

Module 1: District Guidelines

Users:

All personnel at the district level

Objectives of this 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 and levels, this module will be used as a source of basic information about the INSET programme.

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

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1. Introduction

The INSET programme is supposed to be established on the INSET Policy of Basic Education. However, as the operation of the policy is still at the initial stage, the INSET programme aims at developing the prototype of what the INSET Policy seeks to institutionalise. The programme will involve a variety of stakeholders from the school, district and national levels, and those stakeholders are expected to make a large contribution to the implementation of the programme as well as the development of the policy.

National Guidelines and INSET Sourcebook have been developed to support the programme. The relation between the policy and the related documents is shown in Figure 1.

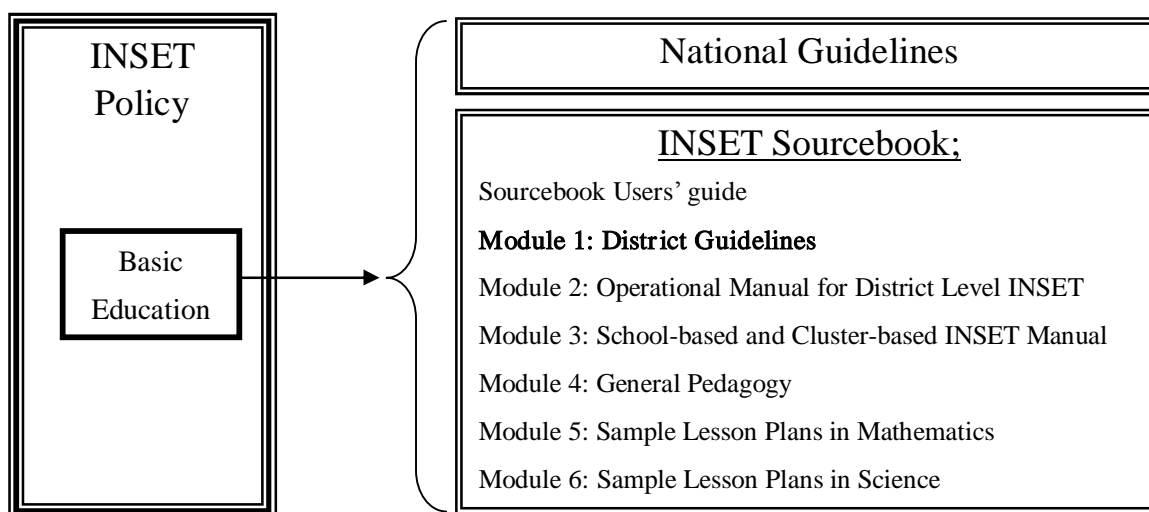


Figure 1: Relation between INSET Policy and Related Documents

The purpose of the district guidelines is to give an overview of the organizational structure of the INSET programme at the district level, so that all the stakeholders at the level can understand what kinds of activities are expected to be implemented at the district level, which of the stakeholders is responsible for each activity in the district.

The content of the district guidelines is as follows:

- Overview of INSET Programme
- INSET Roles and Responsibilities
- Activities of INSET Programme at the District Level

2. Overview of INSET Programme

2.1. Overview of the Structure of INSET Programme

The structure of the INSET programme comprises three levels, namely National, District and School levels. Each level has specific roles to play towards the successful implementation of the programme. Their simplified structure is shown in Figure 2.

