



MINISTRY OF EDUCATION
AND SPORTS



BTC UGANDA

NEWSLETTER

TEACHER TRAINING EDUCATION PROJECT

ISSUE NO. 6, SEPTEMBER 2014



TEACHER TRAINING EDUCATION PROJECT

TRAINING WORKSHOP



Held at Silver springs Hotel Bugolobi K'la Ug. 25 Aug 2014

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NEWS FROM THE KAMPALA OFFICE

Welcome to the sixth Newsletter of the TTE project! Since the last newsletter, a lot of activities took place:

Our National Experts and mentor teachers were trained in Active Teaching and Learning by an International Expert. Two weeks later, facilitated a week-long, interactive training in our four project colleges and the five other National Teacher Colleges in Uganda. All trainers and trainees gained a lot of practical knowledge on how to put different ATL methods and techniques in practice. Our TTE mentor teachers also received an ICT training, which will allow them to increasingly use ICT as part of Active Teaching and Learning.

Eight members of the administration of the different colleges took part in an online training on Human Resource Management. All of them successfully completed the training and obtained their certificates, congratulations!

At the time of writing, three out of the four of the strategic planning workshops for the colleges also took place (the fourth and last workshop is planned). Each college came up with their own strategic plan for the next ten years. The methodology to come up with these plans was very participatory, and everyone contributed: from governing council members and the administration up to the heads of departments, teachers, student representatives and the support staff. All colleges will now be invited for a meeting to present their strategic plans to TIET.

At the end of 2013, the project collected monitoring data in the four colleges. Maybe you remember the satisfaction questionnaire? Many of the teachers also filled in a survey about support supervision. In addition, some staff working within or with TTE went to all colleges to observe some of the lessons. Interested to know what came out of this exercise? In this newsletter, you can read all about it!

This week, the TTE team will be represented on the Education & Sports Sector Review to be held from 24th up to 26th of September. We will have a stand with information about the project, including a movie about the ATL training on Active Teaching and Learning (ATL) held in Nakawa VTI, and some short fragments about the Mulago groundbreaking ceremony. You can read more about both events in this newsletter.

And last but not least: Jolly joined the team as a Finance and Administrative Officer. Earlier on, she replaced Barrett during her maternity leave, so the team is very glad that she is back!

We celebrated the birthdays of Kobe and Floor:

Hannes' two children are now 1 and 3 years old! Yay!

Also Happy Happy Birthday to our TTE Member Denis Galabuzi! We all wish him many more years to come!

ATL: TRAINING OUTLINES

In the last Newsletter we introduced the launch of our Active Teaching and Learning Activities. But how did we kick off? And what are the next steps?

The TTE project first recruited a specialist team to design and implement our ATL training program. The ATL training program was therefore locally developed, piloted and validated in close collaboration with Ugandan education practitioners both at central and at colleges' level. The first (lengthy) activity was to constitute this ATL team, composed by:

- ◇ One leading international expert
- ◇ A pool of national experts from the public and private sectors
- ◇ A pool of mentor teachers from our four colleges and head of departments from the other institutions

The development and validation of the ATL training outlines and materials led to **four** different training **units**. Those different Units are:

Unit 1: Attending to Inquiry through Active Teaching and Learning

A general introduction to Active Teaching and Learning, with background information on history, rationales and challenges in application of ATL.

An introduction to the ATL training program, with focus on Reflective Practice and engagement in Continuing Professional Development.

Unit 2: Active Teaching and Learning Methods and Techniques

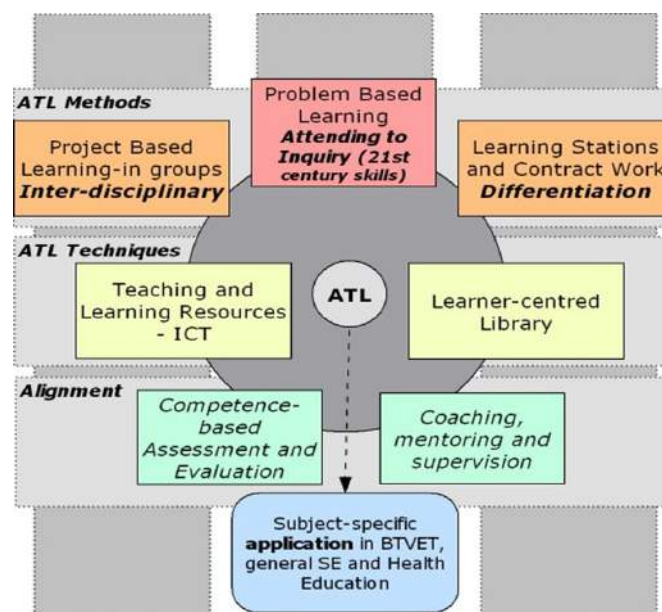
An introduction to a set of ATL Methods and Techniques that are applicable in BTVET, Health Education and General Secondary Education.

