modules 5 and 6

If users of Module 4, 5 and 6 pay attention to the relationship among the modules, it will benefit the users a lot. The relationship is clarified below.

While Module 4 provides readers with general pedagogy, Modules 5 and 6 put these skills and methods into practice in actual lessons. For example, a part of Module 4 discusses questioning skills and explains their importance and general usage, Modules 5 and 6 elaborate on the specific uses of these questioning skills in a real lesson. Using sample lessons from the syllabi, Modules 5 and 6 present how general pedagogy in Module 4 can be put into action.

Using Modules 5 and 6 after Module 4

Users of Module 4 can find more **practical and specific** teaching and learning approaches in Modules 5 and 6. Users of Module 4 should acquire concrete ideas for teaching and learning after studying the sample lessons of Modules 5 and 6.

Using Module 4 after Modules 5 and 6

In contrast, when users of Modules 5 and 6 seek information about **general** teaching and learning approaches, they should refer to Module 4. Studying Module 4 should help them to obtain broad ideas of teaching and learning.

3.4. English as a Teaching Tool

A section of Module 4 theoretically highlights the use of English language as a teaching tool for other subjects. On the other hand, sections of the sample lesson plans in Modules 5 and 6 elaborate the practical use of English language in actual lessons. Using sample lessons from the syllabi, Modules 5 and 6 present how the use of English as a teaching tool written in Module 4 can be put into practice in actual lessons.

4. Guide to the Revision of the Sourcebook

The Sourcebook is to be revised. As the INSET programme continues, the educational situation in Ghana may change. In addition to that, there might be some particular needs depending on the situation of a district. In that case, the revision should take the needs into consideration. The revision of the Sourcebook should reflect those changes and needs.

4.1. Feedback for Revision

In the INSET programme, all users have opportunities to give feedback about the Sourcebook. In order to develop a better Sourcebook in a revision process, it is important that users of the Sourcebook actively give honest and constructive feedback. Feedback from people who actually use the Sourcebook will be highly appreciated. The Information Management System of the INSET programme will play the role of collecting the feedback. The NIU will utilise the feedback and make the necessary changes accordingly when revising the Sourcebook.

The revision can be done on module basis, rather than revising the whole Sourcebook. This should keep the cost and time of the revision to the minimum.

4.2. Modules to Revise

While all the modules of the Sourcebook can be revised, some modules need to be given a more serious attention.

Adding Lesson Plans developed by CL and teachers

Modules 5 and 6, presenting sample lesson plans for challenging topics, should be built up by adding more sample lesson plans. CL and teachers must be encouraged to develop these lesson plans. CL and teachers have opportunities to develop lesson plans for challenging topics when preparing their SBI/CBI. Besides, CL can improve lesson plans when discussing the challenging topics with other CLs in CL Sourcebook Training.

When developing lesson plans for challenging topics, CL and teachers are first recommended to refer to the sample lesson plans of **Type B** in Modules 5 and 6, making similar lesson plans of Type B. Those are relatively simple and easier to make than those of Type A.

Some of the lesson plans developed by CL and teachers should be added to the modules through revision of National INSET unit.

Modules for new subjects

Although the current Sourcebook deals with two subjects, Science and Mathematics, other subjects should be added, as the INSET programme progresses. For instance, a new module can be developed for sample lesson plans for English to form Module 7. The INSET programme anticipates that teachers will give feedback informing which subject modules are needed and should be added to the Sourcebook.

4.3. Content of the Sourcebook and the GES Handbooks

A baseline study of the INSET programme has revealed that actual delivery procedures of INSET activities are not in line with some of the contents of the GES handbooks (i.e. the Addendum to Headteachers' Handbook, etc). Accordingly, the current version of the Sourcebook has been developed taking those findings into consideration. As a result, the

Sourcebook differs from the content of the GES handbooks in some aspects. With regard to INSET, the Sourcebook contains latest information regarding teaching and teacher education. Thus, it is recommended that especially, personnel involved in INSET use the Sourcebook.

4.4. Updating the Sourcebook

As the Sourcebook is to be revised periodically, the content of the Sourcebook is subject to change. It means that users of the Sourcebook need to keep updating the Sourcebook. In the process of updating, only modules that have been revised will be made available to users.

It will be the responsibility of the DIU to distribute new versions of the modules. After receiving a revised version of the modules from the NIU, the DIU is requested to make copies of the modules and distribute them to the users. The number of copies should be decided depending on the actual need of the district. It is important that DIU takes the cost into consideration.