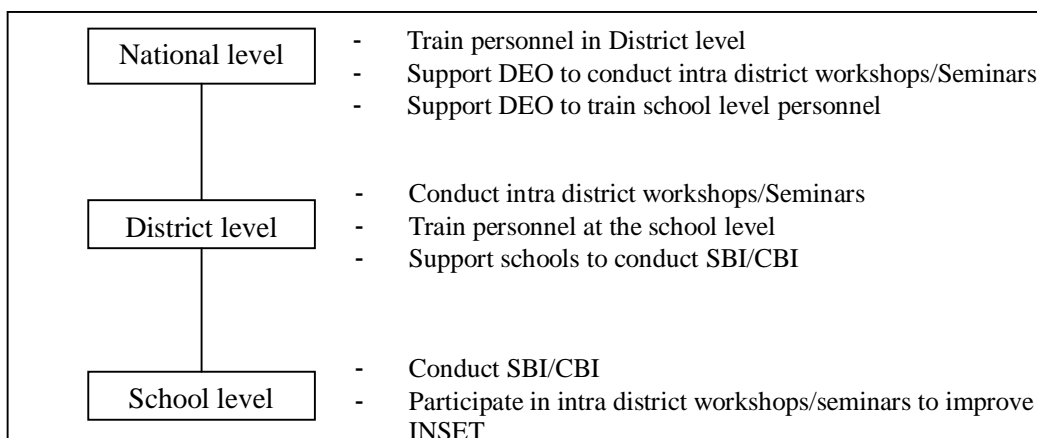


Figure 2: Structure of INSET Programme

2.2. 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 modules may be increased in the future). These documents provide a guide for implementing the programme at the national, district and school levels. The structure of the documents is shown in Figure 3.

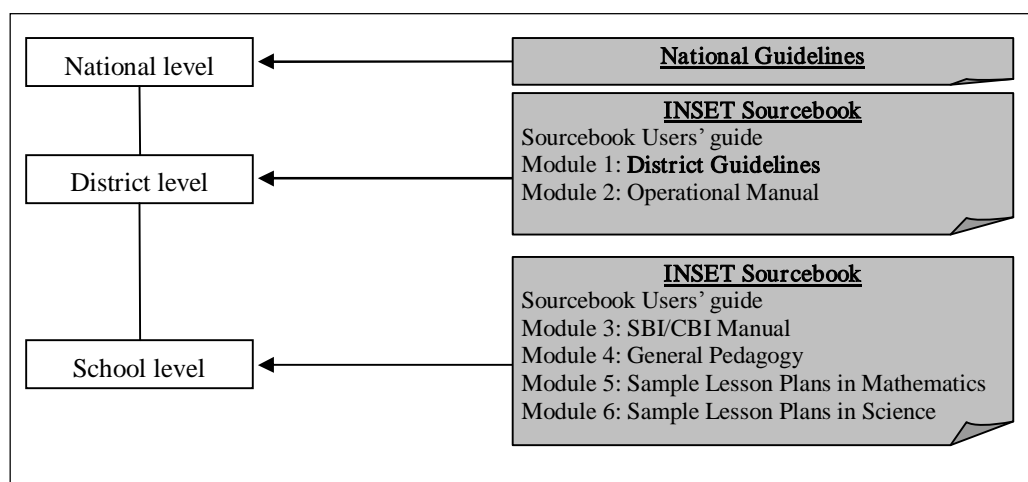


Figure 3: Structure of Guiding Documents Related to Each Level

2.3. 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 the facilitation of the INSET activities. Figure 4 illustrates the two groups for administrative and facilitation matters at each level.

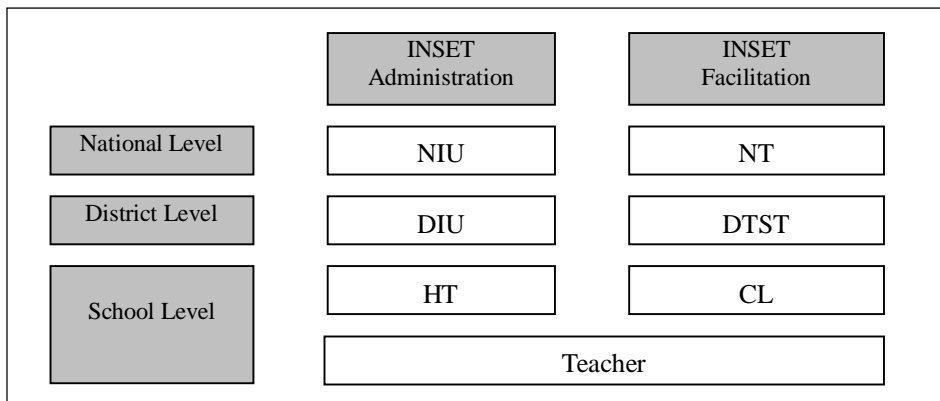


Figure 4: Personnel and their Roles at Each Level of INSET

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. 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.

