

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

Users:

Head Teachers (HT)

Curriculum Leaders (CL)

Teachers

District Teacher Support Team (DTST)

Objectives of this Module:

This module is to explain **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 concept of Lesson Study which is the key activity of SBI/CBI, and the procedures in planning, preparing, implementing, and monitoring SBI/CBI activities. 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 6 **Units**:

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

***Unit 2** explains how HT and CL can effectively plan and budget for SBI/CBI using Capitation Grants. Recommended SBI/CBI annual schedule, time allocation and how to apply and use the Capitation Grants have also been explained.*

***Unit 3** contains how to prepare towards SBI/CBI presentation sessions. These include; identification of challenging topics by all teachers, selection of challenging topics for a particular INSET session, setting themes for the session, selection of demonstrator/facilitator, writing of lesson plans, preparation of TLMs and fixing dates for the SBI/CBI. An activity format for indicating good points, points for discussion and lesson learnt during the sessions are all captured in this unit.*

***Units 4 and 5** contain activities and stages of SBI/CBI organization. The types of activities namely Demonstration Lesson, Peer Teaching, and TLM Preparation and Usage have been recommended as some of the major activities. Each of these activities however will pass through the three stages of discussion, which are Pre-Delivery, Delivery and Post-Delivery.*

***Unit 6** explains the flow of sheets for monitoring of SBI/CBI activities in schools which serves as a record up to the district level. It also captures the purpose and procedures of SBI/CBI activities as well as the responsibilities of colleague teachers, HT, CL and CS in monitoring.*

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Unit 1: INTRODUCTION

This unit is about 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, and the difference between SBI and CBI
- Outline the responsibilities of stakeholders in SBI/CBI
- Explain the three stages of Lesson Study

1.1 Introduction/Background of SBI/CBI

Introduction of INSET

In-Service Training (INSET) has been considered as crucial to the maintenance and sustaining the capacity of the teacher to continue to provide quality teaching and learning in the classroom.

From time to time, the Ghana Education Service, development partners, NGO's 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.

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.

Objectives of INSET

INSET serves the following objectives:

- Improve and increase teachers' knowledge of the content of academic subjects in order to become more qualified
- Enable teachers to acquire new teaching methods and materials for specific subject content areas
- Train teachers in school and class management and administration
- Help teachers develop skills in human relations management
- Encourage team work among teachers

Introduction of SBI/CBI

In order for INSET sessions to be more relevant and seen to be meeting the peculiar needs of teachers in their respective classrooms, it is recommended that SBI/CBI be organized more often than general INSETs. This is because continuous INSET improves the performance and standards in schools through the building of the capacity of teachers.

A) What is SBI?

School-Based INSET (SBI) is a type of INSET which is organized at the school level by the teachers in a particular school. SBI is organized to solve some special needs or deficiencies identified by the teachers themselves or by leadteachers.

Curriculum Leaders (CLs) play an important role in the organization of SBI.

CLs or leadteachers are selected by headteachers upon consultation with other staff members using a criteria recommended. Such leadteachers must have demonstrated resourcefulness in their work in the school.



Fig. 1: Teachers Attending SBI

B) What is CBI?

Cluster-Based INSET (CBI) is the type of INSET which is organised when a number of schools come together to form a cluster to share ideas on good practices.

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

The number of teachers in these three schools should constitute a good number for a CBI at the host school. Moving teachers for CBI might make CBI more expensive than SBI.

Cost would be minimized if schools for the clusters are carefully selected to reduce any long distance travel by teachers.



Fig. 2: Teachers Attending CBI

1.2 Importance of SBI/CBI

Continuous Professional Development (CPD)

Teachers plan, implement, evaluate lessons through discussions and leads to improved lesson notes preparation and delivery, which is at the core of teachers' professional competence. The effectiveness of the delivery depends very much on the skills and competencies of the teachers. The quality of the teacher is thus enhanced.

Pre-Service Training (PRESET) provides the teacher with some knowledge, skills and other competencies needed to be able 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.

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.

The teachers plan lessons, allow colleagues to observe the lesson and then they discuss the strengths and weaknesses. They offer suggestions on how to improve upon the lesson each

other. This allows the teachers to constantly improve upon their teaching strategies within the context of Continuous Professional Development (CPD).

Teachers can make very good use of the concept of Lesson Study to achieve this. Lesson Study is discussed in 1.5.

Collegiality

“Collegiality” is another key concept, which facilitates INSET as a way to improve upon the quality of teachers and lessons.

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.

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

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



Fig. 3: Teachers Collaborating

Cost Reduction

SBI/CBI reduces the cost involved in INSET.

The venue could be a classroom in the school which will not be hired at any cost.

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

There may not be the need to bring a resource person to facilitate the INSET since some teachers in the school(s) will assume this responsibility as CLs. All expenses on a resource person are thus removed.

The cost of feeding participants is also reduced as only snacks may be served.

1.3 SBI/CBI Activity

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

Types of SBI/CBI Activity

It is up to the school to decide on which type of activity they want to use for SBI/CBI, but in this module three types of SBI/CBI activities are presented. They are *Demonstration Lesson*, *Peer Teaching* and *TLM Preparation/usage*. These activities are recommended because they were found to be effective in previous SBI/CBI programmes in Ghana. Table 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/usage
Main features	Facilitating a lesson with a live class (with pupils)	Facilitating a lesson with colleague teachers (without pupils)	Demonstrating the preparation/usage of TLM without pupils
Advantages	Ability to see pupils' reaction, level of understanding and way of thinking	Teachers can learn better from their colleague teachers.	Ability to construct TLM and try something new

