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

Users:
- Headteachers (HT)
- Curriculum Leaders (CLs)
- Teachers
- District Teacher Support Team (DTST)

Objectives of this Module:

This module explains **School-Based and Cluster-Based INSET (SBI/CBI)**. In this module, the user will appreciate the importance and objectives of SBI/CBI, the roles and responsibilities of the stakeholders, the procedures in planning, preparing, implementing and monitoring SBI/CBI activities, and the concept of Lesson Study which is the key activity of SBI/CBI. In this way, SBI/CBI can be successfully conducted at each school and cluster level. Through productive SBI/CBI activities in which teachers share ideas on lesson preparation, delivery and discussion, the quality of teaching, lesson notes preparation and eventually, the country's education delivery is expected to improve. This module is divided into *Seven (7) units*:

Unit 1 explains what In-Service Training (INSET) is, its importance and the types of INSETs that can be organised in a school, namely School-Based INSET (SBI), and the one that is organized at the cluster level, namely Cluster-Based INSET (CBI).

Unit 2 explains roles and responsibilities of stakeholders in the organisation of SBI/CBI.

Unit 3 explains how the Headteachers and the Curriculum Leaders (CLs) can effectively plan and budget for SBI/CBI annually using the Capitation Grant and other Internally Generated Funds (I.G.F.).

Units 4 contains how to prepare towards SBI/CBI presentation sessions. This includes needs assessment, teacher prefered topics, challenging topics, selection of a demonstrator/facilitator and planning a SBI/CBI activity.

Unit 5 contains activities and stages of SBI organisation. This includes the following types of activities namely; demonstration lesson, peer teaching and TLM preparation and usage. Each of these activities will pass the three stages of discussion (Pre-Delivery Discussion, Delivery and Post-Delivery Disucssion).

Unit 6 explains the organisation and implementation of CBI. It includes general information about CBI, its objectives and formation of clusters as well as types and stages of CBI.

Unit 7 explains what monitoring is, outlines the guidelines for monitoring SBI/CBI and gives directives as to how to monitor SBI/CBI.

Appendix 1 captures lesson study which is the methodology to improve the quality of lesson planning, delivery and reflection for improvement.

Appendix 2 explains how to apply for the Capitation Grant and gives ideas on how to plan and budget for SBI and CBI.

Appendix 3 gives information about School Performance Appraisal Meeting (SPAM). It captures the rationale, the levels and the benefits.

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Unit 1:   INTRODUCTION

This unit explains what In-Service Training (INSET) is, its importance and the types of INSETs that can be used in schools, namely School-Based INSET (SBI) and Cluster-Based INSET (CBI).

By the end of the unit, the user will be able to:

✓ Explain INSET, its importance and the difference between SBI and CBI

1.1 Introduction/Background of SBI/CBI

Introduction of INSET

INSET can be defined as the variety of activities and practices in which teachers become involved in order to enrich their knowledge, improve their skills in teaching and also enable them to become more efficient on the job.

INSET has been considered as crucial to the maintenance and sustenance of the capacity of the teacher to continue to provide quality teaching and learning in the classroom.

From time to time, the GES, development partners, NGOs and subject associations organise workshops/seminars to update the knowledge and skills of teachers in the basic schools. However, some of these activities are so general in their scope that they do not satisfy the specific needs of teachers as far as their classroom performance is concerned.

Hence the introduction of the SBI and the CBI which can meet the needs of teachers.

Objectives of INSET

INSET serves the following objectives:

- Improve and increase teachers' knowledge on the content of academic subjects in order to become more competent
- Introduce new ideas, policies and new curriculum content to teachers
- Enable teachers to acquire new teaching methods and materials for specific subject content areas
- Improve the professional status of teachers and enhance their self-confidence in their lesson practice
- Train teachers in class management and in school administration
- Help teachers develop skills in human relations management
- Encourage team work among teachers

Introduction of SBI/CBI

It is recommended that SBI/CBI be organised continuously for INSET sessions to be more relevant and meet the peculiar needs of teachers in their respective classrooms, and to improve the performance and standards in schools through building the capacity of teachers.

A) What is SBI?

SBI is a type of INSET which is organized at the school level by the teachers in a particular school to resolve some special needs or deficiencies identified by the teachers themselves, Headteachers (HT) and Circuit Supervisor (CS).

SBI thrives on the sharing of ideas, self-help and cooperation of the members of staff to find solutions to problems in their own teaching and their pupils' learning.

Fig. 1: Teachers Observing a Demonstration Lesson during SBI

For this type of INSET, one of the most important stakeholders at the school level is the Curriculum Leader (CL). CL is a teacher selected by Headteachers upon consultation with other staff members using a criteria recommended (see page 9: Table 3). Selected CLs might have demonstrated resourcefulness in their work in the school.

B) What is CBI?

Since the topics at a SBI are suggested by the teachers themselves, the discussions may be so fruitful that teachers may want to share ideas that are relevant and useful with teachers in other schools. It may also happen that none of the teachers on the staff will have the expertise to deal with a teaching-learning need raised at an SBI. It is therefore necessary for a number of schools to come together once in a while for INSET, in order to draw skills and exchange ideas among a greater pool of teachers.

Fig. 2: Teachers observing a practical lesson during a CBI (Peer Teaching)

CBI is the type of INSET which is organised when a number of schools (two to five) come together to form a cluster to share ideas on good practices and challenges. Decisions on the organization of CBI will be made by the headteachers of the schools forming the cluster.

For example, three neighbouring schools like Daboase SIPL, Daboase St. Martin's Anglican Primary School and Daboase D/A Primary School can form a cluster and select Daboase SIPL as the host school or cluster centre. However, the host school or centre can be rotated.

All teachers in these schools should constitute a good number for a CBI session at the host school. The movement of teachers from their schools to the host school might make CBI more expensive than SBI, but costs can be minimized if schools for the clusters are carefully selected to reduce any long distance travel by teachers.

1.2 Importance of SBI/CBI

The importance of SBI/CBI is as follows:

- Continuing Professional Development (CPD)
- Collegiality
- Cost Reduction

Continuing Professional Development (CPD)

SBI/CBI offers teachers the opportunity to improve their own competencies continuously based on their daily teaching activities and experiences at the classroom level and through the sharing of ideas with colleague teachers.

During SBI/CBI, teachers come together to plan a lesson and select a teacher who is competent in the particular area to present it. The other teachers observe the lesson and record their observations. After the lesson presentation, the teachers discuss the strengths and weaknesses (or challenges) of the lesson presented and offer suggestions to improve subsequent lessons. This helps to improve the teachers' professional competencies. If all of these are done well, the quality of the teacher can be enhanced.

It is recommended that all teachers take turns to facilitate some of the INSET sessions.

Pre-Service Training (PRESET) provides the teacher with some knowledge, skills and other competencies necessary to perform. However, these must not be allowed to remain static, as teachers must always keep pace with changing trends in teaching strategies and curriculum reforms. The professional development of teachers should thus be continuous.

Teachers can make very good use of the concept of Lesson Study to achieve this. Lesson Study is discussed in *Appendix 1* (refer to pages 34-36).

Collegiality

"Collegiality" is another key concept which helps teachers to develop the culture of learning and sharing ideas with each other in order for them to overcome their difficulties and limitations.

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

Teachers can interact with one another to share their teaching experiences, ideas and knowledge, thereby influencing one another to employ good teaching practices. Through such collegiality, they can improve their teaching competencies.

Fig. 3: Teachers Learning and Sharing Ideas

Cost Reduction

SBI/CBI reduces the cost involved in organising INSET due to the following:

- The venue could be in a classroom in a school
- The cost of transporting teachers is eliminated
- There may not be the need to hire an external resource person

The cost of transporting teachers to the venue is eliminated completely in SBI and reduced to a minimum in the case of CBI, since the schools forming a cluster are usually relatively close to each other.

An external resource person to facilitate the INSET may not be necessary, since some teachers in the school(s) as well as the CL can facilitate the SBI/CBI. All expenses on a resource person are thus removed.

1.3 SBI/CBI Activity

To prepare for SBI/CBI, it is necessary to have a clear idea of the activities and stages of SBI/CBI that will take place during the session.

<p align="center">Types of SBI/CBI Activity</p>

It is up to the school to decide on which type of activity they want to use for SBI/CBI. Three types of activities are suggested in this module. They are:

- Demonstration Lesson
- Peer Teaching
- TLM Preparation and usage

These activities are recommended because they were found to be effective in previous SBI/CBI programmes in Ghana. Table 1 shows the three activities and their main features and advantages.

Table 1: SBI/CBI Activity with their Main Features and Advantages

Type of Activity	Demonstration Lesson	Peer Teaching	TLM Preparation and Usage
Main features	Facilitating a lesson with a live class (with pupils)	Facilitating a lesson with colleague teachers (without pupils)	Demonstrating the preparation and 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 construct appropriate TLM and use it to teach effectively

A) Demonstration Lesson

A demonstration lesson takes place in a typical classroom situation with pupils while colleagues observe and note the strengths and challenges.

B) Peer Teaching

Peer Teaching involves a colleague teacher demonstrating how to teach a particular challenging topic while the rest observe and contribute.

At the end of the presentation, all teachers share their knowledge, ideas, experirences and skills to the benfit of all.

C) TLM Preparation and Usage

TLM preparation and usage is another activity of SBI/CBI. It focuses on the preparation of appropriate teaching and learning materials. A demonstrator shows how to construct a TLM using locally available materials. It is equally important to consider how TLM can be used in the development of a lesson in order to help pupils understand what they should learn in the lesson. It is pointless to use a TLM in a lesson if it is not directly related to the lesson objectives.
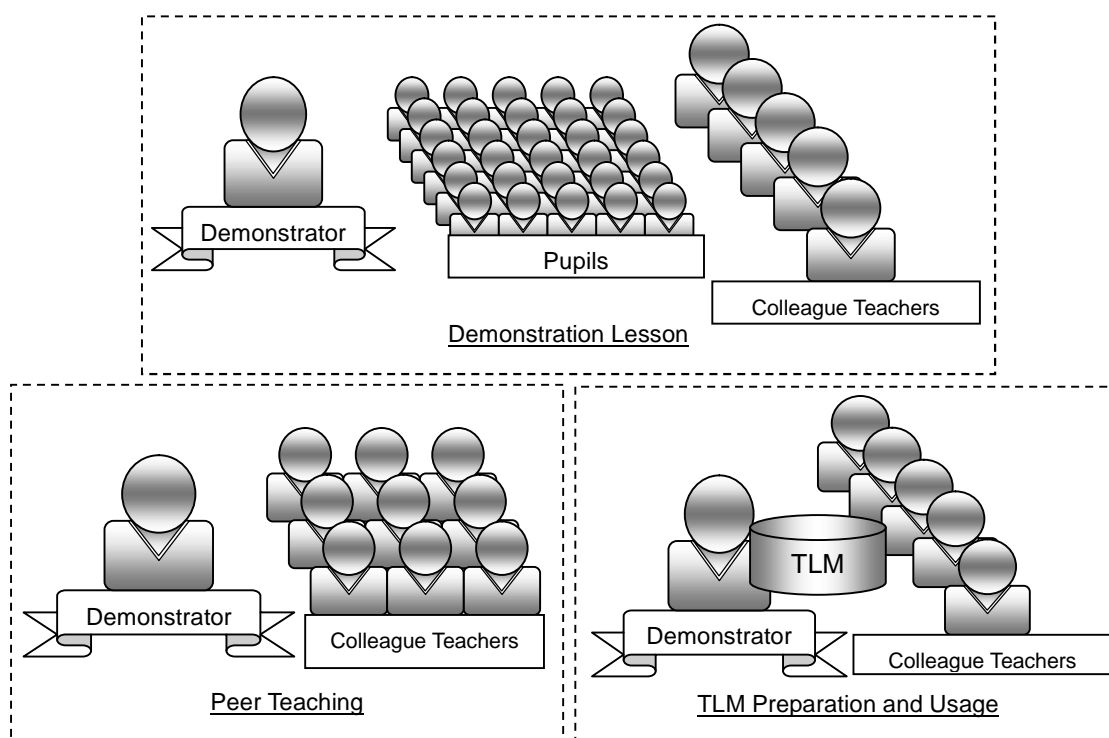
Fig. 4: Models for SBI/CBI Activity

Stages of SBI/CBI

All the SBI/CBI activities follow the same stages of **Pre-Delivery Discussion**, **Delivery** and **Post-Delivery Discussion**.