2.4. Structure of the INSET Programme

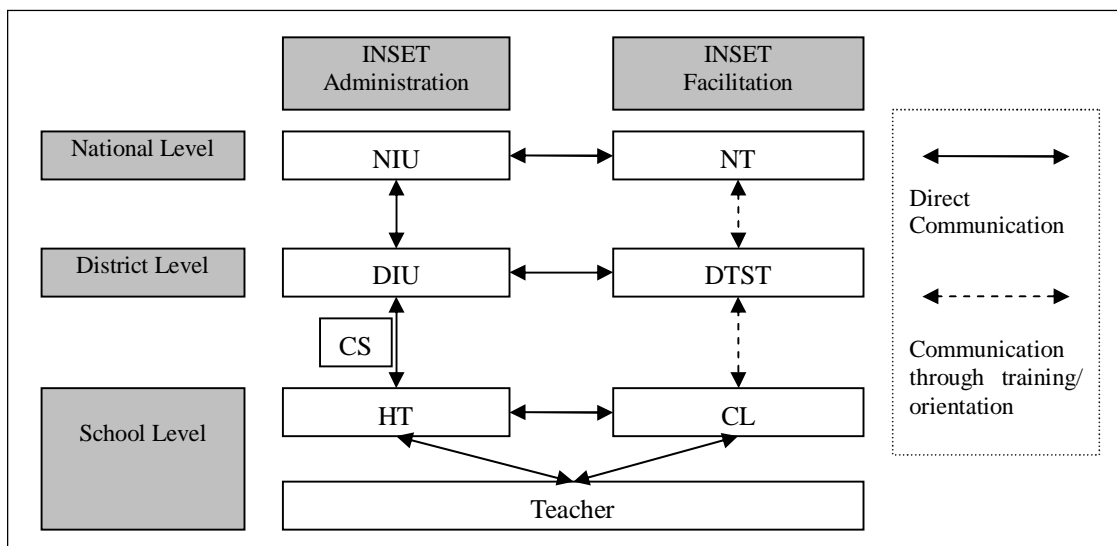


Figure 5: Structure of Communication Channel

To implement INSET successfully, it is necessary to establish structured and standardised communication among the key players of the INSET programme. Figure 5 shows a structure of

such communication channel.

The groups of the personnel described in Figure 4 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 6 shows the structure of the training/orientation activities among the key players of the INSET programme.