Unit 3: Information and Communication Technology for Active Teaching and Learning

A guide on the use of teaching and learning resources, (focus on ICTs) that support ATL techniques

Unit 4: Alignment of ATL with Assessment and Evaluation and Coaching, Mentoring and Supervision

A guide on specific Assessment and Evaluation approaches, Coaching, Mentoring and Supervision



UNIT 1 & 2: ACTIVE TEACHING AND LEARNING TRAINING IN AUGUST AND SEPTEMBER 2014

Both the training for the key beneficiaries (principals, heads of department and mentor teachers) as well as the training for the secondary beneficiaries (deputy principals and all teachers of the nine Teacher Training colleges) captured Unit 1 and 2 of the ATL training package. One the first day of the one week training Unit 1 was explained: what is ATL and what is this training about?

The remaining four days were scheduled for Unit 2. Unit 2 teaches the trainees about different active teaching and learning methods and techniques. These methods and techniques were developed by the National Experts, together with the International Expert. The following methods and techniques were taught and applied in various exercises:

ATL Methods

- M1 *Problem-based Learning*
- M2 *Learning Stations*
- M3 *Learning Contract*
- M4 *Project-Based Learning*

ATL Techniques

- T1 *Group Work*
- T2 *Brainstorming*
- T3 *Shared writing and (Photo) Story Telling*
- T4 *Presentation and Demonstration*
- T5 *Simulation and Role Play/Drama*

For the techniques, five skills cards were developed in order to make it easier to apply them in day to day college' life. It could also be convenient for the teacher trainees (the students) to use them while preparing a lesson plan.

TECHNIQUE 1: GROUP WORK

DEFINITION

Group work is an ATL technique in which all participants are collectively in a group, involved in a shared process of constructing knowledge and/or solving a problem. It is a collaborative and participatory learning context, typically, since "there is more than one right way to do it" and "there is more than one right way to do it".

EDUCATIONAL PURPOSES

Group work motivates learners to *think creatively* and teaches the learners the ability to *discuss* and *reach consensus*. Effective group work with assigned responsibilities to all members helps develop in cooperative learning, also in a group with both dominant personalities as well as more shy learners. The outcome of the members of the group is usually better than what an individual would have done.

In addition, group work techniques can be used to provide an opportunity for learners to obtain a *deeper understanding* of the material, improve learner *motivation* to use both *learning goals* and *learning processes* as relevant to them, encourage *interaction* among peers and through these discussions learners *improve their thinking*.

KEY STEPS

1. **Form effective groups** (4 to 6 members).
2. **Assigning members:** This can be done through heterogeneous use of gender or major topic of interest and heterogeneous use of learning styles of the group.
3. **Assigning tasks:** such as facilitator, recorder, and monitor (if any).
4. **Establishing ground rules** for participation and evaluation, monitor group progress. Assessment criteria must be clear and directly related to the assignment and the process. Consider whether learners will receive individual or group grade.
5. **Monitoring and supervision:** the teacher establishes ground rules, facilitates, guides, explains/clarifies and supports strategies. The teacher also encourages performance and conflict resolution.
6. **Sharing group work results:** the learner presents their group work and receives feedback.

RESOURCES

Social media have transformed the possibilities for group work. Through social media, group work can take place anywhere, anytime. An email and online sharing tools such as Google Drive, Microsoft OneDrive, and others can easily cooperate on tasks.

Other valuable resources include presentation tools such as Flip charts, white boards etc., or photo slides, facilitator discussion, feedback etc.

TECHNIQUE 3: STORY TELLING AND SHARED WRITING

DEFINITION

People in general like to hear stories, and themselves in the places of characters and also enjoy telling and reading stories. Stories are helpful in providing a clear understanding of abstract ideas such as life, human, values and morals. In some cultures without written language, storytelling used to be the only way to convey society's culture, values and history. Stories can be used as instructional tools in form of parables, legends, myths and real life experiences to an attempt to convey important information to others.