A) Pre-Delivery Discussion

At the Pre-Delivery stage, CL gives instructions to participants. The instruction includes a short discussion on objectives based on the activity. The objectives should help participants focus on the main aspects of the activity they are going to observe and other important areas such as class management, introduction and concluding techniques, questioning techniques, etc. Participants fill in portions of the *SBI/CBI Observation Sheet* (name, date, subject to be observed, etc., refer to page 51: *Form 4*) during this stage. They provide the rest of the information as they observe the lesson in the next stage.

B) Delivery

During the Delivery 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, colleague teachers **should not** play the role of pupils. In TLM preparation and usage as an SBI/CBI activity, the demonstrator shows how to construct a particular TLM and demonstrates its usage.

C) Post-Delivery Discussion

At the Post-Delivery stage, participants evaluate the presentation/delivery of the activity and make recommendations for improvement. The participants are also expected to learn from and improve upon their own teaching skills based on the evaluation and recommendations they have given in the Post-Delivery discussion.

Unit 2:   ROLES AND RESPONSIBILITIES

This unit describes the roles and responsibilities of the stakeholders in SBI/CBI such as Headteacher (HT), Curriculum Leader (CL) and colleague teachers.

By the end of the unit, the user will be able to:

   ✓ Outline the roles and responsibilities of HT, CL and colleague teachers

2.1 Headteacher (HT)

Headteachers are expected to appraise and support their staff and provide opportunities for them to improve upon their professional practice through SBI/CBI. In addition to this, HTs are to supervise, monitor and evaluate the performance of teachers as a way of helping them to identify their strengths and weaknesses. Challenges that teachers are facing can be addressed through successful SBI/CBI organization.

In the SBI/CBI model, the CL works under the leadership of HTs to organize SBI/CBI. For effective collaboration, the roles and responsibilities of HT and CL are clearly shown in Tables 2 and 4 respectively.

Table 2: INSET Responsibilities of HT

Headteacher (HT)	
INSET Responsibilities	*Related INSET Tasks*
• Select CL.	• Select CL in collaboration with members of staff and in accordance with the criteria.
• Prepare an action plan with CL and staff members.	• Organise staff meeting and solicit the views of all members.
• Sensitise staff on the CL training concept, its implications and the importance of the SBI/CBI programme.	• Organise meetings for CL to brief the staff after every CL training.
• Ensure that at least two SBI and one CBI programmes are organised every term.	• Collate teachers' views on challenging topics and decide which ones should be discussed during the SBI/CBI programme. • Release funds for the purchase of instructional materials for SBI/CBI. • Make sure adequate preparations are made before SBI/CBI. • Make sure that the right environment is created within the school for SBI/CBI to take place. • Ensure that post- SBI/CBI discussions are held after every SBI/CBI.
• Keep records of all SBI/CBI including attendance.	• Appoint a secretary for every SBI/CBI and provide a book/file to record the proceedings of SBI/CBI.

The HT is expected to nominate a teacher as CL in consultation with the staff members and the CS. However, it is recommended that the selection is conducted after HT orientation because some instructions for the selection are given in the orientation.

The following criteria in Table 3 should be considered when selecting a CL:

Table 3: Criteria for Selecting CL

Essential	Desirable
• Qualified professional teacher in basic schools. • At least 2 years teaching experience in primary school. • Interest in Science/Mathematics. • Where there is no professional teacher, a hardworking untrained teacher can be selected.	• Evidence of INSET attendance. • Motivated to master instructional skills. • Leadership skills. • Ability to cooperate with HT and other teachers. • Evidence of hard work.

When the HT selects a CL, he/she is to use the ***CL Recommendation Form*** (refer to page 48: ***Form 1***). In this form, basic information on the CL (such as name, age, sex, certification, teaching experience, interest in subject and knowledge of subject matter) is to be indicated. The HT should also write his/her recommendation detailing why the teacher has been selected as the CL.

2.2 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.

The main responsibility of CLs 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 communicating with and sensitising teachers to the importance of SBI/CBI, and to the scheduling of its activities. 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' at least 3 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 promote 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 difficulties in handling challenging topics in the primary school syllabus.
- Share knowledge (knowledge transfer) with fellow teachers.

Table 4: INSET Responsibilities of the CL

Curriculum Leader (CL)	
INSET Responsibilities	*Related INSET Tasks*
• Sensitise and organise effective SBI/CBI for teachers.	• Report on activities of CL training to sensitise staff to SBI/CBI programmes. • Collate teachers' views on challenging topics, and with the HT and other teachers decide which ones should be tackled during SBI/CBI. • Prepare an action plan with the HT and staff members. • Make sure that adequate preparations are made before SBI/CBI. • Make sure that an appropriate environment is created for SBI/CBI to take place.

2.3 Teachers

The main purpose of SBI/CBI is to improve upon 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 (PMTs) are an indirect 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.

Teachers' competencies focus on four aspects: lesson plans (assessed through vetting of lesson plans): lesson delivery (through direct observation); classroom management (through direct observation); and assessment of pupils' performance. Teachers will only continue to improve their pedagogical practices if they actively participate in SBI/CBI and apply what they learn in their classrooms.

Table 5: INSET Responsibilities of Teachers

Teachers	
INSET Responsibilities	*Related INSET Tasks*
• Collaborate with HT and CL to prepare action plans.	• Submit challenging topics and contribute to discussions for the running of SBI/CBI.
• Assist CL to prepare adequately for the SBI/CBI. • Serve as a facilitator/demonstrator.	• Prepare a lesson plan and 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.

Unit 3:   ANNUAL PLAN AND BUDGET

By the end of the unit, users will be able to:

- ✓ Prepare their annual plan and budget effectively and efficiently using the Capitation Grant outline (refer to pages 37-40: *Appendix 2*) and other sources of funding to organise SBI/CBI

3.1 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 thrice a term, i.e. at least nine sessions in an academic year. Refer to Table 6 for a suggested schedule.

Table 6: Suggested SBI/CBI Annual Schedule[1]

1st Term				2nd Term				3rd Term			
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
SBI/CBI				SBI/CBI				SBI/CBI			
1st	2nd	3rd	Holiday	1st	2nd	3rd	Easter	1st	2nd	3rd	Long Vacation

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

3.2 SBI/CBI Annual Plan Sheet

When the date and time are decided, the CL should also consider teachers who will conduct the demonstration activity, the number of participants, materials or items necessary for the SBI/CBI activities. Then the *SBI/CBI Annual Plan Sheet* (refer to page 49, *Form 2*) should be completed with such information so that each session of SBI/CBI will be implemented successfully.

The following are the components of the *SBI/CBI Annual Plan Sheet* and description on how to fill it.

Components of SBI/CBI Annual Plan Sheet

- Date on which the activity will take place
- Type of INSET to be done (SBI/CBI)
- Type of activity to be carried out (Demonstration lesson, Peer Teaching and TLM Preparation and Usage)
- Class selected for the activity
- Subject from which the topic is selected
- Sub-topic selected from the topic to be taught
- Name of demonstrator
- Number of participants

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[1] Information in this module, with reference to number of times SBI/CBI should be organized in a school, should not alter what has been recommended in the Headteacher's Handbook.

<u>How to fill in SBI/CBI Annual Plan Sheet</u>

A) Date

Write down the agreed date on which the activity selected will take place.

B) SBI/CBI

Indicate whether the session is SBI or CBI.

C) Type of Activity

There are three main types of activities namely:

- Demonstration Lesson
- Peer Teaching
- TLM Preparation and Usage

Indicate the type of activity to be carried out. The type of activity should be decided based on discussions regarding the teachers' challenges and needs. Note that, a minimum of three activities are expected to be carried out within a term.

D) Class

Indicate the specific class in which the type of activity selected will be carried out.

E) Subject

Indicate the subject to be handled in the session. The subjct should be selected based on discussions regarding the teachers' challenges and needs. This could be Mathematics, Integrated or Natural Science, English Language, etc.

F) Topics/Sub-topics

Indicate the topic/sub-topic to be taken up. The topic/sub-topic should be selected based on discussions regarding the teachers' challenges and needs.

G) Demonstrator

Write the name of a competent demonstrator in the space provided.

H) Number of Participants

Finally, indicate the number of teachers/participants participating in the INSET.

3.3 SBI/CBI Annual Budget Sheet

To organise a successful SBI/CBI, it is necessary to budget towards its organisation in advance. HT in collaboration with other teachers and the CL are therefore advised to use the ***SBI/CBI Annual Budget Sheet*** (refer to page 50, ***Form 3***) to prepare budgets successfully.

The following are the components of the ***SBI/CBI Annual Budget Sheet*** and description on how to fill it.

<u>Components of SBI/CBI Annual Budget Sheet</u>

- Implementation Date
- Type of INSET
- Type of Activity
- Number of participants
- Resources/Materials Required
- Estimated Cost
- Sources of funding

How to fill in SBI/CBI Annual Budget Sheet

A) Implementation Date

Indicate the agreed date(s) for the various activities for the term.

B) Type of INSET

Indicate the type of INSET (SBI or CBI).

C) Type of Activity

There are three main types of activities namely:

- Demonstration Lesson
- Peer Teaching
- TLM Preparation and Usage

Indicate the type of activity that is to be carried out. The type of activity should be decided based on discussions regarding the teachers' challenges and needs. Note that, a minimum of three activities are expected to be carried out within a term.

D) Number of Participants

Since the number of participants influences the quantity of materials to be acquired, it is necessary to specify the number of participants for each session.

E) Resources/Materials Required

List materials that will be required during the term e.g. manila cards, felt pens, news print.

F) Estimated Cost

Determine the quantity of materials and calculate the cost of materials to be used.

G) Sources of Funding

Indicate the source of funding for the session, e.g. Capitation Grant (C.G.), Internally Generated Funds (I.G.F.).

Finally, an example of a suggested annual budget sheet is provided in the next page as reference.