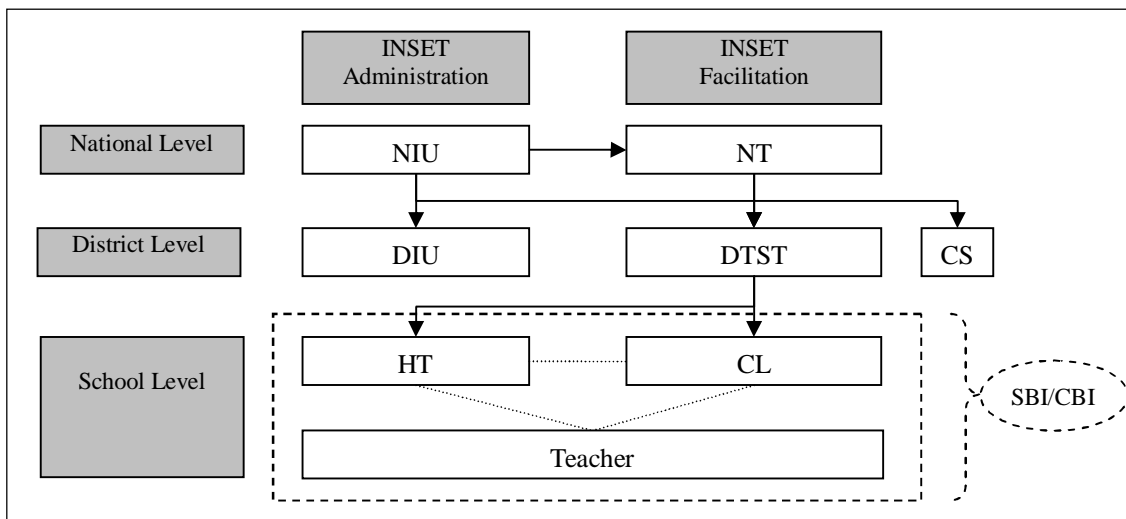


Figure 6: Structure of Training/Orientation Activities among Key Players of INSET Programme

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.

2.5. Information Management System

In order to improve the INSET programme, there is the need to collect, store, share and utilize the information on the programme among all the 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 Figure 7. 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.

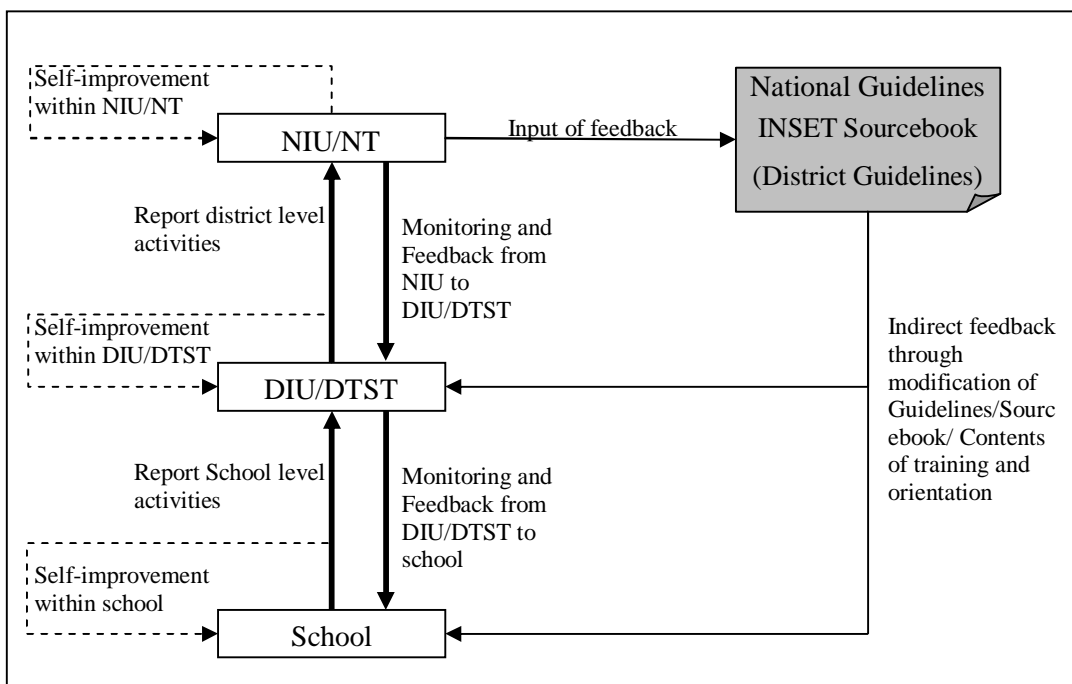


Figure 7: Information Management System

3. INSET Roles and Responsibilities

3.1. District INSET Unit (DIU)

DIU will be located at the DEO. Each district will decide on the number of staff to be assigned to the DIU, in accordance with the requirements of the INSET programmes at the district level.