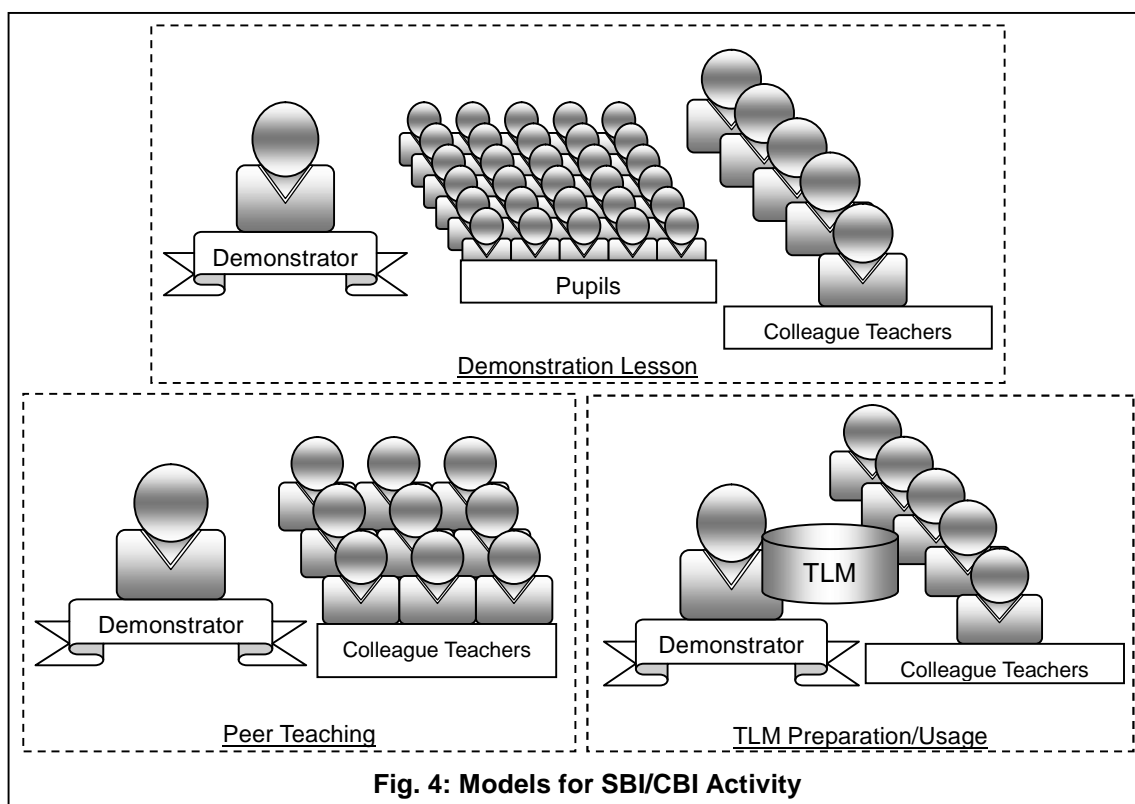


Fig. 4: Models for SBI/CBI Activity

A) Demonstration Lesson

A demonstration lesson takes place with a 'live' class. A demonstrator teaches a lesson to pupils with other colleague teachers as observers who make constructive suggestions to improve the lesson during post-delivery discussion.

B) Peer Teaching

Peer Teaching involves colleague teachers learning from and with each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experiences among participants.

It allows teachers to benefit from each other's experiences, to get immediate and objective feedback on their teaching and to disseminate innovative approaches and good practices in teaching, and in classroom management.

C) TLM Preparation/Usage

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

Stages of SBI/CBI

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

A) Pre-Delivery Discussion

At the Pre-Delivery stage, CL gives instruction to participants. The instruction includes a short discussion on themes based on the activity. The themes should help participants to focus on which aspects of the activity they are going to observe. Participants fill in portions of the Activity Observation Sheet (name, date, subject to be observed, etc) during this stage and 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. Participants who have chosen TLM preparation/usage for their SBI/CBI activity will demonstrate preparation and usage of a TLM.

C) Post-Delivery Discussion

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

1.4 Roles and Responsibilities of SBI/CBI Stakeholders

Head Teacher (HT)

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

In the SBI/CBI model, CL work 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 the HT

Head Teacher (HT)	
<i>INSET Responsibilities</i>	<i>Related INSET Tasks</i>
<ul style="list-style-type: none"> Select CL. 	<ul style="list-style-type: none"> Select CL in collaboration with members of staff and in accordance with the criteria.
<ul style="list-style-type: none"> Prepare an action plan with CL and staff members. 	<ul style="list-style-type: none"> Organise staff meeting and solicit the views of all members.
<ul style="list-style-type: none"> Sensitise staff to the CL training concept, its implications and the importance of the SBI/CBI programme. 	<ul style="list-style-type: none"> Organise meetings for CL to brief the staff after every CL training.
<ul style="list-style-type: none"> Ensure that at least two SBI and one CBI programmes are organised every term. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Keep records of all SBI/CBI including attendance. 	<ul style="list-style-type: none"> Appoint a secretary for every SBI/CBI and provide a book/file for the proceedings of SBI/CBI.

HT is expected to nominate a teacher as CL in consultation with the staff members at the beginning of each academic year. (if appropriate, however, it is desirable that the selection is conducted after HT orientation because some instructions for the selection are given in the orientation.)

The following criteria should be considered when selecting a CL:

Table 3: Criteria for Selecting CL

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

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

Curriculum Leader (CL)

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

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

CLs have the following terms of reference:

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

Table 4: INSET Responsibilities of the CL

Curriculum Leader (CL)	
<i>INSET Responsibilities</i>	<i>Related INSET Tasks</i>
<ul style="list-style-type: none"> • Sensitise and organise effective SBI/CBI for teachers. 	<ul style="list-style-type: none"> • 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 the right environment is created for SBI/CBI to take place.

Teacher

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

Pupils’ performance in achievement tests and performance monitoring tests are 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 three aspects: lesson plans (assessed through inspection of lesson plans), lesson delivery (through direct observation) and classroom management (through direct observation). 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	
<i>INSET Responsibilities</i>	<i>Related INSET Tasks</i>
<ul style="list-style-type: none"> • Collaborate with HT and CL to prepare action plans. 	<ul style="list-style-type: none"> • Submit challenging topics and contribute to discussions for the running of SBI/CBI.
<ul style="list-style-type: none"> • Assist CL to prepare adequately for the SBI/CBI. 	<ul style="list-style-type: none"> • Prepare Teaching and Learning Materials (TLMs), give professional suggestions and facilitate SBI/CBI when necessary.
<ul style="list-style-type: none"> • Implement improved teaching and learning activities from SBI/CBI. 	<ul style="list-style-type: none"> • Implement instructional plans. • Develop skills in teaching methodology and delivery. • Implement improved classroom organisation and management practices.

1.5 Lesson Study

What is Lesson Study?

Lesson Study is a methodology denoting collaborative action by teachers to improve the quality of lessons. This involves studying and researching effective teaching methods and ways of conducting a class. It is a process whereby colleague teachers discuss a lesson conducted by one of them.

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. Teachers who do this learn from each other, and by means of the repeated process of finding solutions to educational issues through teaching in this way, teachers learn and share their teaching skills with one another.

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 implement the planned lesson. There are a number of occasions when during the preparation of such a lesson, the teachers integrate innovative ideas and teaching methods, and use them in the course 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, and 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.

Whether the lesson will be a success or not depends on the competencies 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. Within the context of this situation, the teacher is expected to conduct self-examination on whether the lesson plan, the teaching methods and skills and so on, that will be used in implementing it, are appropriate for the lesson in question. To expect a teacher to be able to do this effectively is in fact to make an exceedingly



Fig. 5: Study of Teaching Content



Fig. 6: Lesson Presentation



Fig. 7: Reflection on the Lesson

difficult demand on the teacher.

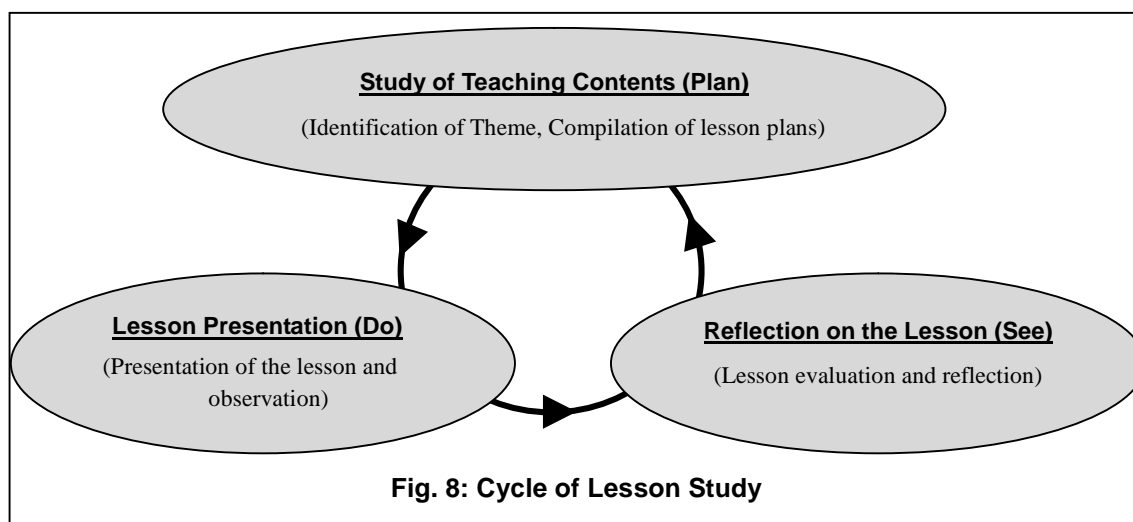
Lesson study offers an effective remedy to problems of this kind. By having one's lesson evaluated by a third party, the strong points and weak points of the lesson can be identified. Confirmation of strong points is linked to increased self-confidence, and the teacher is enabled to devise techniques 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 for solutions to the problems to be found.