Table 7: Example of Suggested SBI/CBI Annual Budget Sheet

S/N		IMPLEMENTATION DATE	TYPE OF INSET	TYPE OF ACTIVITY	NO. OF PARTICIPANTS	RESOURCES/MATERIALS REQUIRED	ESTIMATED COST	SOURCES OF FUNDING
Term 1	1	26/Sep./2008	SBI	TLM Preparation and Usage	7	• Manila cards (3) • Markers (3) • Pencils (3) • Erasers (3) • Poster colours (1)	GH¢	Capitation Grant (C.G.) Internally Generated Funds (I.G.F.), etc.
	2	10/Oct./2008	SBI	Peer teaching	7			
	3	07/Nov./2008	CBI	Demonstration Lesson (Mathematics)	25			
Term 2	1	16/Jan./2009	SBI	Demonstration Lesson (Science)	7	• Manila cards (3) • Markers (3) • Pencils (3) • Erasers (3) • Poster colours (1)	GH¢	Capitation Grant (C.G.) Internally Generated Funds (I.G.F.), etc.
	2	30/Jan./2009	SBI	TLM Preparation and Usage	7			
	3	20/Feb./2009	SBI	Peer teaching	7			
	4	13/Mar./2009	CBI	Demonstration Lesson (Science)	25			
Term 3	1	22/May/2009	SBI	TLM Preparation and Usage	7	• Manila cards (3) • Markers (3) • Pencils (3) • Erasers (3) • Poster colours (1)	GH¢	Capitation Grant (C.G.) Internally Generated Funds (I.G.F.), etc.
	2	05/Jun./2009	SBI	Peer teaching	7			
	3	26/Jun./2009	SBI	Demonstration Lesson (Mathematics)	7			
	4	10/Jul./2009	CBI	Demonstration Lesson (Science)	25			

Unit 4:   PREPARATION FOR SBI/CBI

The main objective for this unit is to help implementers of SBI/CBI identify the various issues for proper organization of INSET. By the end of this unit, the user will be able to:

- ✓ Use the process to identify challenging topics
- ✓ Set relevant objectives
- ✓ Select a demonstrator and facilitator
- ✓ Select a relevant SBI/CBI activity for a session

4.1 Needs Assessment

Teachers' professional needs can be identified through various means or methods including observation and discussion. These needs must be addressed in order to promote quality teaching and learning.

Means of identifying needs

There are various means of identifying teachers' professional needs. These are:

- By teachers themselves (self assessment)
- By colleague teachers (peer assessment)
- By Headteacher/CS (supervisor assessment)
- A good appraisal instrument

Procedure for identifying needs

Various means have been identified to gather information about teachers' needs. The following are some suggested procedures:

- Informal interviews
- CS interviewing teacher
- CS interviewing colleague teachers about a particular teacher
- CS interviewing Headteacher
- HT interviewing teacher
- HT interviewing colleague teachers about a particular teacher
- Administering a questionnaire

Strategies for satisfying needs

Some of strategies for satisfying the needs may include:

- Vetting their prepared lesson plans and discussing various challenges with teachers
- Observing lesson delivery
- Looking through pupils' exercises and their performance in examinations

4.2 Teachers' Preferred Topics

It is important to examine topics that teachers prefer to teach. When we think about the preferred topics, we need to consider why teachers prefer teaching those topics. This should help us to understand why some topics are considered to be challenging.

Some teachers in primary schools prefer teaching some topics in certain subject areas. For example, in Mathematics, topics such as *addition and subtraction of whole numbers, division as sharing* and in Science, *Food, Plants, Animals, Water, and Soil.*

The following are some of the reasons why primary school teachers prefer teaching the topics

listed above more than others.
- The topics present real and familiar information
- There are relevant curriculum materials and teaching/learning materials to use in delivering the topics
- Local teaching and learning materials could be used
- The topics lend themselves to the use of the activity method of teaching

4.3 Challenging Topics

A challenging topic is one that a teacher considers difficult to teach due to the following reasons:

- A teacher does not possess adequate skills and knowledge of content
- A teacher does not know which appropriate and relevant teaching and learning materials to use
- A teacher is unable to devise or use appropriate methods for the effective delivery of the lesson
- There is/are no relevant reference material(s)

Some teachers in primary schools think that certain topics are difficult or challenging to teach. They call such 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 a problem. It is rather a matter of careful preparation in addition to basic qualifications. A little bit of extra effort and time to prepare a lesson can make a big difference as it helps teachers to improve upon their lessons greatly.

The challenges of teachers can be addressed through INSET activities such as SBI/CBI.

This section provides some useful information about challenging topics for CLs and teachers. It also provides teachers with strategies to tackle challenging topics. The fundamental principle that underlies the section is that teachers learn effectively through discussion and implementation of SBI/CBI with their colleague teachers.

It needs to be emphasized however that, topics considered as challenging must come from the teachers themselves, therefore the examples below are not an exhaustive list.

Some 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	Mathematics
• *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* • *Human Skeleton* • *Waves*	• *Operation on Fractions* • *Measurement of Area* • *Investigation with Numbers* • *Shape and Space* • *Collecting and Handling Data*

Other reasons why teachers perceive some topics as challenging vary from teacher to teacher. The following are also some reasons why teachers percieve some topics as challenging:

- Difficulty in getting subject experts to support teachers in teaching 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)
- Some untrained teachers lack subject-specific knowledge and skills to handle the subject
- Large-sized class or multi-grade class make it difficult to use 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 examinations

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

Strategies for Teaching Challenging Topics

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. Good lesson preparation can equip teachers to teach well in a classroom, and such preparation can be organised by discussing challenging topics with other teachers at the same school.

It is always beneficial for teachers to share ideas about challenging topics. By exchanging ideas, they can come up with a better strategy for teaching. Through discussion, teachers can improve upon their knowledge of subject content.

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.

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. After the demonstration lesson, teachers discuss the lesson presented and consult one another for further explanations. A CL facilitates the discussion while other teachers are also encouraged to contribute to the discussion. It should not always be CLs who play the role of facilitator. In collaboration with the CL, the Headteacher may appoint one of the other teachers as a facilitator.

SBI/CBI provides good occasions for teachers to improve upon their knowledge and skills for the teaching of challenging topics. When there is improvement in the teachers' ability to teach a challenging topic, such progress is reflected in the changed attitude of the pupils.

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

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

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

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

Step 4: CL (or sometimes a teacher) conducts a demonstration lesson on a challenging topic.

Fig. 5: Using SBI/CBI for Challenging Topics
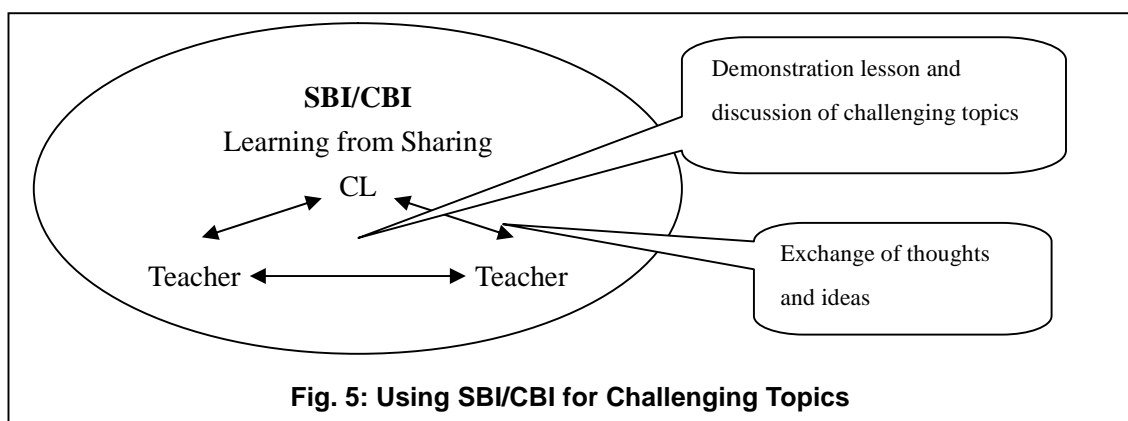
Using CL Sourcebook Training for Treating Challenging Topics

The CL Sourcebook Training also offers an ideal opportunity for teachers as well as CLs to share thoughts and experiences 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 them. CLs go back to their schools with the developed lesson plans on challenging topics and teachers at the schools are expected to benefit from that in various ways.

Fig. 6: CL Sourcebook Training for Handling Challenging Topics
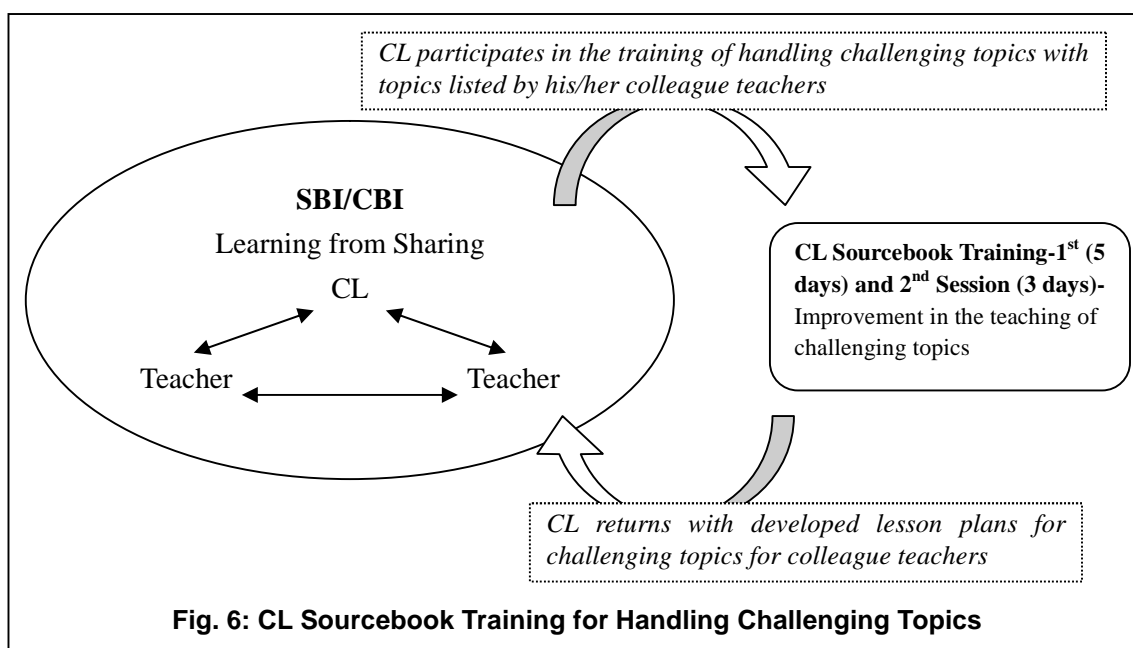
Although there is **No Third Session** (of Sourcebook Training) programme, it is significantly important for a CL to continue reflecting and discussing with his/her colleagues in their schools. One of the occasions for CLs and teachers to carry out another session can be **CBI**.

Inviting teachers and CLs from other schools means there will be more ideas to share. This is an excellent opportunity for all to improve upon their teaching capacities.

Using the Resource Modules for Teaching Challenging Topics

Whether at CL Sourcebook Training or at any other training session, CLs and teachers are encouraged to refer to various modules 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 particularly useful when they know what area of teaching and learning challenging topics they want to improve upon.

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 upon questioning skills, they can get such information from the module.

When a discussion on challenging topics requires information on methods of teaching, *Teaching and Learning Activities* in *Module 4* may be helpful. It describes some teaching methods such as activities and the discussion methods.

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 studied and used as samples.

Module 5 and 6 comprise sample lesson plans on challenging topics in Mathematics and Science respectively. Some of the lesson plans have additional information and teaching hints. 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 points are provided.