As many pictures tell a story and one image can tell more than 1000 words, **photo-storytelling** can give more body to a story. A photo story is a story made up of images, accompanied with written text, voice, motions, transitions and music, resulting in a rich product that can be used to express, share, describe, present, ... in life stories.

Stories and other texts such as guidelines, instructions, paragraphs, concept notes, ... can be composed through a process of **shared writing**. Shared writing is a writing process where participants discuss ideas together. The focus is on the process of **composing text, sharing thoughts and ideas**. The final outcome gets shared & not written by an individual. The shared writing technique enables learners to make the writing process concrete and visible to learners.

EDUCATIONAL PURPOSES

Story telling can be used to present or demonstrate processes, to introduce ideas, or to challenge learners, or to explain abstract concepts or theories. It promotes creativity and critical thinking.

Shared writing can be used to analyse processes, as it enables learners to break down processes in logical, often causal steps. Shared writing is at the same time a tool to practise, enabling learners to present and demonstrate abstract concepts.

KEY STEPS

Learning intention

Demonstration

The teacher or instructor shows the learners how to write a particular text using specific rules, giving a commentary on what is being done during the demonstration and giving reasons for the choices being done. The following aspects can be addressed during demonstration:

1. Practice/rehearse every sentence orally before writing, discuss with the learners about the choice of vocabulary, word order etc. with an emphasis that composition requires reflection.
2. Show the attention of learners to the features of punctuation and how they affect the way you write the sentences.
3. Read back what you have written with an intention of checking how it sounds so as to correct any errors as you progress.

Writing

It is important to involve learners in the process of word choice and composition. At this level, you still go ahead to rehearse the re-writing and re-reading activities. Also, write the learners' suggestions and share the writing collectively with them.

Supported writing

Learners are not yet at a level, but each get a role and a task. The assign a responsibility for a sentence to be written. In pairs, learners rehearse the re-writing and re-reading exercises, then hold up the results for you the teacher to see. You may then decide how much more shared work is still necessary for your learners in that particular lesson. Once learners have been provided with enough skills through the shared writing lesson, they can finally move to the independent writing section.

Photo story telling

For photo story telling it is most important to start from the "story" you want to tell. After identifying ideas, related photos, you have a scenario or a plot, after which images, photos, voice and music can be collected. The quality of a photo story depends on the first place on the quality of ideas and the message of the story rather than on technical aspects of the multimedia product.

The following steps can guide you through the development of a Photo Story:

1. Identify ideas
2. Design scenarios/plot
3. Collect data (images, photos, narrative notes, music)
4. Develop the photo story
5. Share, present, publish the photo story

ICT4EDUCATION: POSTGRADUATE DIPLMA IN EDUCATION TECHNOLOGY IN CAPE TOWN

By TC Leah Sikoyo and TC Robert Kisalama

Empowered for ICT4Education through the PGDip in Educational Technology at UCT, South Africa

Dr. Leah Sikoyo and Robert Kisalama, Training Coordinators of Mulago HTC and NTC Kaliro, respectively, and Ahumuza Emmanuel a Mentor Teacher for ICT at NTC Kaliro recently attended their fourth and final week-long face to face session of the one year Post Graduate Diploma in Education Technology (PGDiP) at the University of Cape Town (UCT) in South Africa. The three were part of a class of twenty educators competitively selected from several education institutions in Sub-Saharan Africa and sponsored by the Carnegie and Mellon Foundations to enroll on the PGDip at UCT in 2014. The course focused on Emerging Technologies in Education, Online Course Design and the theories of learning and teaching with technologies that inform integration of ICTs in education. As a Cohort they were exposed to a range of technologies in education and facilitated through several hands-on sessions that have greatly improved their knowledge, skills and perceptions about the immense opportunities for effectively integrating emerging technologies in teaching and learning. TTE looks forward to sharing and tapping into their diverse experiences in subsequent ICT4Education project activities.



Walking the talk; students actively engaged in technology enhanced classrooms

“If I have seen further it is by standing on the shoulders of Giants.”