Table 1: Terms of Reference and Recommended Composition of DIU

Terms of Reference	Recommended Composition
<ul style="list-style-type: none"> – Be responsible for administrative matters. – Transfer information from NIU and school level to DTST appropriately and vice versa. – Select DTST members. 	<ul style="list-style-type: none"> – AD Supervision – AD Human Resource – District Training Officer – Budgeting Officer – Head of DTST

3.2. District Teacher Support Team (DTST)

DTST is expected to play a critical role in the operationalization of the INSET programme at the district level. Members of the DTST are required to play a lead role in the facilitation of district INSET programmes. Their main role is also to carry out monitoring and evaluation of the programmes. The members are expected to train CLs and review the impact of the work of CLs based on their own monitoring and the reports supplied by HTs.

Table 2: Terms of Reference and Recommended Composition of DTST

Terms of Reference	Recommended Composition
<ul style="list-style-type: none"> – Work as a team to implement each activity. – Take responsibility for quality control. – Support the Head Teacher together with the CS to select CL. 	<ul style="list-style-type: none"> – District Training Officer – Three persons who are, or have been circuit supervisors/head teachers – Two persons who have English teaching experience – Two persons who have Science teaching experience – Two persons who have Mathematics teaching experience

3.3. Curriculum Leader (CL)

CL plays a vital role in the facilitation of SBI/CBI activities. According to the INSET programme, they are expected to work under the guidance of the HTs in the organisation and delivery of SBI/CBI.

Their main responsibility is to sensitise teachers and organise effective SBI/CBI.

Table 3: Terms of Reference for CLs

Terms of Reference
<ul style="list-style-type: none"> – Do effective sensitisation of teachers about SBI/CBI. – Organize (Plan, Do, See, Improve) effective SBI/CBI for teachers. – Organise SBI/CBI on good practices and record keeping on a regular basis in schools, at least 2 times a term. – Be very approachable and willing to help other teachers to overcome their difficulties in handling challenging topics in the primary syllabus.

A CL is not same as a Lead-teacher. A Lead-teacher is given the position on account of his/her interest and expertise in a particular topic in a subject area. But a CL is given the position as a coordinator of SBI/CBI, and the number of CLs in a school is supposed to be one in principle.

3.4. District Director of Education

INSET Responsibilities	Related INSET Tasks
– Supervise all activities at the district directorate with regards to administration and instructional delivery of INSET.	– Ensure that the budget officer, AD supervision and training officer plan and budget for INSET, and incorporate it into the annual District budget.
– Co-ordinate and supervise all educational interventions for INSET promotion.	– Inform and coordinate with National INSET Unit about all planned INSET activities.
– Ensure that district office personnel charged with assisting and monitoring INSET are adequately resourced to ensure they are effective.	– Put in place a well structured DTST. – Enhance the capacity of CS for effective monitoring and supervision of INSET.
– Ensure that teachers’ performance is assessed through the monitoring of lesson planning and presentation.	– Review Teacher Performance Monitoring results and feedback through Performance and Appraisal Meetings.

3.5. Assistant Director - Supervision

INSET Responsibilities	Related INSET Tasks
– Co-ordinate the activities of CS and report to the DDE	– Monthly meetings and compilation of reports from CS
– Monitor the activities of the schools to see if CS are performing their roles effectively	– Regular visits to circuits and schools

3.6. Assistant Director - Human Resource

INSET Responsibilities	Related INSET Tasks
– Ensure that there is a equitable distribution of teachers with Science and Mathematics background to the schools	– Should know the background of teachers before posting is done
– Regulate transfers and make sure that newly trained teachers remain in their schools for at least three years	– Liaise with Regional managers to restrict transfers

3.7. Training Officer

INSET Responsibilities	Related INSET Tasks
<ul style="list-style-type: none"> – Organise head teachers’ sensitisation meetings and INSET for CLs 	<ul style="list-style-type: none"> – Conduct needs analysis on challenging topics and coordinate the various activities of INSET in the various schools based on the needs. – In collaboration with the accountant, prepare a comprehensive budget for head teachers’ sensitisation, CL training and CS capacity building, and administer the training budget