Fig. 7: Using *General Pedagogy* (*Module 4*) and *Sample Lesson plans* (*Modules 5 and 6*) for challenging topics
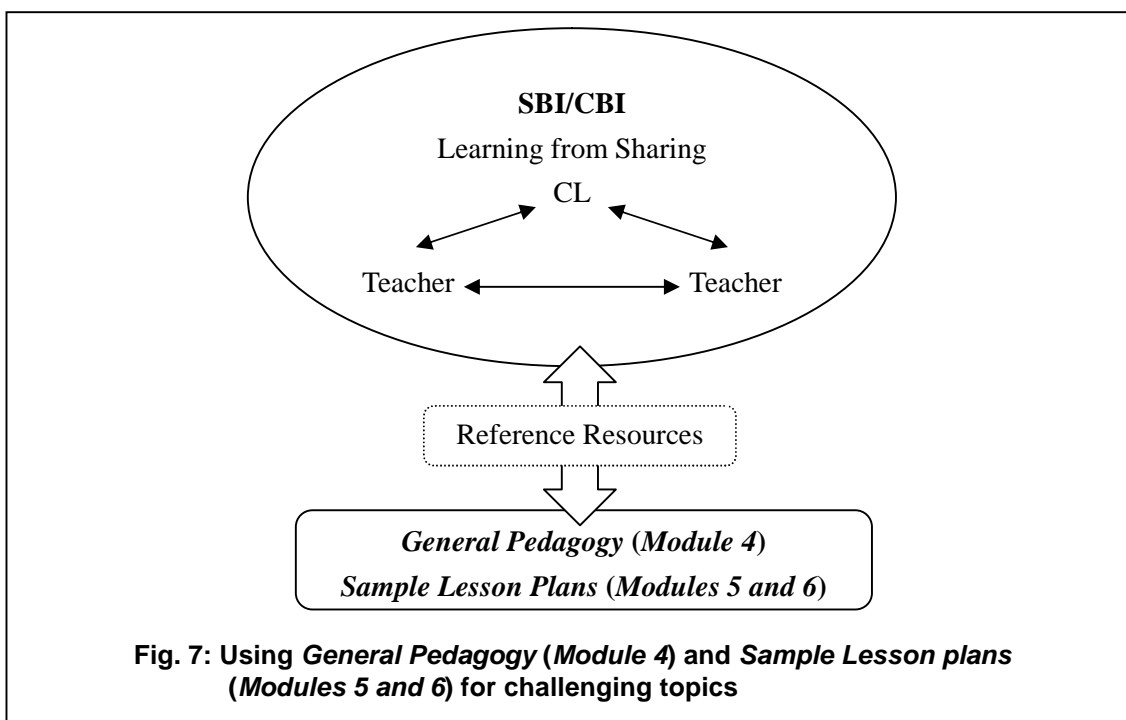
While the CL and teachers can use some of the sample lesson plans for their SBI/CBI, they can also develop their own lesson plans for challenging topics using one of the samples as a model.

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 lesson plans for challenging topics.

General strategies for Lesson Planning and teaching challenging topics

Examples of general strageties for **lesson planning**

- Set **SMART²** objectives.
- **Prepare adequately** in advance before attempting to teach some of these topics. Where possible, consult other colleagues or experts in the field for more reliable and relevant information.
- Consult many curriculum materials for relevant information about the challenging topics you are to teach.
- **Select** relevant TLMs to make the lessons real and appealing to the pupils. Where there is difficulty in finding relevant TLMs, **improvise** or **develop** your own materials.

Examples of general strategies for **lesson delivery**

- Teach systematically by translating the syllabus into **real life situations**. For example, it is better to teach flowers when they 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**.
- **Use pictures and charts** to explain difficult concepts when the concepts are abstract in nature.
- On the teaching of concepts, **start from known to unknown, easy to difficult topics**.
- **Avoid difficult vocabulary**. Use simple scientific words and the local language to explain certain vocabulary where possible.
- Use appropriate questioning skills.

4.4 Selection of Demonstrator/Facilitator

A teacher who will conduct a lesson (Demonstration lesson, Peer teaching or TLM Preparation and 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 topics for each session, below are three recommended criteria for selecting the demonstrator.

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

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[2] **SMART** stands for : *S-Specific; M-Measurable; A-Achievable; R-Relevant; and T-Time-bound.*

A) Experience-Based Selection

Experienced teachers have a variety of teaching competencies, as they have had many opportunities to improve the quality of their lessons through trial and error. We can learn a lot of things from the experiences of these teachers, such as the challenging topics they have encountered and their methodologies of teaching. Therefore, it is quite appropriate to select an experienced teacher as the demonstrator of the SBI/CBI session. However, newly trained teachers from the colleges and universities can also be selected so we can tap their new ideas. See Fig. 8 for the experience-based selection.
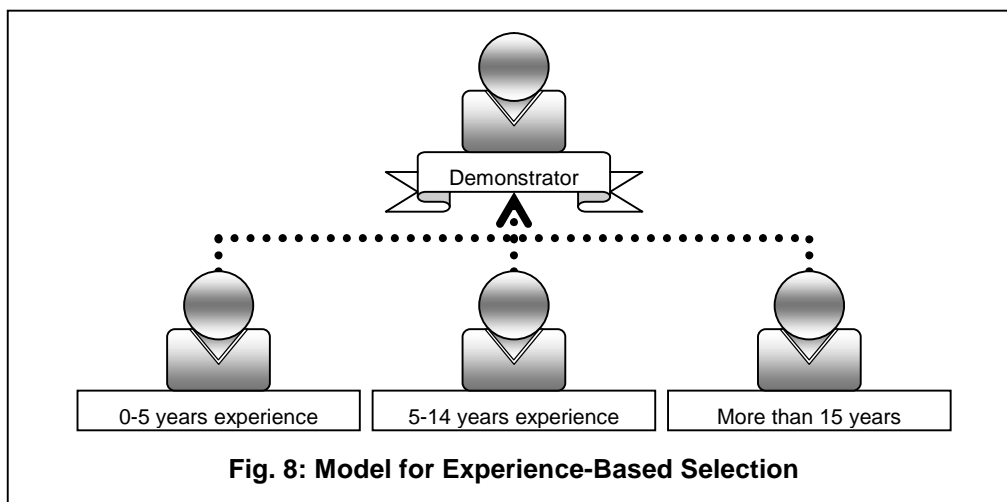
Fig. 8: Model for Experience-Based Selection

B) Subject-Based Selection

Generally speaking, teachers may not be all-round. However, teachers have different capabilities and experiences in teaching specific subjects. If teachers can share such strong points in teaching a certain subject, it becomes easier for others to improve the quality of their own 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.
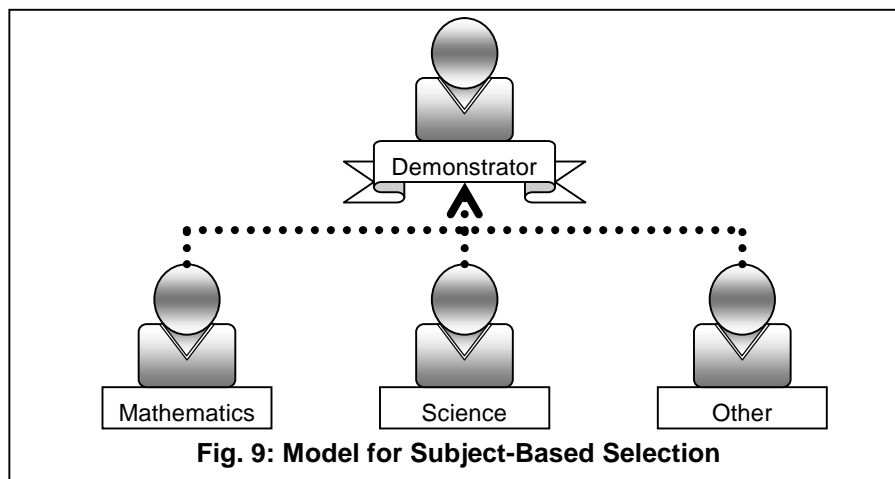
Fig. 9: Model for Subject-Based Selection

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' achievement levels in

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comparison with pupils in similar classes the class-based selection is relevant. Therefore, this kind of selection is appropriate for dealing with such issues which cut across classes in a cluster for example, and this can be done in collaboration with various class teachers. See Fig. 10 for a model for class-based selection.
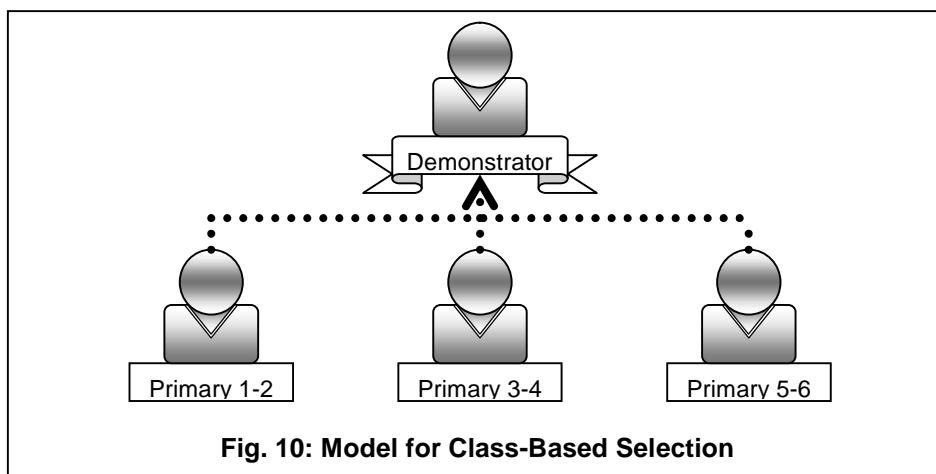
Fig. 10: Model for Class-Based Selection

4.5 Planning SBI/CBI Activity

Date, time and venue will have to be decided by the teachers themselves for effective planning and organization.

After selecting a demonstrator, he/she will plan an activity for 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.

Planning and studying the activity

The CL and demonstrator will plan what activity they want to do during the SBI/CBI. More importantly, they have to spend ample time to study the activity they are going to do. They should discuss it with their colleague teachers and read reference books to obtain relevant information. They can refer to *Module 4* for *General Pedagogy* and *Modules 5, 6* and other books for *Sample Lesson Plans*.

If their choice of SBI/CBI activity is the Demonstration Lesson or Peer Teaching, they will plan a lesson based on studying the instructional skills suitable for the content. If it is a TLM preparation and usage for their SBI/CBI activity, then a study of the TLM should be done before hand.
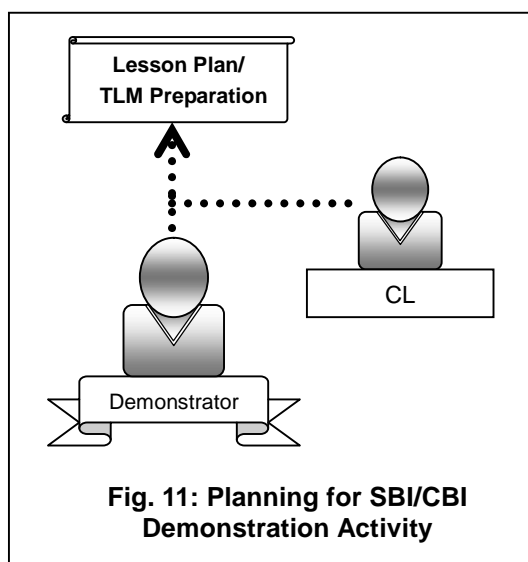
Fig. 11: Planning for SBI/CBI Demonstration Activity

In planning the activity, they should develop a lesson plan (for a demonstration lesson and peer teaching) or a TLM preparation and usage.

Preparation of Lesson Plan (for Demonstration Lesson and Peer Teaching)

When the lesson plan is prepared for SBI/CBI activity, there is the need to consider the following:

- Topic/Sub-topic
- Objectives
- Teaching/learning activities and materials
- Core points
- Evaluation/exercise
- Application

All the above should be related to the objectives of the session.

Table 8: List of Topics

Module 5: Mathematics	Module 6: Science
- Measurement (Area) - Operations on fractions (Multiplication) - Collecting and Handling Data (Constructing a pictograph) - Shape and Space (Right angles) - Investigation with number (Triangular numbers)	- Characteristics of Water and Other Liquids - Porosities of Soil - Rusting - Production of Sound - Properties of Air

Preparation of TLM Plan (for TLM Preparation and Usage)

When the demonstrator prepares the TLM for use at 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 objectives 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. In addition, 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 its usage.