— Isaac Newton, The Correspondence Of Isaac Newton

NEWSFLASH: RESULTS OF THE SATISFACTION QUESTIONNAIRE

A big thank you to all the students, teachers, administrative and support staff who filled in the TTE satisfaction questionnaire at the end of 2013. In total, we received more than 1300 completed questionnaires. Special thanks go to NTC Muni, where as many as 604 people participated!

Teaching, learning and school practice

The overall satisfaction of respondents with the way teaching, learning and school practice is higher than the satisfaction with other aspects such as the physical environment and college management practices. This is good news, because teaching is of course the core task of any college.

Teaching and learning can be supported and made easier by the use of adequate pedagogical equipment and ICT. As opposed to the teaching and learning in itself, the satisfaction with the existing pedagogical and ICT equipment was low.

During school practice, students get the opportunity to put their teaching skills into practice. We see that compared to other management areas, respondents were rather satisfied with the management of school practice, although the overall score could still be improved.

Infrastructure

Infrastructure and equipment were the main source of dissatisfaction, which re-affirms the need to improve existing infrastructure as planned by the TTE project.

Well-being in the accommodation blocks was found to be the lower than in the classrooms, while the administrative blocks scoring best. Points of attention were the temperature and ventilation, the sanitary blocks, water supply and facilities for students with a handicap.

College management

We could observe that scores for financial, asset and maintenance management in the college were very low. TTE will work together with the colleges to strengthen some of these areas, because they will determine how the physical infrastructure and equipment will be managed and whether it can be maintained at a high standard after TTE will have closed.

The domain of communication management got slightly higher scores, but remains a weakness. There were quite a number of remarks mentioning the need for more communication between the college, students, teachers and support staff. All these groups want to stay informed. Also, they desire to express their opinions and participate in decision-making.

While no scores were given for the management of human resources, there are some indications that this area deserves its fair share of attention. For example, teachers are generally more satisfied than the students, yet they are less satisfied than other groups with

their opportunities for professional development. The retirement of lecturers also came out as a key issue, and needs to be anticipated since the appointment of new lecturers takes long. Based on the comments given by respondents, more attention should also be spent on “tired” lecturers to ensure they continue to deliver quality education.

Are there any differences between the four colleges?

Yes, here are two examples of such differences.

→ Muni NTC respondents were found to be more satisfied with the management of their college compared to those from Kaliro NTC, while Kaliro respondents in turn are more satisfied with the extra-curricular activities organized for students.

→ Mulago stands out in terms of the satisfaction with teaching and learning, while Abilonino got the lowest scores for this area. Mulago respondents were also more satisfied with the participation of the private sector in their college.

Finally...

Some of the challenges represented here have already been improved upon at the time of analysis. We are looking forward to see the efforts made by the college, TTE project and others reflected in the 2014 results. New data will therefore be collected in October and November, allowing us to monitor the progress we are making as a team!

A few specific issues mentioned by students:

- ◆ The availability of medical facilities
- ◆ Delays in releasing examination results
- ◆ Quality of the meals and some students missing meals
- ◆ To increase safety, students suggest better lighting of residences and sanitary blocks.



SUPPORT SUPERVISION

WHAT DOES TEACHING STAFF THINK ABOUT IT?*

79% thinks supervisors should take sufficient time for observing their lessons, meaning a full class period

How often do teachers need to be supervised?

68%

of the teaching staff believes **5 times a year** is best for **beginning teachers**

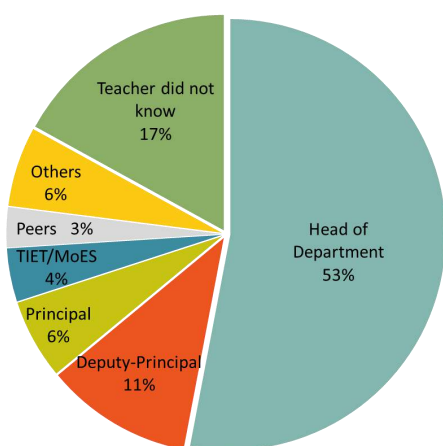
61%

of the teaching staff believes **between 2 and 4 times a year** is best for **experienced teachers**

27%

of the teaching staff feels that **experienced teachers need supervision only once a year or less.**

WHO CURRENTLY CARRIES OUT SUPERVISION ACTIVITIES?



Most support visits come from direct superiors inside the college, external supervision is limited...

SUPPORT SUPERVISION...