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

Procedure of 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".

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.8.



The main stages involved in the succession of the cycles of lesson study are as follows:

- a) Identification of a theme 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, 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 conducted, 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 unit) 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, and so on, so that a lively discussion on a wide-range of issues ensues.

Unit 2: ANNUAL PLAN AND BUDGET

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

- To prepare their annual plan and budget effectively and efficiently using the Capitation Grants outline and format to improve SBI/CBI

2.1 Recommended SBI/CBI Annual Schedule and Time Allocation

The CL with the cooperation of the HT and other staff members should organise SBI/CBI at least thrice a term, i.e. at least nine sessions in an academic year. Refer to Table 6.

Information Exchange Seminar¹ will be organized at the district level. At the beginning of every term, the District Education Office should organize.

Table 6: Suggested SBI/CBI Annual Schedule²

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

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

2.2 SBI/CBI Annual Plan Sheet

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

2.3 Budget for SBI/CBI (Capitation Grants)

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

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

Background

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

¹ This seminar is to share the lessons learnt from the implemented SBI/CBIs in a district with DIU, DTST, HT and CL so that the subsequent SBI/CBIs (even other INSET activities in the district) will be improved.

² 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.

going to school at the basic level.

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

Selection of Schools

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

The Number of Pupils

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

Eligible Expenditures

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

Management of the Grants

The key players in the management of the Capitation Grants are shown in Table 7.

Table 7: Key players in the Management of the Capitation Grants

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

Special Bank Account

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

Release of Funds

A projected estimate of enrollment levels in each school is made at the beginning of each academic year (*based on the GER for the district*). This estimate is the basis for the transfer of 50% of funds to the school at the beginning of the first term. Subsequent transfers for the first term are dependent on the submission of adequate returns on the actual enrollment for the school in the course of the term. For the second and third terms, based on the enrollment levels as established in the first term, funds are to be transferred to schools at the beginning of the term. Efforts should, however, be made to confirm these enrollment figures due to attritions.

Monitoring and Evaluation

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

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

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

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

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

Audit

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

2.4 How to Apply for Capitation Grants

Preparation of School Performance Improvement Plan (SPIP)

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

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

Some of the key activities to be undertaken are:

Enrollment Drive

Provision of Teaching and Learning Materials

School Management (*including T&T and stationery*)

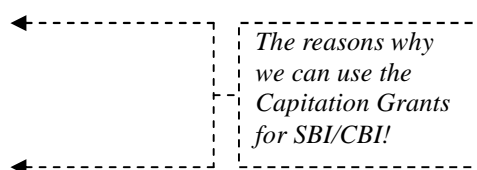
Community and School Relationship

Support to Needy Pupils

School and Cluster based In-Service Training

Minor Repairs

Payment of Sports and Culture Levies (*to be approved nationally*)



The SPIP is to be prepared by the 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. (*Form B*). Cash equivalent to that activity is withdrawn from the bank, an Advance Form (*Form C*) is completed and cash given to the executor to be used for the purpose as indicated on the request form. After the completion of the activity, the executor submits the relevant documentation (receipts, honour certificates and activity report) to the headteacher and completes an Accounting for Advances Form (*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 has to maintain financial records (*Capitation Grants Cash Book - Form F*) which report all Capitation Grants received and disbursed with all appropriate receipts and documentation required. These records are to be made available for review by the SMC, the District Education Office and the Audit, Regional Monitoring Team and other School Inspectors.

Reports

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

These reports include:

Monthly Capitation Grants Expenditure Returns – ——— – – – *Form G*

Monthly Capitation Grants Activity Completion Report – – – *Form H*

Termly Capitation Grants Status Report – – — – — – – – *Form I*

Unit 3: PREPARATION FOR SBI/CBI

The main objectives for the 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 of identify challenging topics
- Set relevant themes
- Select a demonstrator/facilitator
- Select a relevant SBI/CBI activity for a session

3.1 Needs Assessment

Teachers' professional needs can be identified through various means of methods and strategies including observation and discussion. These need to be addressed in order to promote quality teaching and learning. Some of these strategies may include:

- While vetting their prepared lesson plans, discuss various aspects of the expanded scheme of work with teachers
- Observing lesson delivery
- Looking through pupils' exercises

Sources

There are various sources of identifying teacher professional needs. These are:

- By teacher himself/herself
- By colleague teachers
- By headteacher/CS
- A good appraisal instrument

Procedure

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
- CS interviewing headteacher
- HT interviewing teacher
- HT interviewing colleague teachers

3.2 Challenging Topics

A challenging topic is considered as one that does not lend itself to be easily taught by teachers. This situation may exist when the following factors prevail:

- 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 an appropriate methods for the effective delivery

- of the lesson.
- There is/are no relevant reference material(s).

Some teachers in primary schools think that some topics are too 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 problematic. It is rather a matter of preparation and not qualification. A little bit of extra effort and time to prepare a lesson makes a big difference. It helps teachers to improve their lessons greatly.

This dilemma of teachers can be addressed through INSET activities such as SBI/CBI.

Examples of Challenging Topics

- Formation of clouds
- Natural disaster-Earthquake, Volcanoes
- The human skeleton
- Shape and space
- Operation of fractions
- Measurement of Area

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

It needs to be emphasized, however, that topics considered as challenging must be derived from the teachers and the above examples are not the only ones

Preferred Topics

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

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

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

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

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

Challenging Topics in Science and Mathematics

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

Science

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

Mathematics

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

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

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

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

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

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. A good lesson preparation would help the teachers to teach well. What one can do is to discuss challenging topics with other teachers at the school.

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

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 conducted and consult one another. A CL facilitates the discussion while other teachers are also encouraged to contribute to the discussion. It should not be always CLs who play the role of facilitator. Together with a headteacher, a CL may appoint one of the other teachers as a facilitator.

SBI/CBI provides good occasions for teachers to improve their knowledge and skills for the teaching of challenging topics. It is important to note that the teachers can see how pupils take a lesson of a challenging topic.

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

- Step 1: CL and teachers become aware of what challenging topics are.
- Step 2: CL (or sometimes a teacher) collects topics perceived by other teachers at the school as challenging.
- Step 3: CL (or sometimes a teacher) organizes a SBI/CBI.
- Step 4: CL (or sometimes a teacher) conducts a demonstration lesson on a challenging topic and discuss for improvement.