Unit 5: ORGANIZATION AND IMPLEMENTATION OF SBI

By the end of this unit, the user will be able to:

- ✓ Select an appropriate activity for SBI
- ✓ Make use of the 3 essential stages of SBI

5.1 Types and Stages of SBI

Organisation of the SBI is divided into three stages: ***Pre-Delivery Discussion***, ***Delivery*** and ***Post-Delivery Discussion***. The suggested duration of each stage is shown in Table 9.

Table 9: Three Stages of SBI Activity and Time Allocation

		STAGES		
		Pre-Delivery Discussion (15 minutes)	**Delivery (60 minutes)**	**Post-Delivery Discussion (45 minutes)**
TYPES	**Demonstration Lesson**	Statement of objectives, general instructions, expectation and the use of observation sheet	Demonstrating a lesson with pupils (and Observation)	Reflection/Evaluation of the lesson
	Peer Teaching	Statement of objectives, general instructions, expectation and the use of observation sheet	Demonstrating a lesson with colleague teachers (and Observation)	Reflection/Evaluation of the lesson
	TLM Preparation And Usage	Statement of objectives, general instructions, expectation and the use of observation sheet	Demonstration on preparation and usage of the TLM	Reflection/Evaluation of the preparation and usage of the TLM

The time allocation can be modified to make it more suitable to the real teaching situations in a school. (For example, Pre-Delivery Discussion: 10 minutes, Delivery: 60 minutes, Post-Delivery Discussion: 50 minutes)

5.2 Pre-Delivery Discussion

The first part is the Pre-Delivery Discussion, in which the facilitator introduces the session to colleague teachers by:

i) Presenting the rationale for the choice of the topic/sub-topic, the objectives and core points of the lesson, expected teaching/learning activities and the materials.

ii) Introducing the demonstrator and his/her class, the subject and topic/sub-topic.

iii) Giving participants instructions for the ***SBI/CBI Observation Sheet*** (how to use the observation sheet, the areas which the participants are expected to observe, etc.) (refer to page 51: ***Form 4***).
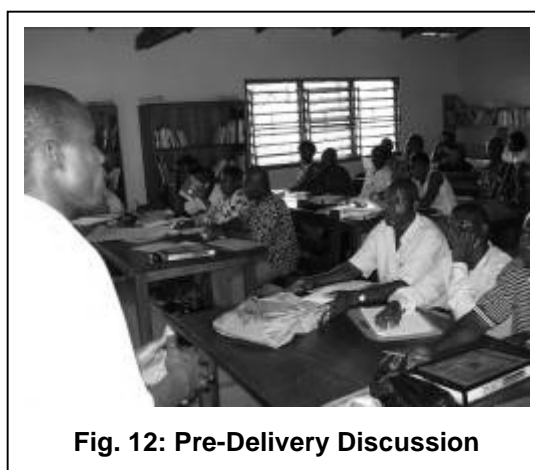
Fig. 12: Pre-Delivery Discussion

If the sheets are not available, the facilitator can ask the participants to use their notebooks for the task.

iv) Setting any other ground rules the group considers necessary. (e.g. "Switch off mobile phones!" "Stay for the whole session!" "Participate actively!" "Complete the tasks!")

v) Discussing colleagues' expectations with them as an introductory activity.

Table 10: Suggested Steps for "Pre-Delivery Discussion"

Step 1 (7 mins)	Instruction	Facilitator gives colleague teachers necessary information such as the objectives, the name of the demonstrator, setting ground rules, areas to observe during the demonstration activity, etc.
Step 2 (8 mins)	Filling SBI/CBI Observation Sheet	Facilitator guides the colleague teachers to fill the SBI/CBI Observation Sheet

5.3 Delivery

The second stage is the Delivery, in which the demonstrator presents a well-planned lesson/activity. Colleague teachers use the lesson plan or the TLM plan prepared by the demonstrator as reference material as they observe the activity, and write their comments ("Strong Point" and "Needs Improvement") on the SBI/CBI observation sheet.

The teachers as observers should bear in mind that their own behaviours during the activity can 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 they can observe and follow the activity properly.

Fig. 13: Delivery----Demonstration Lesson

Fig. 14: Delivery----Peer Teaching

Fig. 15: Delivery----TLM Presentation and Usage

Table 11: Suggested Steps for Delivery of Demonstration Lesson

Step 1 (15 mins)	Before the Activity	Before starting the demonstration lesson/activity, facilitator 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 Lesson/Activity	The demonstrator conducts the demonstration lesson/activity. All the colleague teachers observe the activity in silence from the back of the classroom and write comments on the observation sheets. The demonstrator gives his/her pupils necessary instructions (giving some exercises, assignments, homework, etc.).
Step 3 (45 mins)	After the Activity	Facilitator leads all the colleague teachers to the room where the Post-Delivery Discussion will be held to discuss the lesson.

Table 12: Suggested Steps for Delivery of Peer Teaching and TLM Preparation and Usage

Step 1 (60 mins)	Demonstration Activity	The Demonstrator conducts the Delivery. All colleague teachers observe/participate in activity as well as write their comments on observation sheets.

5.4 Post-Delivery Discussion (Reflection/Evaluation on the Activity)

The last part is the Post-Delivery Discussion, in which the facilitator leads the discussion for the demonstrator and observers to exchange their opinions, ideas and so on.

Firstly, the facilitator congratulates the demonstrator for his/her delivery and allows him/her to evaluate their own strengths and challenges and consider how to improve on the challenges. His/her self-assessment of the lesson can be as follows:

- *What was done excellently?*
- *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 points and areas needing improvement) on the lesson. The comments are intended to be *Cooperative* and *Constructive* and not *Destructive Criticisms*. The comments need to be *Fruitful* for all the teachers in improving their teaching skills, and should therefore be directed to the teaching and not the demonstrator/presenter.

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

Fig. 16: Post-Delivery Discussion

The facilitator 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 classroom situations
- Allow everyone an opportunity to give feedback
- Do not allow anyone to monopolise the discussion
- Summarise the lessons learnt and comments

One person from the staff should be appointed as secretary to **keep a record** of the key points discussed. The person should use the form *Record of Post-Delivery Discussion Session* (refer to pages 53-54: *Form 6*).

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

Table 13: Suggested Steps for Post-Delivery Discussion

Step 1 (7 mins)	Comments from Demonstrator	Facilitator 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	Facilitator invites the colleague teachers (including CL, HT, CS, DTST and external monitors) to give their comments on the activity focusing on the objectives of the session, and facilitates the discussion based on the comments given.
Step 3 (8 mins)	Conclusion by HT	Facilitator invites HT (or other supervisors) to give concluding remarks to summarize the discussion.

5.5 Conclusion

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

This section suggests ideas for conducting SBI activities. Meaningful and successful SBI can be organised based on the ideas and steps outlined in this section in order to improve the quality of teaching and learning.

Unit 6:   ORGANIZATION AND IMPLEMENTATION OF CBI

By the end of this unit, the user will be able to:

- ✓ Select an appropriate activity for CBI
- ✓ Make use of the 3 essential stages of CBI

6.1 General Information about CBI

Another activity that can be used to upgrade the knowledge and skills of teachers and to make them more effective in their teaching is the CBI.

As CBI promotes collegiality and mutual respect for each other's competencies and potential, the display of individual excellence should not be undermined. This requires assigning definite roles and responsibilities to members such as Curriculum Leaders (CLs), demonstrator and Headteachers. Also, a systematic and an integrated approach to the organisation of all activities should be ensured.

CBI has an added advantage of helping teachers overcome challenges that could not be addressed in School-Based INSET (SBI) sessions.

A group of 2 (minimum) to 5 (maximum) schools can form a cluster. One school serves as host, or hosting can rotate where necessary.

6.2 Objectives of CBI

CBI has the following objectives:

- To enhance teachers professional career growth
- To help teachers not only to learn new skills but also develop new insights into pedagogy
- To provide an opportunity for teachers from different schools to learn from each other
- To enable the District Director of Education (DDE) and District Teacher Support Team (DTST) to train teachers in new skills and knowledge in a cost effective manner

6.3 Formation of Clusters

Clustering of schools must be done at the District Education Office (DEO) taking into consideration the following:

- Schools that form a cluster should not be too far from each other (preferably within walking distance).
- A minimum of 2 and a maximum of 5 schools should form a cluster.
- Schools forming a cluster (including the host) should contribute in cash or in kind towards the cost of the CBI.
- Attendance of CBI is compulsory for all teachers within the cluster.
- Headteachers and CLs of the cluster of schools should meet at the beginning of each term to:
    - Assess the needs of their schools and design an action plan for the cluster
    - Plan a time-table for the cluster
    - Assign responsibilities to Headteachers forming the cluster
- CBI should be organized at least once a term.
- CBI should be organized outside the instructional period where possible.

6.4 Types and Stages of CBI

Organisation of the CBI is divided into the three types and stages just like SBI (refer to pages 24-27: *Unit 5*).

6.5 Conclusion

In CBI, teachers who have the requisite knowledge, skills and interest should play the role of CLs or facilitators. When unresolved issues are identified from SBI, it is recommended that a resource person be invited to handle such challenging topics/issues at CBI.

It is suggested that the cost involved should be shared among the schools within the cluster.

All teachers within the cluster of schools should endeavour to work together as colleagues and as a team to share ideas and experiences.

There could be some hinderances from colleagues that can hamper the smooth organisation of activities such as petty misunderstanding, domineering attitude, and poor leadership styles. However, if these are carefully managed, unnecessary competitions will be removed and a healthy team spirit will be built, leading to great team success.

Unit 7:   MONITORING OF SBI/CBI

By the end of this unit, users will be able to:

✓ Monitor SBI/CBI properly using various monitoring forms

7.1 What is Monitoring?

Monitoring is an ongoing process that helps to track the progress of a programme/activity. It is important to monitor and share information about SBI/CBI and its impact on the quality of teaching and learning in the classroom. Assessing the impact of SBI/CBI in classroom teaching can be realised through self-monitoring/evaluation as well as feedback/comments from district and national level inspections.

7.2 Guidelines for Monitoring SBI/CBI

Monitoring sheets for SBI/CBI 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 other hand, the qualitative data shows among others, information on respondents' views and evidence of the quality of work produced by both pupils and the teacher. Schools can use the data provided on the sheets when analysing and planning SBI/CBI, i.e. finding lessons learnt from the sheets to include in the next SBI/CBI. The quantitative data provides information on teachers and their attendance at SBI/CBI over a period of time. Table 14 shows the required sheets for monitoring SBI/CBI.

Table 14: Sheets for Monitoring SBI/CBI

Name	Form	Filled in By:
• *SBI/CBI Observation Sheet (for All Participants)*	*Form 4*	• Participants
• *SBI/CBI Observation Sheet (for NT, DTST, CS)*	*Form 5*	• NT, DTST, CS
• *Record of Post-Delivery Discussion*	*Form 6*	• Secretary
• *SBI/CBI Operation Summary (Termly Report)*	*Form 7*	• HT
• *SBI/CBI Field Monitoring Sheet*	*Form 8*	• DTST
• *Attendance Sheet for SBI/CBI*	*Form 9*	• Participants

1)   *SBI/CBI Observation Sheet (for All Participants)* (*Form 4*)

Participants are expected to indicate by ticking the appropriate columns under strong points and areas that need improvement during the SBI/CBI. They are also expected to write comments on lessons learnt for subsequent teaching and learning so that they can share their opinions using what they have written during post-delivery discussion session.

1. Participants fill in the sheet when SBI/CBI is conducted.
2. After the post-delivery discussion, HT collects the sheets.
3. HT keeps the sheets for record and reference purposes.

2)   *SBI/CBI Observation Sheet (for NT, DTST, CS)* (*Form 5*)

National Trainers (NT), DTST, and CS can use the sheet as external supervisors/monitors in order to make clear and useful comments during post-delivery discussion and to report their observations on the SBI/CBI activities to District INSET Committee (DIC).