... is beneficial to every teacher



... is adequate for teachers entering the profession



... should focus on the needs of the teacher



... is a collaborative effort



■ disagree ■ agree ■ strongly agree

Most teachers believe supervision is beneficial, especially when it is a collaborative effort departing from the needs of the teacher.

CHALLENGES?



47% doubts that supervisors have the right knowledge/skills to foster professional development



45% feels that supervision does not lead to participation in professional



29% believes their classroom instruction did not improve after supervision

WAY FORWARD

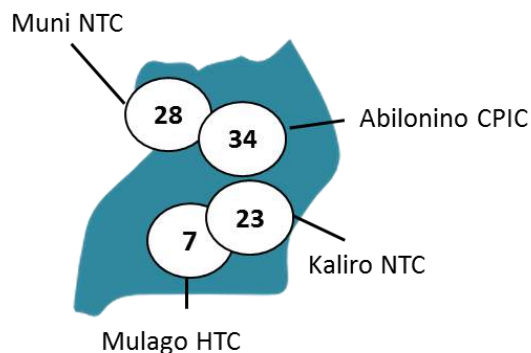
- ➡ Increase frequency
- ➡ Establish clear procedures and tools
- ➡ Pre-observation session + Post-observation session
- ➡ Balance internal and external supervision
- ➡ Leave time to improve and follow-up
- ➡ Constructive feedback by trained supervisors
- ➡ Conferences in college to address common mistakes

A SUMMARY OF CLASSROOM OBSERVATIONS

BY TTE

In November 2013, several members from TTE project and the different thematic teams went to the four colleges. The objective of this exercise was to better **understand how lessons were taught so we can better tailor TTE activities to the reality in each college.**

Together, they observed **92 lessons** in a broad range of subjects across departments, ranging from agriculture and vocational education to arts, languages, ICT, Science and Engineering. The small map on the right contains the number of classroom observations conducted in each college.



College	Average Nr of students registered	Average Nr of students present
ACPIC	68	43
Kaliro NTC	117	94
Mulago HTC	49	33
Muni NTC	97	70
Total	88	65

Classroom environment

Some of the observed classes had a very high number of students, at times up to several hundreds. It is therefore relatively common to sit on a desk with three students, and even up to 8 is no exception. Even so, not all classes are equally overcrowded: Half of the lessons observed actually had less than 50 students, and a large part of the other lessons had between 50 and 100 students. The table below summarizes the average number of students registered/present.

Start of the lesson

The observers found that one out of three lessons did not start on time. Once the lesson kicked off, the lesson's objectives were clearly explained to the learners in half of the lessons, and even if this was not done most teachers still explained the relation with the lesson before or after.

Putting knowledge into practice

One of the very positive findings of the classroom observations was that two out of three of the observed teachers were found to foresee enough time for practice. While this is certainly very good news, the finding may partly be due to the selection criteria used to determine which lessons could be observed, or to limited expectations on behalf of the observers (with regard to the ideal time needed to practice).

Instructions for assignments and homework were generally clear, although one out five teachers provided none or insufficient explanations.

Lesson content and pedagogical approach

Strong points identified	Weak points identified
<p>Teachers did a fairly good job in relating their lessons to real-life situations and checking students understanding.</p> <p>The presenter usually expressed him or herself clearly, and articulated well.</p> <p>Half of the teachers did a good job summarizing the main contents at the end of the lesson.</p>	<p>Non-verbal body language not always clear.</p> <p>In almost half of the lessons, students were not encouraged to ask questions.</p> <p>Special assistance to challenged students was in many cases not provided</p> <p>In one out of five cases, the observed teachers got low scores for friendliness and respectfulness towards students</p>

Use of methods for Active Teaching and Learning (ATL)

Methods such as brainstorming, peer-to-peer explanations and to a lesser extent presentations are already rather frequently used in the colleges. Other methods including group or pair work, self-assessment, research and role-play are much less widely known and used.

For some ATL methods, a non-traditional classroom set-up is needed. Yet, in 66% of the lessons, tables and chairs could not be easily moved for active teaching activities such as group work.

Teaching aids

The teaching aids that were most widespread were computers and self-made teaching aids. Posters, pictures, map, technical and lab equipment were much less used. When teaching aids are used, they are not necessarily made accessible to learners. Cases where learners have access to teaching aids and can actively use them are rare.