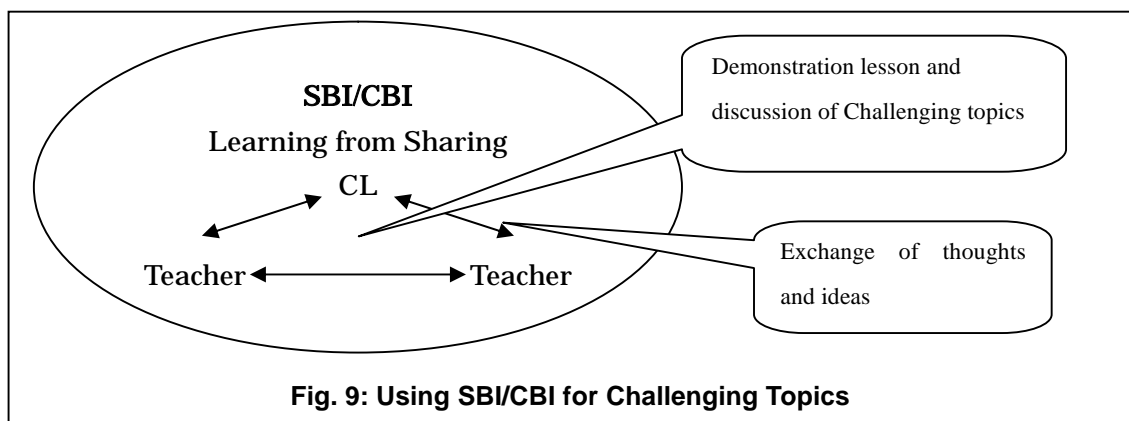


Fig. 9: Using SBI/CBI for Challenging Topics

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 experience about challenging topics. Before the training, CLs are requested to list challenging topics with their colleague teachers. They discuss the challenging topics during the training, and try to develop a better way of teaching the topics. CLs go back to their schools with the developed lesson plans on challenging topics and teachers at the schools are expected to benefit from that in various ways.

Although there is **No Third Session** (of Sourcebook Training) programmed, it is significantly important for a CL to continue reflection and discussion with his/her colleagues at their 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 to share. This should be an excellent opportunity for all.

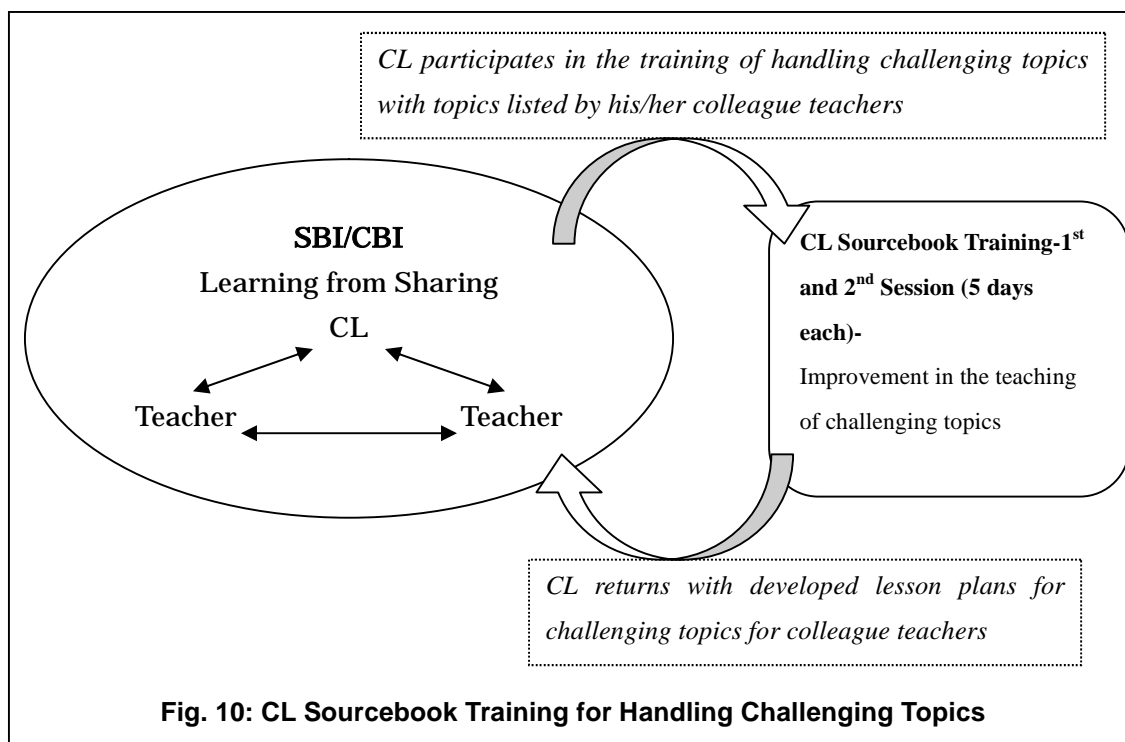


Fig. 10: CL Sourcebook Training for Handling Challenging Topics

Using the Reference Resources for Teaching Challenging Topics

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

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

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

Using Sample Lesson Plans on Challenging Topics

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

Module 5 comprises sample lesson plans on challenging topics in Mathematics. Module 6 comprises sample lesson plans for challenging topics in Science. 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 point are shown.

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.

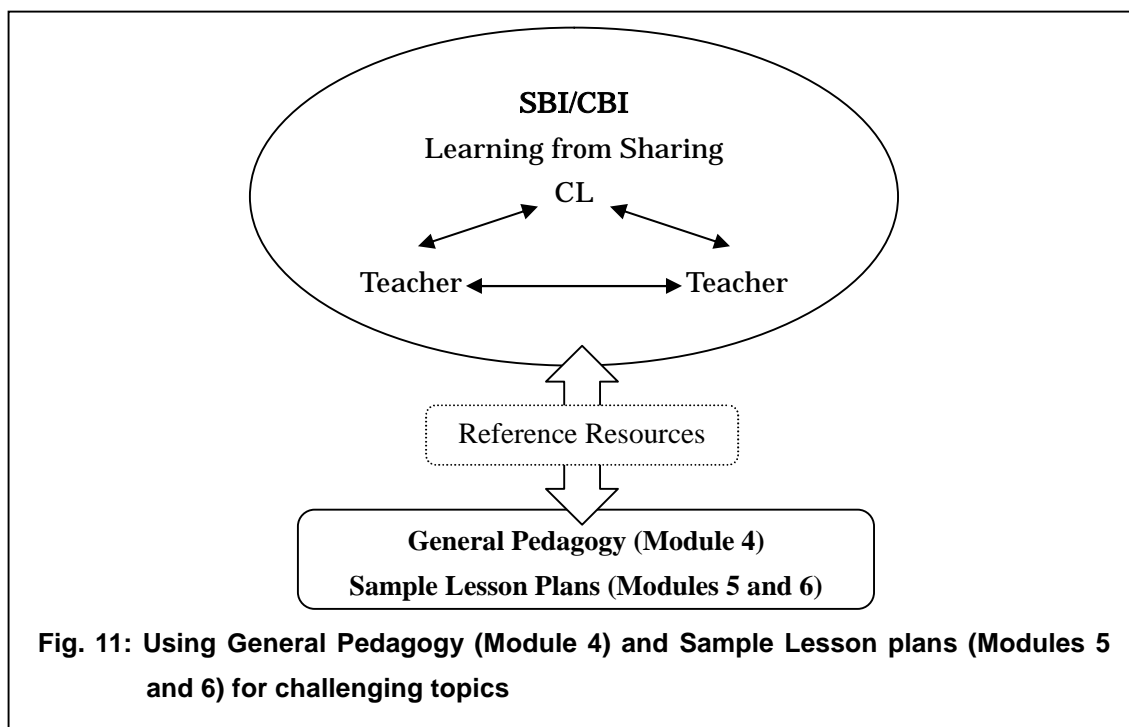


Fig. 11: Using General Pedagogy (Module 4) and Sample Lesson plans (Modules 5 and 6) for challenging topics