1. NT, DTST and CS receive the sheet from DIC.
2. NT, DTST and CS fill in the sheet when they attend SBI/CBI in schools.
3. They submit the sheets to DIC in two weeks after SBI/CBI.

3) *Record of Post-Delivery Discussion* (*Form 6*)

This record summarises what was discussed at the post-delivery discussion session for future monitoring and reference purposes.

1. HT assigns one teacher as a secretary.
2. The secretary writes down the major comments and the points discussed.
3. HT collects the sheet after the post-delivery discussion.
4. HT notes the good points and uses them to monitor the work of the teachers in the school and to improve the next SBI/CBI.
5. HT keeps the sheet for record and reference purposes.

4) *SBI/CBI Operation Summary (Termly Report)* (*Form 7*)

The purpose of the **SBI/CBI Operation Summary** is to keep a record of SBI/CBI that have been organised and for it to be used as reference for future SBI/CBI. The form includes information on SBI/CBI organisation such as the name of the HT and CL, the subject, topic, etc.

It also includes questionnaires with regards to the conduct of SBI/CBI and the record of post-delivery discussions. The school keeps its copy and sends another to the district as a record of SBI/CBI activity. The district uses the information at the Information Exchange Seminar which is held once per term among CLs, DTSTs, and DICs.

1. HT fills **SBI/CBI Operation Summary** and makes two (2) copies.
2. HT keeps one of the copies in the school and submits the other to DIC through the CS within two weeks after the end of each term.

5) *SBI/CBI Field Monitoring Sheet* (*Form 8*)

The two main purposes of this sheet are as follows:

1. To obtain qualitative information about current situations concerning SBI/CBI.
2. To support schools to organise SBI/CBI more effectively and frequently.

In addtion, the DTST is expected to find some examples of "Good Practices" and "Challenges" of SBI/CBI while monitoring. The DTST reports those examples at the seminar at which CLs, HTs, and DTSTs share their experiences about SBI/CBI in each term. (refer to page 32: *7.3 How to Monitor SBI/CBI (for DTST/External Monitors)* for further explanation.)

1. DTST interviews HT and CL to evaluate preparation and delivery of SBI/CBI, filling in the sheet. DTST properly gives feedback/advice to HT and CL with regard to the questions asked.
2. DTST keeps the sheet and shares the information with DIC. DTST also uses it when reporting at the Information Exchange Seminar.

6) *Attendance Sheet for SBI/CBI* (*Form 9*)

For SBI, the attendance sheet is used to record the names of the participants and the school keeps the sheet. If CBI is organised, all participants fill the attendance sheet and each school keeps a copy.

7.3 How to Monitor SBI/CBI (for DTST/External Monitors)

When a member of DTST/External Monitors visits a school, they need to monitor SBI/CBI using the *SBI/CBI Field Monitoring Sheet* (refer to pages 57-58: *Form 8*) in terms of three areas. Those areas and methods of monitoring are shown in Table 15.

Table 15: Points of Monitoring (for School Visits by DTST/External Monitors)

Areas	Methods
1) Preparation for SBI/CBI	Interviewing HT and CL
2) Implementation of SBI/CBI	Participating in a series of SBI/CBI (e.g. Pre-Delivery discussion, Delivery, and Post-Delivery discussion)
3) Improvement of SBI/CBI (Impact)	Interviewing HT and CL

1)   How to Monitor Preparation of SBI/CBI

DTST/External Monitors are expected to monitor the preparation for SBI/CBI using the *SBI/CBI Field Monitoring Sheet*. While interviewing HT and CL, the following points should be considered:

- Utilisation of time before/after observation of SBI/CBI.
- Maintenance of an atmosphere that is not judgemental but supportive and cooperative.
- Listening to HT and CL carefully.
- Taking the challenges and the problems that a particular school faces into consideration during the interview.
- Using experiences and comments that have been received from previous field SBI/CBI monitoring.
- Giving necessary feedback/advice to the school.

2)   How to Monitor Implementation of SBI/CBI

DTST/External Monitors are expected to monitor the implementation of SBI/CBI using the *SBI/CBI Field Monitoring Sheet*. While participating and monitoring pre-delivery discussion and post-delivery discussion, the following hints should be considered.

Pre-delivery discussion and delivery

- Refrain from making comments in the course of the delivery.
- Write down comments with regard to the aspects in SBI/CBI Observation Sheet.

Post-delivery discussion

- When the participants (Demonstrator, colleague teachers and HT) are making comments, listen to their points carefully.
- Taking into consideration the comments given by the participants, provide useful and supportive feedback on the delivery. Keep in mind your position as an experienced teacher who is attending the SBI/CBI session to improve its quality.

3)   How to Monitor the Improvement of SBI/CBI

DTST/External Monitors are expected to monitor the improvement of SBI/CBI, using the *SBI/CBI Field Monitoring Sheet*. It is necessary to find out whether the school has taken actions for improving its SBI/CBI implementation and its quality as well as daily practice of teaching and learning by using the lessons learnt from previous SBI/CBI. The school should be encouraged to initiate necessary actions for improvement.

When interviewing, consider the following points:

(To improve SBI/CBI organisation):

- Ask for the *SBI/CBI Operation Summary* (refer to pages 55-56: *Form 7*) of previous SBI/CBI.
- Check the comments that the HT has made in these sections of the form:
  1. Questions about organisation.
  2. Challenges on the form.

(To improve the daily practice of teaching and learning):

- Ask for the *Record of Post-Delivery Discussion* (refer to pages 53-54: *Form 6*) of previous SBI/CBI.
- Check the comments that the HT has made in the "Lessons Learnt to Improve upon Subsequent Teaching and Learning" in the *Record of Post-Delivery Discussion* of the previous SBI/CBI.
  Then, consider the following to improve SBI/CBI organisation and daily practice of teaching and learning.
- Ask the HT if the school has taken any action in response to the comments made.
  For example, if participants complain about the venue, find out if the HT has made efforts to change the venue.
- If the HT says "yes", try to gain verification using appropriate methods. e.g. asking for examples, asking other teachers, seeing newly developed/prepared TLMs, reading related documents.
- Where possible, obtain the impact of the actions taken.
- If no action has been taken, ask for reasons. Then encourage the HT to initiate some actions, and give advice that would help the HT to implement the actions.

Appendix 1: LESSON STUDY

What is Lesson Study?

Lesson Study 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".

Lesson study has come to play an important role in the accumulation and transfer/sharing of teaching skills. In lesson study, a group of teachers assemble to observe a lesson conducted by one of their colleagues, and during the post-delivery discussions they exchange opinions, and thereby deepen their own knowledge and understanding of teaching content, pupils's learning, lesson composition and others. By means of the repeated process of finding solutions to educational issues through teaching in this way, teachers share their teaching skills and learn from one another.

Fig. 17: Study of Teaching Content

In preparation towards a demonstration lesson, teachers develop a lesson plan based on the teaching content which has been subjected to thorough study and examination with colleague teachers, and implements the planned lesson. The teacher can integrate innovative ideas and teaching methods during the preparation, and use them in the delivery of the lesson. In the post-delivery discussion, constructive comments on the demonstration lesson will be made from many different angles, and points for improvement are clarified. Through cooperation among the colleague teachers concerned, the process set out here is repeated many times. As a result, there is a high possibility that new teaching content and methods will emerge and be developed as innovative ideas for teachers. Lesson study has a way of unearthing hidden potentials to develop new teaching content and methods.

Fig. 18: Lesson Presentation

Whether the lesson will be a success or not depends on the ability of the teacher. However, 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. In this situation, the teacher is expected to conduct a self-examination on whether the lesson plan, the teaching methods and skills used are appropriate for the lesson in question. To expect a teacher to be able to do this effectively 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

Fig. 19: Reflection on the Lesson

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points and weak points of the lesson can be identified. 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 to find solutions to the problems.

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.

<u>Procedure of Lesson Study</u>

A cycle of lesson study is made up of three stages, namely: *Study of Teaching content*, *Lesson Presentation* and *Reflection on the Lesson.* The cycle of these three stages can be expressed as shown in Fig.20.

Fig. 20: Cycle of Lesson Study
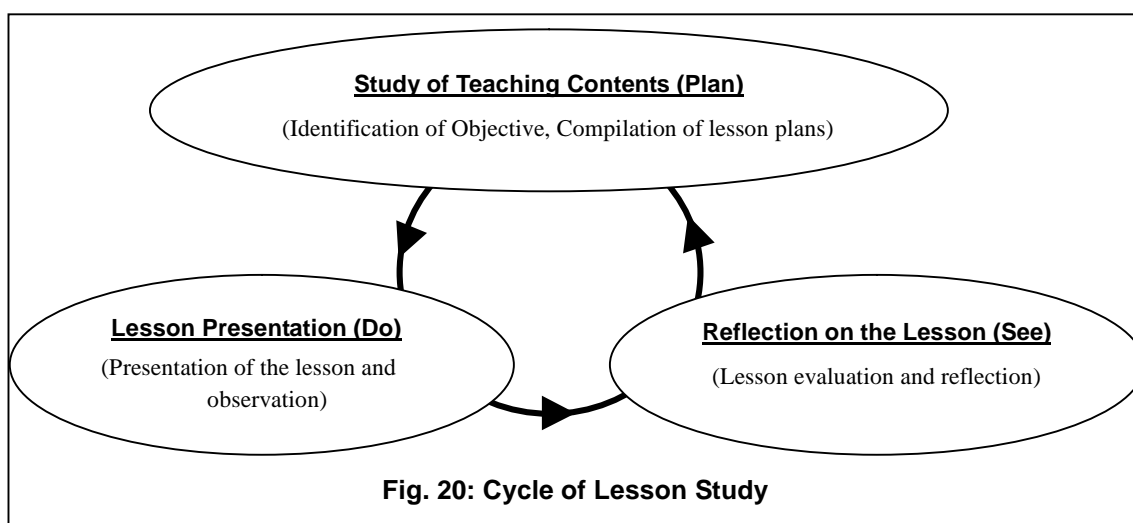
The main stages involved in the succession of the cycles of lesson study are as follows:

a) Identification of an objective and preparation of lesson plans (Plan)

b) Presentation of the lesson (Do)

c) Evaluation and reflection on the lesson (See)

d) Revision of the lesson (Plan)

e) Presentation 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 (Plan)

"Study of Teaching Content" is a succession of activities related to the teaching content, such as selection of a teaching topic, detailed analysis of the content, evidence of deep understanding of the essence of the content, reference/source of information for lesson plan, planning of a suitable lesson on the content to suit the real situation of the pupils concerned, and development of a lesson plan.

B)   Lesson Presentation (Do)

In "Lesson Presentation", a lesson is delivered, based on the lesson plan prepared during the study of teaching content. During the lesson, colleague teachers, and sometimes supervisors (such as HT, CS, DTST, District INSET Committee) may sit in and observe carefully every stage of the lesson so as to be able to give constructive feedback after the lesson.

C)   Reflection on the Lesson (See)

After the lesson 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 turns, clarifying the lesson objectives, or commenting (on the basis of their own experiences) about areas such as the experimental lesson, the role of the teacher, other teaching methods, etc., so that a lively discussion on a wide-range of issues ensues.

Appendix 2: CAPITATION GRANT

1. Budget for SBI/CBI

HTs are expected to release funds for the purchase of instructional materials for implementation of SBI/CBI. HTs are therefore expected to know how to manage school funds properly for successful implementation of SBI/CBI.

The Capitation Grants, set up by the Ministry of Education, Science and Sports in the 2005/2006 academic year, is one source of funding for SBI/CBI in basic schools. Below is an excerpt from the Capitation Grants guidelines.