Number of teaching aids appropriately used during the same lesson (score of either "good" or "excellent")	% of cases
0	53%
1	25%
2	18%
3	0%
4-5	3%
Total	100%

Differences between colleges

Kaliro NTC had the highest number of students in one class during the different classroom observations, almost a hundred on average. Abilonino and especially Mulago classes were far smaller. Muni NTC got higher scores than Kaliro NTC with regard to the application of active teaching methods.

Again looking at the application of active methodologies, the lessons taught in Abilonino CPIC got better ratings than those taught in Mulago.



NEWS FROM THE INFRASTRUCTURE COMPONENT

BY MARTEN AND DENIS

In September we are conducting a series of workshops on **Behavioural Change** related to our renewable energy component. We are trying to eliminate undesirable behaviour of the college community, both staff and students, in order to have better use of our energy. The behavioural change should decrease the costs incurred on electricity, water and cooking. The great thing is that the results of this workshop can also benefit the participants in their private lives.

The reason why we are organising this behavioural change project is simple: we can build new colleges and equip them, but we also have to make sure that the college community uses the new facilities well. That means that the users have **to be conscious of their use of energy and to improve it** so that the functioning of the college can be sustained.

Behavioural change, however, is not only related to energy saving, but also to maintenance, to new teaching methods, to more efficient management and to making use of support supervision. All these components are covered by the TTE project too and it is therefore maybe right to appreciate that the **TTE project is a big behavioural change project**, triggered by trainings, workshops and infrastructure and support by plans and designs.

In the mean time, we have started **construction works in Mulago**, as reported elsewhere in this newsletter. For the NTCs Muni and Kaliro we have completed the bidding process for the contractors and we have planned that works still start later this year! That means that the **whole of 2015 there will be construction activities going on at the two NTCs**, so be prepared for dust, noise and workers. The colleges will have to be flexible in the utilisation of existing facilities, especially since rehabilitation will also be part of the works. Lastly, **the designs for Abilonino** have progressed well with an approval workshop at the college earlier in September. During that workshop, the consultants presented the preliminary designs and constructive comments were provided by members of the governing council, the district education officer, staff and students in order for the designs to be completed in October.



OFFICIALS BREAK GROUND AT MULAGO HTC !

July 15th 2014 was a very happy day for Mulago Health Tutors College: a celebratory groundbreaking event was held on their premises for the construction of a new pedagogic block. The Guest of Honor, Minister of Education and Sports Jessica Alupo, literally broke ground at the unique college. Together with the Ambassador of Belgium, BTC, the architect and the constructor, Mulago celebrated this day with a small exhibition, traditional dances, tree planting and inspiring speeches. The groundbreaking ceremony represented the uniqueness of Mulago HTC: it is the only college in East Africa that trains nurses, midwives and other health staff to become tutors.

But what will be constructed? The project will develop a four story block next to the main, existing college building. This new building will provide pedagogical facilities such as classrooms, laboratories and a library. These facilities will enhance the comfort for both staff and students and improve the functioning of the college. The design is also aware about the environment and uses a lot of natural resources. Adequate ventilation, good lighting and better space orientation will all contribute to a welcoming teaching and learning environment. That is, after all, the project core objective.

The focus of the TTE project is improving the quality of teaching and learning in Teacher Training Colleges. Furthermore, the project supports the management at the colleges and the support from the Ministry of Education and Sports to the colleges. All these objectives are supported by a fourth aspect: the infrastructure. The project has a large construction component for the extension and rehabilitation of the four colleges: NTC Muni, NTC Kaliro, Abilonino CPIC and of course Mulago HTC.

The construction of the extension in Mulago HTC is expected to be completed in 12 months. We are looking forward to see the beautiful result!



PICTURES OF OTHER ACTIVITIES



On 23rd of August, the librarians and IT managers of each of the four supported colleges went on a benchmarking visit to the UCU Library in Mukono



Together with TIET, the TTE team enjoyed an interactive communication and presentation workshop in June. Role plays, video clips, and presentation exercises made us better communicators!



The ATL training for second beneficiaries (deputy principals and all teachers of the nine Teacher Training Institutions) was a big success! The pictures above show a snapshot of the training in NTC Mubende and NTC Unyama. Some impressions of the trainees:

*It is more practical
than theoretical and
this enhances learning*

*The workshop was
good.
It has enlightened us
on every corner.*

*I acquired new skills and
understanding of new
teaching techniques*