Examples of general strategies for teaching challenging topics

Examples of general strategies for **lesson planning**

- **Prepare adequately** in advance before attempting to teach some of these topics. Where possible, they should consult other colleagues or experts in the field for more reliable and relevant information.
- Consult many curriculum materials for relevant and simple information about the challenging topics you are to teach.
- **Select** relevant TLMs to make the lessons real and appealing to the pupils. Whether there is difficulty in finding relevant TLMs **improvise** or **develop** your own materials.
- Teach systematically by translating the syllabus into **real life situations**. For example, it is better to teach flowers when flowers are in season. It is best to teach a lesson on “Water” during the raining season when different types of water can be obtained. Organize field trips to help the pupils to learn about the challenging topics **through first-hand experience**.

Examples of general strategies for **lesson delivery**

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

3.3 Setting of Themes

What is a Theme?

It is the main idea or focus of what is to be discussed at a conference or at INSET meeting.

Themes normally emerge from the daily teaching activities from a school. In other words themes are daily problems emanating from the teaching process in our schools, or experiences during the teaching and learning activities in our schools.

Examples of Problems (Issues)

- Effective way of using TLMs in lesson delivery
- Knowledge of preparing TLMs
- Lesson plan preparation
- Teaching of Decimal Fraction
- Teaching of Formation of Clouds
- Use of appropriate teaching methods e.g. Activity-oriented approach –Child-centred approach in lesson delivery

Guidelines to Theme Setting

The best way to identify relevant themes is to:

- Encourage information exchange and discussion among colleague teachers in daily teaching activities.
- Identify the common issues to all teachers on the staff or in the cluster of schools
- Compile all the issues raised
- Prioritise all issues for discussion at various SBI/CBI
- Design appropriate activities to suit the selected themes
- Analyse the problems

Examples of Themes

- Using TLMs to facilitate teaching and learning:
 - Concept formation process
 - Key to practical teaching
 - Right way to teach science and mathematics
 - Gateway to developing manipulative skills
- Good lesson plan –a tool for effective teaching
- Breaking the barrier in the teaching of decimal fractions as a challenging topic
- The teaching of clouds formation made simple
- Appropriate methodology, a solution to effective teaching and learning
- English, a tool to support the understanding of science and mathematics

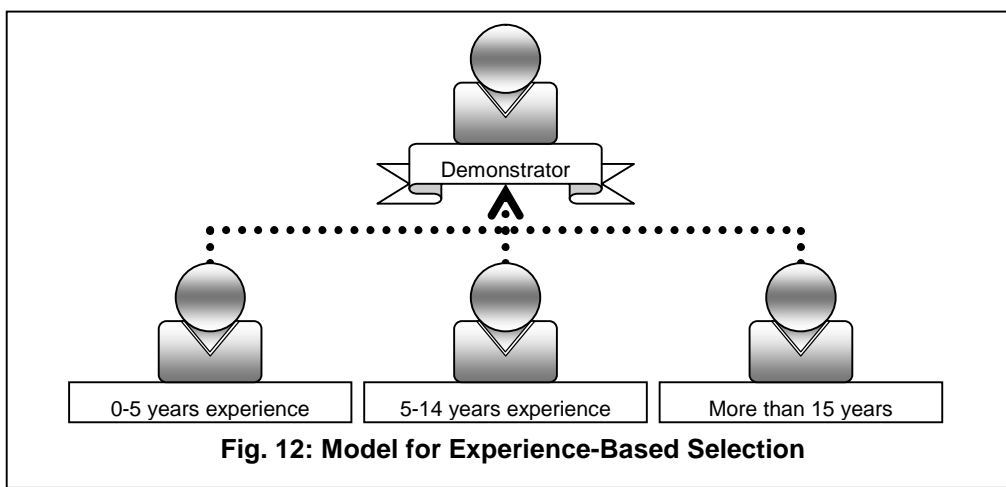
3.4 Selection of Demonstrator/Facilitator

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

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

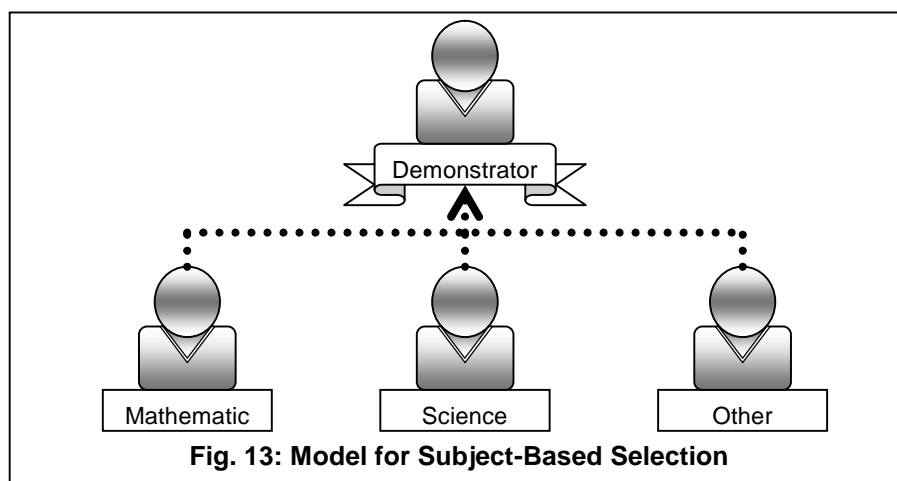
A) Experience-Based Selection

An experienced teacher has a variety of teaching competencies. Their competencies of teaching are on the basis that they might have had several opportunities to address the challenges they have encountered in their effort at improving the quality of their lessons. We can learn a lot of things from the experiences of these teachers, such as the 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.



B) Subject-Based Selection

Generally speaking, teachers may not be all round. However, teachers have different capabilities and experiences in the 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. 13 for a model for subject-based selection.



C) Class-Based Selection

Each class has particular issues which concern the development of the pupils at that level. If it is necessary to consider the issues related to each class in a school, this class-based selection is chosen. For example, when teachers identify low achievement of pupils in a certain topic as a problem, they may be able to relate its cause to previous learning and understanding of the topic. When teachers want to know the relation between their pupils' achievement levels in 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. 14 for a model for class-based selection.