3.8. Budgeting Officer

INSET Responsibilities	Related INSET Tasks
<ul style="list-style-type: none"> – Give DIU advice related to budgeting 	<ul style="list-style-type: none"> – Support DIU to prepare Planning Paper of each activity and Annual Action Plan

3.9. Circuit Supervisor (CS)

INSET Responsibilities	Related INSET Tasks
<ul style="list-style-type: none"> – Keep records of all SBI/CBI activities of the schools responsible. 	<ul style="list-style-type: none"> – Visit schools during SBI/CBI for first hand information and request reports from the schools/HTs
<ul style="list-style-type: none"> – Assess the performance of teachers through the monitoring of lesson planning and presentation. 	<ul style="list-style-type: none"> – Use monitoring and information management tools to assess the performance of teachers
<ul style="list-style-type: none"> – Assist schools in organising and delivering INSET 	<ul style="list-style-type: none"> – Monitor the activities of the schools to ensure that the HT has sensitised the staff and the initial preparations for SBI/CBI have been put in place – Facilitate SBI/CBI when necessary, for example through demonstration lessons
<ul style="list-style-type: none"> – Assist in the selection of CL in accordance with criteria 	<ul style="list-style-type: none"> – Liaise with HT and teachers to select a suitable person as CL

3.10. Head Teacher (HT)

INSET Responsibilities	Related INSET Tasks
<ul style="list-style-type: none"> – Select CL 	<ul style="list-style-type: none"> – Select CL in collaboration with members of staff and in accordance with the criteria
<ul style="list-style-type: none"> – Sensitise staff about the CL training concept, its implication and the importance of SBI/CBI programmes 	<ul style="list-style-type: none"> – Organise meetings for CLs to brief the staff after every CL training
<ul style="list-style-type: none"> – Sensitise the community about the professional development of the teachers through advocacy and information sharing 	<ul style="list-style-type: none"> – Call PTA meetings, hold open days, speech and prize giving days and use capable persons from the community as resource persons
<ul style="list-style-type: none"> – Organize effective SBI/CBI with CL 	<ul style="list-style-type: none"> – Carry on needs assessment, planning, budgeting, preparation and monitoring and evaluation for SBI/CBI

3.11. Teacher

INSET Responsibilities	Related INSET Tasks
– Assist the HT to maintain discipline in the CL’s class when on training or special assignment	– Combine CLs class with their own class or give assignments to the pupils
– Collaborate with HT and CL to prepare action plan	– Submit challenging topics and contribute to discussions for the running of SBI/CBI
– Assist CL to prepare adequately for the SBI/CBI	– Prepare TLMs, give professional suggestions and facilitate SBI/CBI when necessary
– Implement improved teaching and learning activities from SBI/CBI	– Implement instructional plans – Develop skills in teaching methodology and delivery – Implement improved classroom organisation and management practices

4. Activities of the INSET Programme at the District Level

4.1. INSET Training/Orientations

1) HT orientation

The objectives of the orientation are to enable HTs to:

- understand the INSET Model and SBI/CBI in the model
- select CL
- sensitize colleague teachers on the purpose of SBI/CBI and the role of others in SBI/CBI
- incorporate SBI/CBI budget into School Performance Improvement Plan (SPIP)
- assist CL to develop annual plan for SBI/CBI at school level
- monitor and evaluate all the activities of SBI/CBI

2) CL orientation

The objectives are to enable CLs to;

- understand the INSET Model and SBI/CBI in the model
- sensitize colleague teachers regarding the purpose of SBI/CBI and the role of others in SBI/CBI
- develop annual plans for SBI/CBI at school level
- budget for SBI/CBI at school level
- monitor and evaluate all the activities of SBI/CBI

3) CL sourcebook training

The objectives of the first training are to enable CLs to:

- carry out one or two Mathematics demonstration lesson(s) by referring to module 5
- carry out one or two Science demonstration lesson(s) by referring to module 6
- facilitate at least two SBI/CBI sessions in a term
- assist in the identification of challenging topics