Background

The Ministry of Education, Science and Sports has set up a Capitation Grants Scheme, commencing 2005/2006 academic year, whereby every **Basic School** receives an amount of GH¢3.00 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 enable 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.

Selection of Schools

All registered public schools with the Ghana Education Service in all districts benefit from the Capitation Grants. These schools should have a code with Education Management Information System (EMIS). All schools have bank accounts into which the Capitation Grants are paid.

The Number of Pupils

The total number of pupils per school for each year is to be made available 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, while the final enrolment figure is to be submitted by the end of November, which is the close of admission.

Eligible Expenditures

The Capitation Grants are to be used to support the implementation of *School Performance Improvement Plans* (SPIP, refer to page 60: *Form A*).

Management of the Grants

The key players in the management of the Capitation Grants are shown in Table 16.

Table 16: Key players in the Management of the Capitation Grants

Key Players	Roles
DDE *AD– Supervision*	• Provide the overall oversight and support towards the implementation of the SPIP • Approve the SPIPs for each school in the district • Ensure compliance with all requirements • Ensure the opening of bank accounts and the flow of funds on timely basis to each school
District Accountant	• Maintain proper books of accounts and other records of all transactions • Account for all funds received and transferred to the schools • Provide financial and other information required by management to control the effective implementation of the Capitation Grants
CS	• Provide the day to day supervision on the implementation of the SPIPs
SMCs *Headteachers* *Assistant Headteachers*	• Ensure the effective utilisation of the Capitation Grants • Implement the activities as provided in the SPIPs • Ensure the proper accountability of all funds received and utilised in the schools

Special Bank Account

The DEO would open a Special Account into which funds for the Capitation Grants would be lodged. The signatories to this account are the DDE 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 Headteacher and their assistant.

Release of Funds

A projected estimate of enrollment levels in each school is made at the beginning of each academic year. 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.

Monitoring and Evaluation

CSs visit each school twice a term and report to the DEO on the following:

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

The DDE as well as the DTST and District Headteacher Advisor also pay regular visits to each school to review progress on implementation of activities at each school.

Progress Reports (refer to pages 66-68: ***Forms G, H and I***) are endorsed by the School Management Committee (SMC) and submitted by the Headteacher to the DDE.

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

Audit

The GES Internal Auditors monitor the schools accounts, and conduct at least one audit of the utilization of the Capitation Grants half yearly and submit copies of their report to the SMC, DDE and Regional Director of Education (RDE).

2.   How to Apply for Capitation Grant

Preparation of School Performance Improvement Plan (SPIP)

A SPIP is to be prepared 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 reasons why Capitation Grants can be used for SBI/CBI!

The SPIP is to be prepared by the Headteacher/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.

Disbursement Process

The executor of an activity within the SPIP applies to the Headteacher for funds with a ***Request Form*** (refer to page 61: ***Form B***). Cash equivalent to that activity is withdrawn from the bank, an ***Advance Form*** (refer to page 62: ***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 Headteacher and completes an ***Accounting for Advance Form*** (refer to page 63: ***Form D***) to end the process.

Management Control

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

Record Keeping

The school must maintain financial records (***School Capitation Grants Cash Book*** -refer to page 65: ***Form F***) which reports all Capitation Grants received and disbursed with all appropriate receipts and required documentation. These records are to be made available for review by the SMC, the DEO and the Audit, Regional Monitoring Team and other School Inspectors.

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 DEO by the Headteacher and the SMC Chairman. The DEO is also to report on quarterly basis to the Regional Director and Director General on the operations of the Capitation Grants.

These reports include:

- ***School Capitation Grants Monthly Expenditure Returns***   ***Form G*** ***(page 66)***
- ***School Capitation Grants Activity Completion Report***   ***Form H*** ***(page 67)***
- ***School Capitation Grants Termly Status Report***   ***Form I***   ***(page 68)***

Appendix 3: BASIC SCHOOL PERFORMANCE APPRAISAL SYSTEM

1. Rationale

Innovations like the Performance Monitoring Test (PMT) and the School Performance Appraisal Meeting (SPAM) which was introduced in 1998 under the Whole School Development (WSD) have proved to be effective tools for the monitoring of teaching and learning outcomes in basic schools.

The PMT is a test in English and Mathematics administrated to 25%-50% of pupils in primary schools (the percentage is selected based on class size).

The results of the PMT formed the subject of discussion at SPAM meetings. The SPAM gives parents, teachers and the community at large the opportunity to discuss the performance of their children and their schools using the standard tests. From the consultations at the SPAM, schools and communities are then able to set new performance targets and map out strategies for achieving the set targets.

In addition to this, the PMT and the SPAM are aimed at furnishing the Ministry of Education with data on performance of all public primary schools, and heads and teachers of those schools. It is also a mechanism for making schools accountable to the communities within which they are located.

It was observed from the analysis of the PMT data collected between 1998 and 2000 that there were substantial improvements in achievement levels of pupils in Mathematics while the improvement in English was moderate.

In view of the values derived from SPAM under the WSD, it has become necessary to adopt a similar concept in appraising the outcomes of the INSET project in the schools. Although PMT cannot be administrated now, the district level examination being organised by some districts can be used as test instruments for organizing the SPAM. Districts which have not instituted such examination can make use of the terminal test results or Basic Education Certificate Examination (BECE) results of schools to conduct the various levels of SPAM and set performance targets.

2. What is SPAM?

SPAM stands for **School Performance Appraisal Meeting**.

SPAM is a meeting of school teachers, the entire community, and stakeholders in education convened by the DEO or Headteachers to:

- Discuss the performance of their schools in a district-wide performance test organized by the DEO using the School Education Assessment (SEA) and the National Education Assessment (NEA)
- Design strategies to improve school performance in subsequent years

SPAM is an activity designed to keep all stakeholders well-informed about the amount of teaching and learning going on in a school and also practices in the community that impact negatively on the learning of children. It gives stakeholders the chance to participate meaningfully in deciding how to improve the outcomes of their pupils' performance.

3. Levels of SPAM

Three levels of SPAM have been identified in the programme. These are: School level, Cluster level and District level.

School level SPAM

i) Objectives

The objectives of the school level SPAM are:

- Discuss the school targets
- Discuss the results and performance of pupils
- Discuss the weaknesses and strengths
- Discuss the strategies to improve
- Discuss the needed support from parents
- Discuss the new targets for all the classes
- Discuss the commitment of the individual stakeholders

ii) Participants for school level SPAM

The participants for school level SPAM are:

- Headteachers as facilitator
- PTA/SMC chairperson as chairperson
- PTA secretary as secretary
- CS
- PTA and SMC Executives
- School pupils
- Local Managers of the school
- Teachers

iii) The school SPAM process

The school Headteacher announces at assembly the results of the district test in the presence of all teachers and other stakeholders class by class. He/she then explains the purpose of the SPAM exercise to them before they go into their classrooms.

Class level SPAM must be facilitated by the Headteacher with SMC/any opinion leader as chairpersons.

Here the purpose is to find out class by class what pupils see as factors militating against quality teaching and learning in their respective classes and what should be done to improve performance of the classes.

It must be noted that the class teacher should be present while discussions are going on in his/her class.

After the class level SPAM, the Headteacher accompanied by the SMC, PTA chairpersons meet the staff to discuss the following matters:

- Issues raised by the pupils of each class
- The type of support each class teacher needs in order to raise the performance of their class level SPAM

At school assembly on the following morning the Headteacher announces in the presence of the SMC chairperson and opinion leaders, or PTA chairpersons the major findings from the class level SPAM and the major decisions taken by the staff to improve the performance of the school.

The Headteacher finally records the major decisions taken at the school level SPAM in the Log Book.

Cluster level SPAM

The objectives of the cluster level SPAM are:

- Discuss in detail the performance of each school within a particular cluster, based on test results obtained
- Identify and discuss common problems within the cluster
- Inform participants of the performance targets agreed upon at each school, and lead them to set achievable targets for the cluster
- Identify remedial strategies to adopt in order to achieve the targets

i) Participants for cluster level SPAM

At the cluster level the following people are the participants:

- All Headteachers of schools within the cluster
- Teachers/Curriculum Leaders
- CSs
- PTA representative/SMC chairpersons of schools
- Traditional leaders/Unit Committee Chairpersons
- Religious organization representative
- Opinion leaders

ii) The cluster SPAM process

The Assistant Director (AD) of Supervision /DIC chairs the meeting and the CS facilitates.

- The CS briefs participants on the purpose of the meeting
- The group brainstorms the roles of the Headteachers, SMCs, PTAs, Unit Committee, chiefs and parents
- The CS presents the results of the schools within the cluster school by school
- Each Headteacher gives explanation for the performance of his/her school

The other participants like SMC, PTA, and traditional ruler express their views on the performance of their schools.

- Performance targets are set for the cluster where they have a common examination
- Strategies and action plan for attaining the target are adopted
- AD-Supervision gives the closing remarks

District level SPAM

The district level SPAM will serve two (2) purposes. These are:

- As an information sharing seminar for all stakeholders of education in the district
- As a school performance appraisal meeting for the district

A)   As an information sharing seminar

The sustainability of SBI/CBI activities depends on the feedback that is obtained and used to improve performance. An information sharing seminar is a key activity for realizing continuous improvement through the sharing of ideas and lessons from the implementation of SBI/CBI in the district.

i) Objectives

The overall goal of the information sharing seminar is:

- To share the lessons learnt from the implemented SBI/CBI in the district with DIC, DTST, HT, CL and other stakeholders so that the subsequent SBI/CBI will be improved
- To discuss general issues concerning education at all levels in the district

To meet the above goals, the following objectives should be considered during the seminar:

- To share report of progress with the implementation of the INSET programme
- To share good practices of SBI/CBI and their lessons learnt
- To share feedback from other examination results, i.e. Junior High, Senior High, etc.

ii) Roles and responsibilities of stakeholders

District INSET Committee (DIC)

- DIC is in charge of reporting on the progress of the the report on the progress with the implementation of SBI/CBI, information sharing activities
- DIC will keep records of seminar outcomes
- The information will be communicated to the National INSET Unit (NIU) when necessary

District Teacher Support Team (DTST)

- DTST facilitates the seminars with technical advice provided by the NIU from a distance
- DTST is in charge of reporting good practices of SBI/CBI in the information sharing activity

B) SPAM: the SPAM component of the information sharing has the following objectives.

It has the aim of providing feedback to district stakeholders in education with detailed information on the state of learning achievements in public primary schools within the district. The objectives are to:

- Discuss the performance of public primary schools in the district in the most recent district-wide test
- Identify and discuss problems that affect primary education throughout the district
- Set a range of achievable performance targets which are expected to cater for both the weak and the high-performing schools
- To design strategies to achieve the targets

i) Participants for District level SPAM

At the district level SPAM the District Chief Executive convenes a meeting of the following personalities and groups:

- District Director of Education (DDE)
- Members of the Education and Social Services Committee of the District Assembly
- District Assistant Director in charge of Supervision
- CS in the district
- Traditional authorities or their representatives in the district
- Educational unit managers

- District Girl's Education Officer
- District INSET Committee
- DTST
- District Education Oversight Committee (DEOC) and District Education Planning Team (DEPT)
- District Finance Officer (DFO)
- PTA-representatives of district
- SMC-district representative
- HTs

ii) The district level SPAM process

- DDE or AD-Supervision briefs participants present on the purpose of the meeting and conducts brainstorming on the roles and responsibilities of stakeholders in education
- The results of the schools are disclosed by the DDE indicating the percentages of pupils attaining satisfactory performance standards by class, by subject
- The CSs give the performance of schools in their respective clusters
- Participants are provided with the opportunity to express their views on pupils' performance
- New performance targets are set for the district participant
- Strategies and action plans are drawn for attaining the targets adopted
- The District Chief Executive/his representative gives closing remarks

4.   Benefits of SPAM

- Useful information on performance of each pupil and school are disclosed to stakeholders of education
- Performing teachers who produce good results on pupils achievement are identified to be rewarded
- The results of PMT can expose non-performing teachers. The SPAM enables the stakeholders to provide both support and some sanctions where necessary
- The communities become more conscious of their responsibilities towards their wards and their schools in general
- Healthy competition is generated within cluster of schools and among the different school clusters
- Participants and stakeholders' interest in education is boosted
- Community ownership of school is strengthened
- Normaly future results are improved upon
- School-Community relationships are strengthened

5.   Conclusion

It is believed that every district will take the conduct of SPAM as a continuous process to ensure improved quality teaching and learning outcomes for quality education delivery.