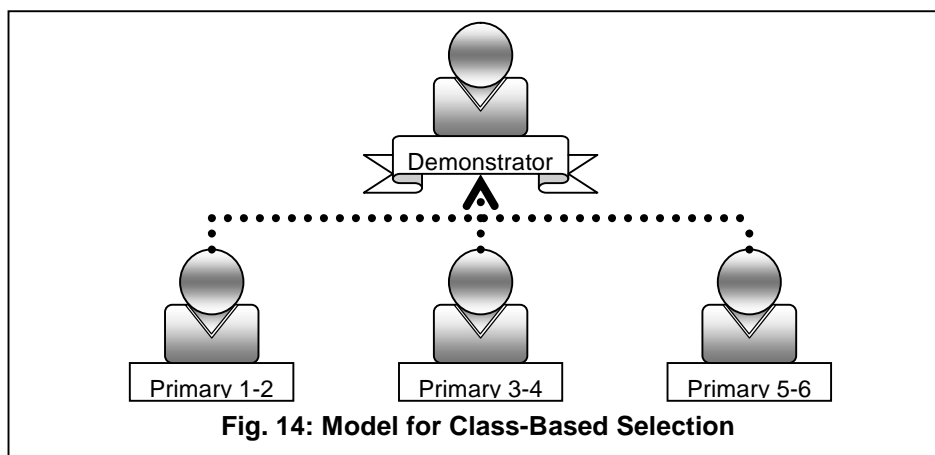


Fig. 14: Model for Class-Based Selection

3.5 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 start to plan a demonstration activity for a SBI/CBI session. This should be done with the cooperation of the CL (note that the CL can be a demonstrator). See Fig. 15 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 arrive at a 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 Demonstration Lesson or Peer Teaching, then, they will plan a lesson to demonstrate through studying a teaching content. For those who have chosen TLM preparation/usage for their SBI/CBI activity, a study of TLM should be done.

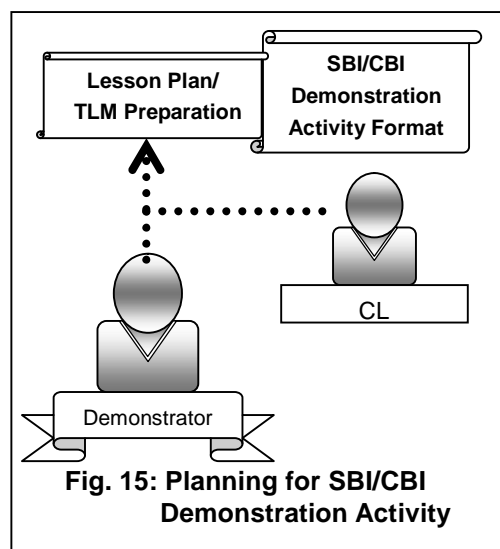


Fig. 15: Planning for SBI/CBI Demonstration Activity

In planning the activity, they are supposed to develop a lesson plan (for a demonstration

lesson) or a TLM Preparation/usage. They are also required to complete the “SBI/CBI Demonstration Activity Format”

Preparation of SBI/CBI Demonstration Activity Format

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

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

When the lesson plan is prepared for a SBI/CBI activity, there is the need to consider the objectives, teaching/learning activities and materials, core points and evaluation/exercise, and even the choice of the topic/sub-topic. They should be related to the themes of the session of SBI/CBI as much as possible.

Table 8: List of Sample Lesson Plans

Module 5: Mathematics	Module 6: Science
<ul style="list-style-type: none"> • Measurement (Area) • Operations on fractions (Multiplication) • Collecting and Handling Data (Constructing a pictograph) • Shape and Space (Right angles) • Investigation with number (Triangular numbers) 	<ul style="list-style-type: none"> • Characteristics of Water and Other Liquids • Porosities of Soil • Rusting • Production of Sound • Properties of Air

Preparation of TLM Plan (for TLM Preparation/usage)

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

Unit 4: 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

4.1 Types and Stages of SBI

Organisation of the SBI is divided into the three stages: **Pre-Delivery Discussion**, **Delivery Discussion** and **Post-Delivery Discussion**. The duration of each stage can be 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	Instruction, expectations of Actual Instructions on the use of Observation Sheet	Demonstrating a lesson with pupils (and Observation)	Reflection/Evaluation on the Lesson
	Peer Teaching	Instruction, expectations of Actual Instructions on the use of Observation Sheet	Demonstrating a lesson with colleague teachers (and Observation)	Reflection/Evaluation on the Lesson
	TLM Preparation /usage	Instruction, expectations of Actual Instructions on the use of Observation Sheet	Demonstration on Preparation/usage of the TLM	Reflection/Evaluation on the Preparation/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, Demonstration Activity: 60 minutes, Post-Delivery Discussion: 50 minutes etc.)

4.2 Pre-Delivery Discussion

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

- Stating the theme(s) for the session and its background (the reason why we are considering the themes through the session). The facilitator will present the rationale for the choice of the topic/sub-topic, the objectives and core points of the lesson, expected teaching/learning activities and materials.
- Introducing the demonstrator and his/her class, the subject and topic/sub-topic.
- Giving participants instructions for the



Fig. 16: Pre-Delivery Discussion

observation (how to use the observation sheet, the areas which the participants are expected to observe, and so on) (*Form 5*)

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!” and so on)
- v) Discussing colleagues’ expectations with them as an introductory activity

If there is the need to assess the demonstrator’s teaching competencies in terms of the performance standards of teachers, the “Lesson Observation Sheet” (*Form 6*) can be used.

Table 10: Suggested Steps for Pre-Delivery Discussion

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

4.3 Delivery

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

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 observers can observe and study the activity properly.

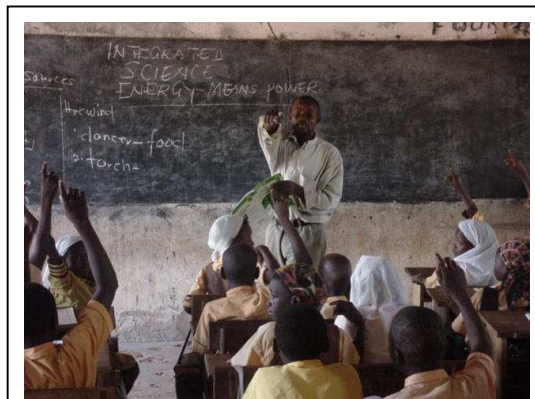


Fig. 17: Delivery-Demonstration Lesson



Fig. 18: Delivery-Peer Teaching

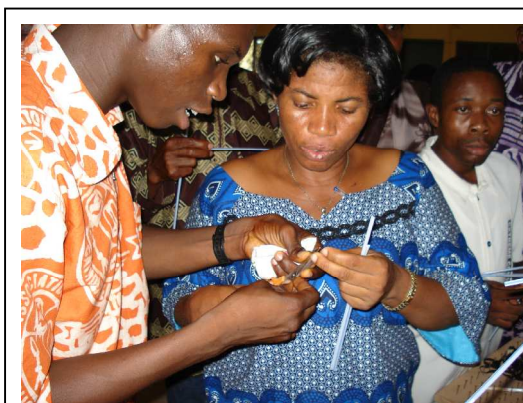


Fig. 19: Delivery-TLM Presentation /Usage

Table 11: Suggested Steps for Delivery on Demonstration Lesson

Step 1	Before the Activity	Before starting the demonstration 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 Activity	The demonstrator conducts the demonstration activity. All the colleague teachers observe the activity in silence from the back of the classroom, putting comments into the observation sheets.
Step 3	After the Activity	Facilitator leads all the colleague teachers to the room where the Post-Delivery Discussion will be held. The demonstrator gives his/her pupils necessary instructions (asking them to go home, giving some exercises, and so on)

Table 12: Suggested Steps for Delivery for Peer Teaching and 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 put their comments down on observation sheets
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4.4 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 exchange their opinions, ideas and so on.