The objectives of the second training are to enable CLs to:

- share their experiences of SBI/CBI in their schools
- identify challenging issues and good practices of SBI/CBI through discussion
- find solutions to the challenging issues
- examine factors that have made the good practices possible
- share the challenging topics that they have brought from their own schools
- discuss the challenging topics with DTST with respect to teaching and learning contents and methodology
- find effective ways of teaching the challenging topics with prepared lesson plans

4.2. Meetings for Sharing INSET Information

1) Information Exchange Seminar

The overall goal is to:

- share the lesson learnt between CL and DEO so that INSET programme will be improved at the national-level, district-level and school-level.

The objectives are to:

- share progress in the implementation of SBI/CBI
- share best practices of INSET implementation and lessons learned
- share feedback from Sourcebook users

2) Annual Implementation Meeting

The objective is to:

- confirm and disseminate timing, size and budget of each INSET activity in the district for the next fiscal year among all stakeholders in the district.

4.3. Monitoring and Evaluation (M&E)

In order to realize continuous improvement in the INSET programme, there is the need to conduct monitoring and evaluation (M&E) on the programme. At the district level, there are two types of M&E as follows:

- M&E of the training/orientation at the district level
- M&E of SBI/CBI

The first is to monitor and evaluate the training/orientation programmes at the district level, such as HT/CL Orientation and CL Sourcebook Training. The second is to monitor and evaluate SBI/CBI at the school level.

DIU, DTST and CS are supposed to be in charge of those M&E.

4.4. Dissemination and Public Awareness raising

Dissemination and Public awareness raising are the processes whereby INSET-related information such as SBI/CBI is delivered to groups of people (chiefs, district assemblies, DEOs, NGOs, SMC, PTA, teachers and parents). The purposes of dissemination and public awareness creation are as follows:

- To ensure that key stakeholders in the community are sensitised enough to be aware of the goals and benefits of the INSET programme;
- To encourage teachers and heads of schools to do their best to achieve the goals;
- To give other stakeholders in the district a sense of involvement, commitment and confidence in the efforts of the INSET programme.

4.5. Model of the INSET Programme

Table 4 gives a model of the INSET programme, which is made up of several training programmes. The table shows the model with recommended training programmes. Note that the model is subject to change and can be modified to meet new challenges.

Table 4: Summary of Recommended INSET Activities

Type	INSET Activity	No. of Days	Venue	Trainers / Facilitators	Trainees/ Participants
From National level to District Level	Orientation for District Education Office	2 days	DEO	NIU or NT	DDE, DIU, Budgeting officer, Head of DTST, District Assembly
	Orientation for DTST	1 day	DEO	NIU or NT	DTST
	Sourcebook Training for DTST	4 days	DEO	NIU or NT	DTST
	Training on Information Management System	2 days	DEO	NIU or NT	DIU, DTST
	Monitoring of district level programmes by NIU/NT	N/A	DEO	NIU or NT	N/A
From District level to School level	HT Orientation	1 day	School Cluster or DEO	DTST	HT, CS
	CL Orientation	2 days	School Cluster or DEO	DTST	CL
	CL Sourcebook Training	5 days x 2	School Cluster or DEO	DTST	CL
	Monitoring of school level programmes by DEO	N/A	School	N/A	N/A
Intra district	Information Exchange Seminar	1 day per term	DEO	DIU, DTST	HT, CL
	Workshop	N/A	DEO	DIU, DTST	HT, CL, teachers, others
	Annual Implementation Workshop	1 day per year	DEO	DIU, DTST	DDE, DTST, CS, District Assembly, HTs, PTA, SMC
	Meeting to support activities in DEO	N/A	DEO	N/A	N/A
School level	School-Based INSET	At least 2 times per term	School	HTs CLs	Teachers
	Cluster-Based INSET		Host school	HT of host school CL of host school	All teachers in a cluster