Reports from every level of SPAM should be submitted to the NIU, Accra.

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Forms for SBI/CBI Activities

Forms for School Capitation Grants

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: High / Low

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

4. Recommendation (in terms of attendance at 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 ANNUAL PLAN SHEET

School: .... Academic Year:......................................

Term 1			
Session	**1st session**	**2nd session**	**3rd session**
Date			
SBI/CBI	☐SBI ☐CBI	☐SBI ☐CBI	☐SBI ☐CBI
Type of Activity	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage
Class	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6
Subject	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )
Topic /sub-topic			
Demonstrator			
No. of Participants			

Term 2			
Session	**1st session**	**2nd session**	**3rd session**
Date			
SBI/CBI	☐SBI ☐CBI	☐SBI ☐CBI	☐SBI ☐CBI
Type of Activity	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage
Class	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6
Subject	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )
Topic /sub-topic			
Demonstrator			
No. of Participants			

Term 3			
Session	**1st session**	**2nd session**	**3rd session**
Date			
SBI/CBI	☐SBI ☐CBI	☐SBI ☐CBI	☐SBI ☐CBI
Type of Activity	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage
Class	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6
Subject	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )
Topic /sub-topic			
Demonstrator			
No. of Participants			

SBI/CBI Annual Budget Sheet

School: .... **Academic Year:**....................................

S/N		IMPLEMENTATION DATE	TYPE OF INSET	TYPE OF ACTIVITY	NO. OF PARTICIPANTS	RESOURCES/MATERIALS REQUIRED	ESTIMATED COST	SOURCE OF FUNDING
Term 1								
Term 2								
Term 3								

50

SBI/CBI OBSERVATION SHEET (for All Participants)

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

Observer:.. Demonstrator: ....

Type of Activity: ☐Demonstration Lesson   ☐Peer Teaching   ☐TLM Preparation and Usage

Class: .... Subject:..

Topic/Sub-topic:...

Objectives:...

Indicate by ticking (√) in the appropriate box how much the demonstrator has satisfied each of the following viewpoints. (Degree: **Strong Point** OR **Needs Improvement**)

Instructional Planning Skills	Strong Point	Needs Improvement
• Well stated objectives (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)		
Teaching Methodology and Delivery		
• Uses language appropriate to the level of pupils		
• Makes use of generic skills		
• 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 but guide pupils to correct their mistakes)		
• 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		
• 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)		

Lessons Learned to Improve upon Subsequent Teaching and Learning:

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SBI/CBI OBSERVATION SHEET (for NT, DTST, CS)

School:... Date:...................... Time:...................— ....

Observer:.. Demonstrator:...

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

Type of Activity: ☐Demonstration Lesson   ☐Peer Teaching   ☐TLM Preparation and Usage

Topic/Sub-topic: ....

Objectives: ....

Indicate by ticking (√) in the appropriate box how much the demonstrator has satisfied each of the following viewpoints.

(Degree: 1-Poor, 2-Needs Improvement, 3-Satisfactory, 4-Good, 5-Excellent)

Instructional Planning Skills	1	2	3	4	5
• Well stated objectives (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)					
Teaching Methodology and Delivery	1	2	3	4	5
• Uses language appropriate to the level of pupils					
• Makes use of generic skills					
• 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 but guide pupils to correct their mistakes)					
• 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	5
• 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)					

RECORD OF POST-DELIVERY DISCUSSION

Major Comments from Demonstrator

Comments by All Participants (based on their Observation Sheets)

Discussion Summary from DTST/CS/NT etc.

Lessons Learned to improve upon Subsequent Teaching and Learning (Participants):

Lessons Learned to improve upon Subsequent Teaching and Learning (Demonstrator/CL/HT):

SBI/CBI OPERATION SUMMARY (Termly Report)

School: .... **Academic Year:** .... **Term:** .....

District: .... **Circuit:** ....

HT: .... **CL:** ....

1. Questions about Organizing SBI/CBI

1-1. Were the date and time convenient for participants?   Yes ☐   No ☐

1-2. If "no", please explain the reason and give suggestions. ....
....
....

2-1. Were relevant and adequate Lesson Plan and/or TLMs prepared?   Yes ☐   No ☐

2-2. If "no", please explain the detail and its reasons. ....
....
....

3-1. Did all the participants you invited attend?   Yes ☐   No ☐

3-2. If "no", what are the reasons for their absence? ....
....
....

4. Please describe the **Challenges** of the SBI/CBI organized, in terms of content and management.
....
....
....

5. Please describe the **Good Practices** of the SBI/CBI organized, in terms of content and management.
....
....
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2. Summary on the Implementation of SBI (summarise data from page 2)

Number of SBI:			Average # of Participants:		
Type of Activity	Demonstration Lesson:		Peer Teaching:		TLM Preparation and Usage:
Class	Class 1:	Class 2:	Class 3:	Class 4:	Class 5:	Class 6:
Subject	Science:		Math:	English:		Other:

3. Summary on the Implementation of CBI (summarise data from page 2)

Number of CBI:			Average # of Participants:		
Type of Activity	Demonstration Lesson:		Peer Teaching:		TLM Preparation and Usage:
Class	Class 1:	Class 2:	Class 3:	Class 4:	Class 5:	Class 6:
Subject	Science:		Math:	English:		Other:

School: .... **Academic Year:** .... **Term:** ......

4. Implementation of SBI in the term:

Session	1st session	2nd session	3rd session
Date			
Type of Activity	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage
Class	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6
Subject	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )
Topic /sub-topic			
Demonstrator			
No. of Participants			

Session	4th session	5th session	6th session
Date			
Type of Activity	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage
Class	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6
Subject	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )
Topic /sub-topic			
Demonstrator			
No. of Participants			

5. Implementation of CBI in the term:

Session	1st session	2nd session	3rd session
Date			
Type of Activity	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage	☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage
Class	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6	☐1 ☐2 ☐3 ☐4 ☐5 ☐6
Subject	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )	☐Science ☐Maths ☐English ☐Other ( )
Topic /sub-topic			
Demonstrator			
No. of Participants			

SBI/CBI FIELD MONITORING SHEET

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

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

Topic/Sub-topic: .... Objectives: ....

Type of Activity: ☐Demonstration Lesson ☐Peer Teaching ☐TLM Preparation and Usage

Please record the information obtained from interviews with the HT and CL using the questions provided.

PREPARATION OF SBI/CBI

1. Needs Assessment

1-1. Did colleague teachers get involved in deciding on the challenging topics?   Yes ☐   No ☐

1-2. If "yes", please describe how they were involved. If "no", please explain the reasons. ....

....

....

2. Preparation

2-1. Please give reasons for selecting the type of activity. ....

....

....

2-2. How was the demonstrator decided on? ....

....

....

2-3. Which Modules were used in preparing the delivery?

Module 4 ☐   Module 5 ☐   Module 6 ☐   Other (Specify:)

IMPLEMENTATION OF SBI/CBI

3. Pre-Delivery Discussion

3-1. Did the facilitator state the objective(s) and its (their) background clearly?   Yes ☐   No ☐

3-2. Did the facilitator 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?   Yes ☐   No ☐

3-3. Did the facilitator give participants instructions for the observation?   Yes ☐   No ☐

3-4. Did the facilitator set necessary ground rules? (e.g. "Switch off mobile phones!" "Stay for the whole session!" "Participate actively!" "Complete the tasks!")   Yes ☐   No ☐

4. Delivery

4-1. Did the demonstrator present a well-planned activity?   Yes ☐   No ☐

4-2. Did the colleague teachers use the lesson plan or the TLM prepared by the demonstrator?

Yes ☐   No ☐

4-3. Did the colleague teachers write their comments on the activity observation sheet? Yes☐ No☐

4-4. Did the atmosphere and the teachers' attitude keep as normal as possible so that the observers could observe and study the activity properly?   Yes ☐   No ☐

5. Post-Delivery Discussion

5-1. Did the facilitator allow the demonstrator to evaluate himself/herself coming out with his/her strengths and challenges and how to improve on the challenges? Yes ☐ No ☐

5-2. Were the comments from the colleague teachers *Cooperative*, *Constructive* and *Fruitful* so as to help all teachers improve upon their teaching skills? Yes ☐ No ☐

5-3. Did the facilitator relate comments to the real world of the classroom? Yes ☐ No ☐

5-4. Did the facilitator allow everyone an opportunity to give feedback? Yes ☐ No ☐

5-5. Did the facilitator prevent anyone from monopolising the discussion? Yes ☐ No ☐

5-6. Did the facilitator summarise the comments? Yes ☐ No ☐

5-7. Was one person from the staff appointed to keep a record of the key points discussed?

Yes ☐ No ☐

5-8. Did the HT (or other supervisors) give useful and supportive comments on the discussion at the conclusion for the session of SBI/CBI? Yes ☐ No ☐

IMPROVEMENT OF SBI/CBI

6. Improvement of SBI/CBI preparation

6-1. Did HT take any actions on the challenges identified in the previous SBI/CBI? Yes ☐ No ☐

6-2. If "yes", please identify them. If "no", please write down the reasons. ....

....

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7. Improvement of daily practice of teaching and learning

7-1. Did HT take any actions on the comments in the "Lessons Learnt for Subsequent Teaching and Learning" in the previous Records of Post-Discussion? Yes ☐ No ☐

7-2. If "yes", please identify them. If "no", please write down the reasons. ....

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8. Other Comments

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ATTENDANCE SHEET FOR SBI/CBI

School: _____ Term/Year: _____ SBI☐ / CBI☐ (Tick one) No. _____ Date: _____

S/N	Name of Participants	Class	Signature	Remarks

SCHOOL CAPITATION GRANTS

SUGGESTED 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 INSET i SBI Activity ii CBI Activity					

3   PROVISION OF TEACHING AND LEARNING
      MATERIALS
      Adequate textbooks esp. English and Maths,
      cardboards, felt pens, clock, strings, crayons, etc.					

4 SCHOOL MANAGEMENT i update site plan and inventory for school ii provision of stationery iii effective SMC/PTA iv effective administration v maintaining discipline					
5 COMMUNITY AND SCHOOL RELATIONSHIP i organise school visits ii organise communal labour iii effective PTA meetings iv provide welfare service to teachers					
6 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:

Headteacher: ....

SMC Chairman: ....

SCHOOL CAPITATION GRANTS

AVANCE 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: ....

....

....

.... Approved by ....
TEACHER/OFFICER VOUCHING   Headteacher

SCHOOL CAPITATION GRANTS

CASH BOOK

DATE	DETAILS	REC/CB NO	INCOME BANK	PAYMENT BANK	BALANCE BANK	PAYMENT ANALYSIS							
						STATIONERY	CULTURE	SPORTS	T&L MATS	MINOR REPAIRS	T&T	NEEDY PUPILS	IN-SERVICE
	TOTAL												

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 3   ....

          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?

e.g. 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