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

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

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

It is important to prevent one or two teachers 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.

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



Fig. 20: Post-Delivery Discussion

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

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

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

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 him/herself) to give their comments on the activity focusing on the themes of the session.
Step 3 (8 mins)	Conclusion by HT	Facilitator invites HT (or supervisors) to give comments on the discussion.

4.5 Conclusion

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

This section shows only the suggested ideas for conducting SBI activities. More 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 5: 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

5.1 General Information about CBI

Another activity that can be used to upgrade the knowledge and skills of teachers, to make them more efficient in their teaching career, is the Cluster-Based INSET (CBI).

As CBI promotes collegiality and mutual respects for each other's competencies and potential, the display of individual excellence should not be stifled. 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 unresolved challenges from School-Based INSET (SBI) sessions.

A group of 3 (minimum) or 5 (maximum) schools can form a cluster.

One school serves as host, or hosting can rotate if appropriate.

5.2 Objectives of CBI

CBI have 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 opportunity for teachers from different schools to learn from each other

5.3 Formation of Clusters

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

- Schools that form the cluster should not be too far from each other (preferably a walking distance).
- A minimum of 3 and a maximum of 5 schools should form a cluster.
- Schools forming the 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 who may benefit from the theme.
- Headteachers 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.

5.4 Types and Stages of CBI

Organisation of the CBI is divided into the three types and stages just like SBI (refer to Unit 4).

5.5 Conclusion

In CBI, teachers who have the requisite knowledge, skills and interest should play the role as 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 amongst 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 that can hamper the smooth organisation of activities from colleagues 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 for a great team success.

Unit 6: MONITORING OF SBI/CBI

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

- Monitor SBI/CBI properly using various monitoring forms.

6.1 What is Monitoring?

Monitoring is an ongoing process that helps to track the progress of a programme. 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/national level inspections.

6.2 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 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. The table below shows the necessary sheets for monitoring SBI/CBI.

Table 14: Sheets for Monitoring SBI/CBI

Name	Form	Type of Data	Writer
<ul style="list-style-type: none"> • SBI/CBI Observation Sheet (for all participants) • SBI/CBI Observation Sheet (for NT, DTST, and CS) • Record of Post-Delivery Discussion • SBI/CBI Operation Summary • Field Monitoring Sheet 	<p><i>Form 5</i></p> <p><i>Form 6</i></p> <p><i>Form 7</i></p> <p><i>Form 8</i></p> <p><i>Form 10</i></p>	Qualitative	<ul style="list-style-type: none"> • Participants • NT, DTST, CS • Secretary • HT • DTST
<ul style="list-style-type: none"> • SBI/CBI Data Sheet • Attendance Sheet for SBI/CBI 	<p><i>Form 9</i></p> <p><i>Form 11</i></p>	Quantitative	<ul style="list-style-type: none"> • HT • Participants

1) SBI/CBI Observation Sheet (for all participants) (*Form 5*)

Participants are expected to put their comments on the SBI/CBI observation sheet during the SBI/CBI. They are asked to write both strong and challenging points as their comments, 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 purposes.

2) SBI/CBI Observation Sheet (for NT, DTST, and CS) (*Form 6*)

The sheet is based on Performance Standard. NT, DTST, and CS can use the information to make useful comments during post-delivery discussion.

1. NT, DTST and CS receive the sheet from DIU.
2. NT, DTST and CS fill in the sheet in addition to *Form 5* when they attend SBI/CBI in schools.
3. They submit the sheets to DIU in two weeks after SBI/CBI.

3) Record of Post-Delivery Discussion (*Form 7*)

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

1. HT assigns one teacher as a secretary.
2. The secretary writes down the major comments and discussion.
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.
5. HT keeps the sheet for record purposes.

4) SBI/CBI Operation Summary (*Form 8*)

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

1. HT fills in SBI/CBI Operation Summary, and makes two copies.
2. HT keeps one in school, and submits the other to DIU through CS within two weeks after SBI/CBI as a record of SBI/CBI.

5) SBI/CBI Data Sheet (*Form 9*)

The purpose of the SBI/CBI Data Sheet is to keep records of SBI/CBI organisation in schools. The sheet includes information on SBI/CBI organisation such as the name of the demonstrator, the subjects, topics, the number of participants, etc.

1. HT fills in SBI/CBI Data Sheet, and makes two copies.
2. HT keeps one in school, and submits the other to DIU through CS within two weeks after SBI/CBI.

6) Field Monitoring Sheet (for DTST) (*Form 10*)

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 addition, DTST is expected to find some examples of “Good Practices” and “Challenges” of SBI/CBI while monitoring. DTST reports those examples at the seminar at which CLs, HTs, and DTSTs share their experiences about SBI/CBI in each term. Please refer to “6.5 How to Monitor SBI/CBI (for DTST)” 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 information with DIU. DTST also uses it when reporting at a seminar.

7) Attendance Sheet for SBI/CBI (*Form 11*)

Attendance sheet is used to record the names of the participants. Each school keeps the sheet. If CBI is organised each school fills in one sheet.

1. HT or person in charge distributes the sheets and asks participants to write down their names, classes, and append their signatures.
2. HT keeps the sheets for record purposes.

6.3 Responsibilities

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

Table 15: Responsibility of SBI Stakeholders

Name	Responsibility
Colleague teacher	<u>Give feedback to demonstrator</u> <ul style="list-style-type: none"> - Attend SBI/CBI and fill in SBI/CBI Observation Sheet while in attendance - Contribute ideas, views during the post-delivery discussion - Take notes during post-delivery discussion as a secretary (if one is requested to serve as such)
CL	<u>Facilitate SBI/CBI</u> <ul style="list-style-type: none"> - Conduct SBI/CBI - Attend CBI and contribute to post-delivery discussion
HT	<u>Manage and Evaluate SBI/CBI activity</u> <ul style="list-style-type: none"> - Attend SBI/CBI and contribute to post-delivery discussion - Submit copies of all monitoring sheets (SBI/CBI Observation Sheets, SBI/CBI Operation Summary , and SBI/CBI Data Sheet) to CS - File the monitoring sheets for record purposes

6.4 Flowchart of the Monitoring Sheets

Fig. 21 shows how the sheets for monitoring SBI/CBI flow.

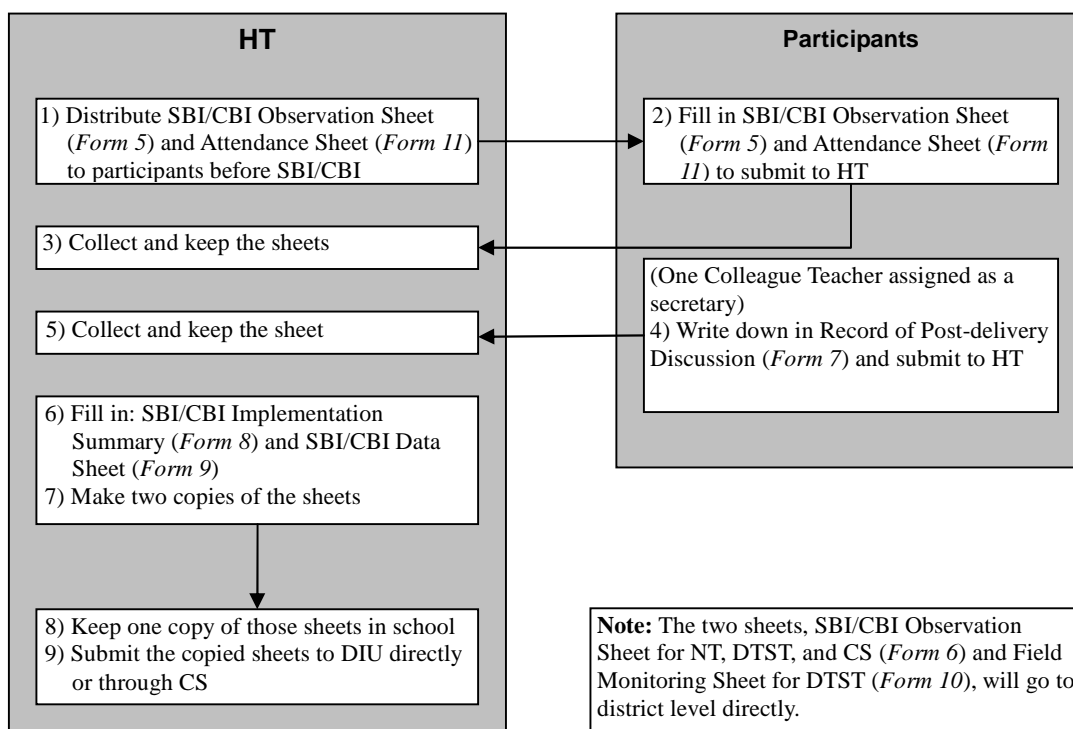


Fig. 21: Flowchart of the Sheets for Monitoring

6.5 How to Monitor SBI/CBI (for DTST)

When a member of DTST visits a school, he/she needs to monitor SBI/CBI in terms of three areas. Those areas and methods of monitoring are shown in the table below:

Table 16: Points of Monitoring (for School Visits by DTST)

Areas	Methods
1) Preparation of SBI/CBI	Interviewing HT and CL
2) Operation 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	Interviewing HT and CL

1) How to Monitor Preparation of SBI/CBI

A DTST member is expected to monitor the preparation of SBI/CBI using *Field Monitoring Sheet (for DTST) (Form 10)*. While interviewing HT and CL the following points should be considered.

- Utilise time before/after observation of SBI/CBI.
- Maintain an atmosphere that is not judgemental but supportive and cooperative.
- Listen to HT and CL carefully and respectfully.
- Take the challenges and the problems that a particular school faces into consideration during the interview.
- Use experiences and comments that have been received from previous field SBI/CBI monitoring.
- Give necessary feedback/advice to the school.

2) How to Monitor Operation of SBI/CBI

DTST members are expected to monitor operation of SBI/CBI using *sheets (Form 5&6)*. While participating and monitoring pre-delivery discussion and post-delivery discussion, the following points should be considered.

Hints for monitoring 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.

Hints for monitoring post-delivery discussion

- When the participants (Demonstrator, Colleague Teachers and HT) are making comments, listen to their points carefully.
- Make comments on the delivery and the comments from participants, in your position as an experienced DTST.

Notes for commenting

- Encourage teachers to improve upon their teaching.
- Provide beneficial comments not only for the demonstrator but also for other teachers.
- Be supportive, try as much as possible not to hurt the feelings of the demonstrator (every teacher requires respect as a professional) or you could damage the cooperative atmosphere of the discussion.
- Give comments which are related to the theme of the SBI/CBI.
- Be brief and concise and try not to dominate the discussion.

3) How to Monitor the impact of SBI/CBI

A DTST member is expected to monitor SBI/CBI, use *Field Monitoring Sheet (for DTST) (Form 10)*. It is necessary to find out whether the school has taken actions for improving its SBI/CBI implementation and daily practice of teaching and learning by using the lessons learnt from previous SBI/CBI. Please encourage the school to initiate necessary actions for improvement.

When interviewing , consider the following points:

(To improve SBI/CBI organisation):

- Ask for the *SBI/CBI Operation Summary (Form 8)* 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 daily practice of teaching and learning):

- Ask for the *Record of Post-Delivery Discussion (Form 7)* of previous SBI/CBI.
- Check the comments that the HT has made in the “Lessons Learnt for Subsequent Teaching and Learning” in the *Record of Post-discussion* of the previous SBI/CBI. Then, please consider the following to improve SBI/CBI organisation and daily practice of teaching and learning.
- Ask the HT if the school has taken any actions of some of the comments. For example, if participants complain about the venue, find out if HT made some efforts to change the venue.
- If the HT says “yes”, try to identify them using appropriate ways. e.g. asking other teachers, seeing newly developed/prepared TLMs and reading related documents and so on.
- 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: BASIC SCHOOL PERFORMANCE APPRAISAL SYSTEM

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

- State the reasons for organizing SPAM
- Organize SPAM at various levels

1. Rationale

Innovations like the Performance Monitoring Test (PMT) and the School Performance Appraisal Meeting (SPAM) which was introduced in 1998 under the 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 administered 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 their teachers 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 has been 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. However, PMT cannot be administered now, but in place of it the district level examination being organised by some districts can form the Test instrument for organizing the SPAM. Districts which have not instituted such examination can make use of the terminal test results or BECE results of schools to conduct the various levels of SPAM and set performance targets.

2. What is SPAM?

SPAM-this acronym stands for **School Performance Appraisal Meeting**.

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

- Discuss the performance of their schools in a district-wide performance monitoring test organized by the District Education Office and
- 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 on 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:

- The Headteachers as facilitator
- PTA/SMC chairperson as chairperson
- PTA secretary as secretary
- The Circuit Supervisor (CS)
- PTA and SMC executives
- The 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 specific classes and what should be done to improve performance of the classes.

It must be noted that the class teacher should not 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 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
- Circuit Supervisors
- PTA representative/SMC chairpersons of schools
- Traditional leaders/Unit Committee Chairpersons
- Religious organization representative
- Opinion leaders

ii) The cluster SPAM process

The Assistant Director of Supervision/DIU 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 would be 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 DIU, 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 Unit (DIU)

- DIU is in charge of the report on the progress with the implementation of SBI/CBI, information sharing activities
- DIU will keep records of seminar outcomes
- The information will be communicated to the National INSET Unit 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 as 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
- Members of the Education and Social Services Committee of the District Assembly
- District Assistant Director in charge of Supervision
- District INSET Unit, DTST and CS in the district
- Traditional authorities or their representatives in the district
- Educational unit managers
- District Girl's Education Officer
- DEOC and DEPT
- DFO-District Finance Officer
- PTA-representatives of district
- SMC-district representative

ii) The district level SPAM process

- DDE or AD Supervision briefs participants present on the purpose of the meeting.
- Brainstorming on the roles and responsibilities of stakeholders in education is conducted
- The results of the schools are disclosed by the District Director 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 result of PMT expose non-performing teachers. The SPAM enables the stakeholders to provide both support and some sanction 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 rekindled
- Normal future results are improved upon

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 National INSET Unit, Accra.

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